

**LEADERSHIP PRACTICES AND POLICY DIRECTIVES IN  
REVITALIZING ACADEMIA-RESEARCH PUBLICATION IN  
ETHIOPIAN PUBLIC UNIVERSITIES**

**PhD DISSERTATION**

**BY**

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**HARAMAYA**

**May 2025  
UNIVERSITY,**

**HARAMAYA**

**Leadership Practices and Policy Directives in Revitalizing Academia-  
Research Publication in Ethiopian Public Universities**

**A Dissertation Submitted to the Department of Educational planning  
and Management, College of Education and Behavioral  
Sciences, Directorate of Postgraduate Programs**

**HARAMAYA UNIVERSITY**

**In Partial Fulfillment of the Requirements for the Degree of  
DOCTOR OF PHILOSOPHY IN EDUCATION (EDUCATIONAL  
LEADERSHIP AND POLICY STUDIES)**

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**May 2025**

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Final approval and acceptance of the dissertation is contingent upon the submission of its final copy to the Council of Postgraduates Studies (SGS) through the candidate's department or School of Graduate Committee (DGC or SGC)

## **DEDICATION**

This dissertation is dedicated to my father Abdela Abibaker with deep gratitude to honor his belief in education as change agent though he is not able to see my success as he passed away in 1986. May he find eternal peace and happiness in Heaven. I am forever grateful for his presence in my life and the impact he had on me. Though his loss has brought me immense pain, his love, and guidance continue to inspire me

## STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this dissertation is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis, and completion of this dissertation. Any scholarly matter included in this dissertation has been recognized through citation. This dissertation is submitted in partial fulfillment of the requirements for a doctoral degree in Education (Leadership and Policy Studies) at Haramaya University. The dissertation is deposited in the Haramaya University library and is made available to borrowers under the rules of the library. I solemnly declare that this dissertation has not been submitted to any other institution anywhere for the award of any academic degree or diploma.

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## **BIOGRAPHIC SKETCH**

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## **Publications:**

1. "Leadership Practices and Policy Directives in Revitalizing Academia- Research Publication in Ethiopian Public Universities" - Maruf Abdela, Dereje Demissie, Bahar Adem, and Feyera Dinsa
2. "Leadership and Policy Role on Grants Accessing for Publication at Haramaya University" - Maruf Abdela, Dereje Demissie, Bahar Adem, and Feyera Dinsa
3. "Journals Choice for Research Publication at Ethiopian Public Universities: Academia in Decision Making Experience" - Maruf Abdela, Dereje Demissie, Bahar Adem, and Feyera Dinsa

## **ACKNOWLEDGEMENTS**

I would like to express my sincere appreciation to Dereje Demissie Feye (Assoc. Professor, PhD), my chairperson, for his invaluable guidance, and constructive feedback throughout the entire study, from the proposal stage to its completion. His assistance was essential in preparing the concepts and models for this research and his insightful ideas have helped me broaden my perspective and shape my thought process. I am also deeply grateful to my advisory committee members, Dr. Bahar Adem Abdulahi and Dr, Feyera Dinsa Hundessa (PhD and Assistance Professors), for their diligent review and valuable feedback. Their constructive comments, suggestions, and innovative ideas were instrumental in the successful completion of this work. Without their support, this research would not have been possible.

Dear advisors, I want to take a moment to express my deepest gratitude for the exceptional leadership and guidance you have provided me during my graduate studies. Each of you embodies the qualities of true leaders through your quiet strengths and selfless determination. Your mentorship has been invaluable to me, and I am truly inspired to impart the same wisdom, guidance, patience, support, and encouragement to my students.

I would also like to extend my heartfelt appreciation to the esteemed leadership of Rift Valley University, and Haramaya University, for their immeasurable and unwavering support which has played a critical role during my study. From their encouragement to their financial support for publishing a research journal, provision of necessary equipment, and final editing of my dissertation, their contributions always hold a special place in my heart.

I would like to express my sincere gratitude to the individuals who have played a significant role in supporting me throughout the process of finalizing this dissertation. I am immensely thankful to the academic leaders and staff who took the time out of their busy schedules to fill out the questionnaires.

I would like to extend my heartfelt gratitude to Gadisa Bekele, Debela Tezera, Habtamu Teshoma, Solomon Soboka, and Esmail Nurhussen for their invaluable support during data collection from Haramaya, Hawassa, Wolaita Sodo, Wallega, Dire Dawa, and Jigjiga Universities. Additionally, I wish to express my sincere appreciation to Bayisa Eshatu, Head of the Department of Educational Planning and Management at Haramaya University, for his prompt responses and unwavering assistance with all office-related matters.

I am grateful to my wife Shukria Omer (Shu), and my children, Imran Maruf, Asma Maruf, Abdulaziz Maruf, Kawser Maruf, Salsabil Maruf, Tasnim Maruf, Hilwa Maruf and Abdurahaman Maruf for their love, unwavering support, and sacrifices in encouraging me to finish my long journey of PhD caring each other and providing clam study area at home. All of you deserve appreciation and respect.

I would like to express my sincere gratitude to my friends, Mr. Jemal Kassim, Abdurazak Ahamed, Jibril Abas, Jemal usman and all my junior PhD students for sharing their knowledge and resources during my journey. I am also deeply grateful to all those who directly and indirectly contributed to the successful completion of this study. Thank you all.

## **ACRONYMS AND ABBREVIATIONS**

AAU	Addis Ababa University
DDU	Dire Dawa University
EPU	Ethiopian Public Universities
ESDP	Education Sector Development Program
EU	European Union
FDRE	Federal Democratic Republic of Ethiopia
GoE	Government of Ethiopia
GTP	Growth and Transformation Plan One
HE	Higher Education
HELLs	Higher Education Learning Institutions
HRM	Human Resource Management
HrU	Haramaya University
HU	Hawassa University
JJU	Jigjiga University
JU	Jimma University
LPI	Leadership Practices Inventory
MoE	Ministry of Education
MoSHE	Ministry of Science and Higher Education
OECD	Organization for Economic Cooperation and Development
RD	Research and Development
SPSS	Statistical Package for Social Sciences
WU	Wallaga University

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# **Leadership Practices and Policy Directives in Revitalizing Academia-Research Publications in Ethiopian Public Universities**

**Maruf Abdela Abibaker**

## **ABSTRACT**

The main purpose of this study was to investigate leadership practices and policy directives in revitalizing academic research publications within Ethiopian public universities. To achieve this goal, the study adopted an explanatory sequential research design grounded in pragmatism. A total of 378 academic staff, 142 academic leaders, and 21 research experts were selected using multistage and purposive sampling techniques. Quantitative data were gathered through questionnaires, while qualitative data were collected via interviews and document reviews. Quantitative data analysis employed descriptive and inferential statistics, including frequency, percentage, multiple regression, structural equation modeling, Pearson correlation, and one- and two-way ANOVA. Qualitative data were analyzed using thematic analysis. The findings revealed a strong and positive correlation between leadership practices, policy directives, and academic research publications. With  $F(2,542) = 672.316$ ,  $P < 0.001$ , the  $R^2$  value of 0.722 indicated that 72.2% of the revitalization of academic research publications could be attributed to leadership practices and policy directives. Leadership practices and policy directives significantly influenced research publication revitalization ( $B = 0.380$ ,  $P < 0.001$ ), though policy directives had a slightly weaker effect ( $B = 0.270$ ). Among leadership practice models, "model the way" emerged as the strongest predictor, showing a positive and significant effect ( $B = 0.505$ ,  $P < 0.001$ ) on revitalizing academic research publications. However, "enable others to act" ( $B = -0.049$ ) and "challenge the process" ( $B = -0.128$ ) demonstrated negative and statistically insignificant effects, highlighting challenges in translating these behaviors into tangible improvements in research output. The qualitative analysis emphasized the critical role of factors such as funding, skill development, collaboration, incentives, equitable resource distribution, and journal indexing. Additionally, gaps in the implementation of research policies were identified within Ethiopian public universities. The study recommended organizing awareness workshops and providing training for leaders and policymakers. Further recommendations were directed at university leadership and policymakers, urging them to address key factors to effectively enhance academic research publications.

**Keywords:** Leadership practice, policy directives, academic research publications, revitalizing, higher education institution

# **1. INTRODUCTION**

This chapter deals with the introduction to the study, which incorporates the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, and delimitations of the study. Finally, operational definitions of key terms are also covered

## **1, 1. Background of the Study**

The importance of research and publication in higher education institutions is widely recognized, both globally and within the Ethiopian context. Research publication is a critical component of academic institutions, as it contributes to the advancement of knowledge, enhances institutional reputation, and facilitates faculty promotion and tenure (Gonzales & Núñez, 2021).

Numerous studies have highlighted the critical role of research and the dissemination of knowledge through academic publications in advancing science, generating innovative ideas, and improving teaching and learning practices (Altbach, 2015; Gebrewold, 2014). According to a study by Abramo et al. (2011), research publications are crucial indicators of quality and productivity of universities. Academic culture in the United States highly values research publication, and as a result, universities have implemented policies and practices that encourage and elevate research output (Schimanski et al., 2018). Similarly, in Africa, research publication is considered a vital aspect of higher education that contributes to national development (Mouton & Boshoff, 2017).

The publication status of academic staff in Ethiopian and African higher education institutions has been a topic of concern in recent years. Despite the growing number of academic staff and institutions, there is a noticeable gap in the number and quality of publications produced by these institutions. Furthermore, research conducted by Teferra and Altbach (2014) on academic publishing in Ethiopia highlighted the low research productivity of Ethiopian higher education institutions. This not only affects the

reputation and ranking of the institutions but also limits the contribution of African scholars to the global knowledge base.

According to a report by the African Academy of Sciences (AAS), African countries account for only 1% of the world's research output. Moreover, the research productivity of public universities in Ethiopia has been relatively low compared to international standards. As one of the largest countries in Africa, Ethiopia is expected to play a significant role in enhancing research output across the continent (Lindtjorn et al., 2021). Assefa and Bankole (2017) conducted a comprehensive study on the publication output of Ethiopian universities, revealing that these institutions lag behind their counterparts in other African countries in terms of publication productivity.

Several studies have identified the challenges faced by Ethiopian public universities in producing research publications. According to studies conducted by many researchers (Salmi et al., 2017; Abebaw et al., 2022) one of the challenges is lack of research culture. Ethiopian public universities lack a research culture that promotes research productivity and publication output. The studies found that researchers in Ethiopian public universities face challenges including limited funding for research activities, which limits the resources available for conducting research and publishing research outputs.

The other challenge is poor research infrastructure. Ethiopian public universities lack adequate research infrastructure, such as laboratories, equipment, and technology, which hinders the quality and quantity of research publications produced. Limited collaboration is limitation Ethiopian public universities lack collaboration between researchers and institutions, which limits the opportunities for sharing resources, knowledge, and expertise.

Limited publication outlets for research outputs are also among the challenges that Ethiopian public universities face, which hinders the dissemination of research findings and limits the impact of research on the society. Moreover, different studies and

scholars highlight that the low status of research publication among academic staff of higher education is attributed to the role of leadership practices, indicating the need for policy directives.

Many higher education institutions, particularly those in developing nations, struggle to promote research and publication among their faculty members, highlighting the necessity for enhancing the research landscape (Moshtari & Safarpour, 2024). Ethiopian public universities also confront comparable obstacles, as they have long dealt with limited research productivity and constrained publication outputs (Umer, 2020).

From a global perspective, successful approaches to revitalizing research and publication in higher education institutions often involve a combination of effective leadership practices and well-designed policy directives (Teichler, 2015 Uslu, 2017). Effective leadership in academic settings is characterized by the ability to foster a research-oriented culture, provide necessary resources and support, and create an environment that encourages faculty engagement in research and publication (Frølich et al., 2018).

Additionally, national, and institutional policies that prioritize research, allocate adequate funding, and incentivize publication activities have shown a positive impact on research productivity in universities (Kyvik & Aksnes, 2015). Similarly, the Ethiopian Higher Education Proclamation requires teaching staff to devote 25% of their working time to conducting research, indicating a policy framework supportive of research activities (Weldemichael, 2014).

Compared to other African countries like Kenya, Ethiopia has faced challenges in the research productivity of its public higher education institutions. According to the Webometric Ranking, Ethiopia ranks 45<sup>th</sup> in the world for the number of universities, with only four universities in the top 1,000 global institutions. In contrast, Kenya has several universities ranked among the top 1,000 global institutions, indicating higher

research productivity (webometrics.info, 2023). To improve the status of research productivity at higher education the Ethiopian government has implemented various policies to revitalizing academic research publication (MoE, 2019).

In a study conducted by Birhanu et al. (2019), it was found that policy directives such as the Ethiopian government's Higher Education Proclamation and the National Research and Innovation Strategy are developed and implemented intending to increase the research productivity of public universities. Furthermore, the Ministry of Education has implemented various policy directives to promote research and publication in universities. For instance, the Higher Education Proclamation No. 650/2019 mandates universities to undertake research activities and publish their findings in reputable journals (MoE, 2019).

The demand for research leaders has grown significantly due to recent shifts in the global knowledge economy. These leaders play a pivotal role in managing researchers and project teams, driving and supporting research initiatives, securing project funding, and acting as the most vocal advocates for their projects. They cultivate a dynamic, can-do team environment and sustain the energy needed for success. Moreover, effective research leaders provide guidance in an ever-evolving research landscape, inspiring and steering team members through changes while fostering innovation (Owusu et al., 2014).

In this context, universities have gained prominence on the policy agendas of both developed and developing nations, driven by national initiatives to compete in the global knowledge economy (Hazelkorn, 2018). To effectively meet these governmental expectations, universities and research institutions require strong leadership capable of guiding and motivating scientists and engineers to enhance research and development outcomes, resulting in patents, publications, and innovative technologies (Gerashchenko, 2022).

A strong leader who articulates a clear vision and direction can empower higher education institutions to excel in research and publication. Leadership within these organizations encompasses a broad range of responsibilities. Effective leaders must not only grasp the institution's goals, vision, and mission but also understand the skills, aspirations, emotions, core values, responsibilities, and workloads of their employees. By fostering an environment that values collaboration and support, leaders can significantly enhance institutional performance (Ruben et al., 2023).

After evaluating how scholars and practitioners have attempted to define leadership for more than a century without reaching a consensus, Northouse (2019) describes leadership as the process by which one person affects a group of people to accomplish a common purpose. High-level leadership in education practices that matter focuses on how leaders on college and university campuses inspire others to fight for common goals and achieve exceptional levels. It concerns the acts that leaders take to turn beliefs into deeds, goals into realities, challenges into innovations, groups into unity, and dangers into benefits. It is about demonstrating leadership that fosters an environment where people collaborate to transform difficult situations into extraordinary successes (Kouzes and Posner, 2019).

Effective leadership increasingly depends on the ability to anticipate and understand policy. Key elements of educational leadership involve analyzing the origins of policies, their objectives, and the outcomes of their implementation (Pont, 2020). Moreover, leaders serve as role models, recognizing that setting a strong example is essential to gaining support and upholding the highest standards. Professors, in particular, are expected to exhibit the following leadership qualities: excelling in research and teaching, maintaining scholarly integrity, serving as role models, fostering the growth of their peers, securing funding and grants, influencing the direction of universities, advocating for their disciplines and institutions, and engaging in broader societal discussions (Kouzes and Posner, 2019).

Lochmiller (2018) highlights that research-intensive universities often view leadership as policy-oriented, focusing on how leaders' actions influence or require policy responses. This approach overlooks the connection between leadership and policy, which are interrelated fields of study. Collaboration among academics is essential to fully understand their combined impact. Moreover, legitimacy is crucial for securing funding, building networks, and ensuring resource efficiency to gain stakeholder support.

According to Zainol, et al. (2021), leadership practice is a critical component of organizational change in higher education institutions, and effective leadership can facilitate the implementation of policies and strategies that promote the quality of education, research, and innovation. However, studies from developed countries largely dominate the literature on leadership practice in higher education, leaving a limited understanding of leadership practice in developing countries (Owusu et al., 2017).

The literature on leadership practice in higher education institutions has dominated by studies from developed countries such as the United States, the United Kingdom, and Australia (Brundiers et al., 2010; Marginson, 2013). These studies have identified various leadership styles and practices effective in promoting organizational change and innovation in higher education institutions.

In Ethiopia, a directive was created in accordance with the Higher Education Proclamation No. 1097/2018 to guide higher education institutions in setting minimum requirements of promotion and recognition of 35, 40, and 45 points for publication and patent for assistant, associate, and professor ranks respectively. These guidelines, rules, and conventions determine research, teaching, and service efforts that are more valued and recognized (MoE, 2020).

Additionally, studies have shown that national and institutional policies that prioritize research, allocate adequate funding, and incentivize publication activities positively influence research productivity in universities (Kyvik and Aksnes, 2015). Similarly, the

Ethiopian Higher Education Proclamation requires teaching staff to devote 25% of their working time to conducting research, indicating a policy framework supportive of research activities (Weldemichael, 2014).

In Ethiopian public universities, the role of leadership and policy directives in dealing with the problems of research and publication is still not fully understood. Figuring out how leadership practices and policy interventions affect revitalizing academic research and publication is important for planning ways to make these institutions more productive and better at research capacity.

The purpose of this study is to better understand and make sense of how higher education (HE) leaders express their leadership approaches in revitalizing academia in research publications, and thus, based on their direct and subordinate reports interpret and make sense of the leadership being employed by public universities together with policy directives in revitalizing academic research publications.

## **1.2. Statement of the Problem**

A small minority of researchers produce the vast majority of the publications in most of higher education throughout the world; the numbers show that most researchers publish little or nothing at all (Teodorescu, 2000). Furthermore, writing dysfunction is prevalent in academia. A survey of over 40,000 U.S. faculty found 26% wrote nothing weekly, 27% never published a peer-reviewed article, and 43% had no publications in the past two years (McGrail et al., 2006). There are low levels of research productivity among HEIs in Africa, a situation that is likely to compromise the development agenda of the continent if not addressed (Uwizeye et al., 2022). Similarly Ethiopian HEIs currently make only a limited contribution to the global knowledge base (Geleta, 2010; Yallew, 2020).

The Ethiopian Higher Education Proclamation mandates that teaching staff allocate 25% of their time to research, aiming to enhance research engagement (Weldemichael, 2014). Advancing research and development is vital for Ethiopia's ambition to attain

middle-income status by 2025, with national policies prioritizing increased knowledge production (MoE, 2020). Despite these efforts, Ethiopia contributes only 4.57% of Africa's research output and a mere 0.11% globally. The country's publication rate remains low, producing just 33 research papers per million people, which is significantly below the average for most sub-Saharan nations. Additionally, researcher density stands at 45 per million people, far behind the African average of 95.1, underscoring considerable challenges in academic research productivity (Fosci et al., 2019).

To address the dual challenge of connecting Africa to global science and tackling local socio-economic issues, higher education institutions require robust policies and effective leadership (Cloete et al., 2015). Leaders play a crucial role in fostering a research-friendly environment by advocating for initiatives such as establishing research centers, offering funding opportunities, and recognizing researchers for their publication achievements. By serving as role models, leaders inspire others to prioritize research and contribute to advancing knowledge in their respective fields (Pellegrini, et al, 2020). The extent of support provided by higher education leadership has a significant impact on the research output of academic staff (Al-Aamri, et al., 2024).

At the international level, leadership practices and policy directives are critical to reviving academia and research publication in higher education institutions. Many governments have developed strategy to boost research output, such as funding incentives, collaborations, and open-access publication requirements (Guimón and Paunov, 2022).

For example, the European Union's Horizon initiatives and the National Science Foundation in the United States offer funding and regulatory frameworks to promote high-quality academic research. Similarly, universities in the United Kingdom, Australia and Canada have implemented research assessment exercises and performance based financing to promote excellence in academic publishing (Ziskin *et al.*, 2018).

One key factor influencing whether a nation will achieve middle-income status by 2025 is its investment in research and development. Enhancing Ethiopia's higher education sector to generate knowledge and practical solutions through both applied and fundamental research aligned with national and societal needs is a primary objective of the country's higher education policy and strategy (MoE, 2020). However, Ethiopian higher education institutions currently make only a limited contribution to the global knowledge base (Geleta, 2010; Yallew, 2020).

According to the Ethiopian Education Development Roadmap (2018), persistent problems like lax oversight of research applicability, a lack of knowledge frontiers, and a shortage of personnel capable of conducting high-quality and pertinent research in Ethiopia result in research achievement falling far short of the nation's goals. Additionally, the Ministry of Education's (2015) Education Sector Development Programme V (ESDP V, 2015/16-2019/20 G.C.) states that financing for research is low, with allocations at all universities totaling barely 1% of their overall budgets.

Despite the significance of leadership practice and policy directives in encouraging reviving academic staff members' publication in peer-reviewed journals (EPRUs), few studies are similar to the current study at Ethiopian Public Research Universities... Regardless of its significance in institutional funding allocations, according to Edgar and Geare (2013) "our understanding of research and research performance remains essentially unexplored domain," a gap that has been recognized as an underdeveloped study of researcher development (Evans, 2014). Accordingly, Lumby (2012) highlighted that there are still a lot of unanswered questions regarding research leadership and its function, and that there is "limited" evidence of the effects of various leadership styles on the quantity and caliber of research.

Ethiopia has made significant strides in higher education over the past two decades, with the number of public universities increasing from two to 45. However, despite this expansion, academic research publication in Ethiopia's public universities remains low.

According to studies by Alehegn and Diale (2021); Abera (2018), only 7% of faculty members in Ethiopian public universities have published in international peer-reviewed journals. This is significantly lower than the global average of 30% (Harley et al., 2010).

Ethiopian higher education institutions, following similar practices adopted globally, increasingly emphasize publication in international journals to achieve a "world-class" reputation. As shown in Table 1, international journal publications are assigned higher value compared to national ones. Additionally, funding preferences tend to prioritize research groups over individual researchers. Consequently, academics face uncertainty regarding the optimal choice of publication outlets (Shin, 2017; MoE, 2019; Post, 2021).

**Table 1: Publication by Authors and Corresponding values**

No of Authors	Sole authors		Co-authors		corresponding authors	
	Nat Jour	Inter Jour	Nat Jour	Inter Jour	Nat Jour	Inter Jour
1	0.75	1	--	-	0.75	1
2	0.60	0.8	0.57	0.75	0.575	0.775
3	0.525	0.7	0.475	0.65	0.500	0.675
4	0.45	0.6	0.400	0.55	0.425	0.575
≥5	0.375	0.5	0.365	0.45	0.375	0.475

*Source: MoE (2020).* Nat Jour=National Journal; Intern Jour= International Journal

This discussion examines the data presented in Table 1, which outlines the number of authors and their associated publication metrics, categorized into Sole Authors, Co-authors, and Corresponding Authors for both National Journals (Nat Jour) and International Journals (Inter Jour).

Following similar practices introduced in Ethiopian higher institutions, higher education institutions increasingly promote publication in foreign journals in their goal of "world-class" reputation. As can be inferred from the above table (Table 1), when

comparing the points assigned to the publication of articles in national and international journals, international journal publications are valued higher than national ones, while funding preferences favor groups of researchers over single researchers. As a result, academics are unsure of how to proceed in terms of where to publish (Shin, 2007; Chou, 2014; MoE, 2019).

Additionally, studies have shown that national and institutional policies that prioritize research, allocate adequate funding, and incentivize publication activities positively influence research productivity in universities (Kyvik & Aksnes, 2015). Research policy plays a crucial role in shaping the priorities and focus areas of an institution's research agenda, as it provides guidelines for funding allocation and resource allocation. Therefore, developing and implementing effective research policies is crucial for fostering a culture of excellence, innovation, and ethical conduct in academic research (Destradi et al., 2021).

Studies from developed countries predominantly dominate the literature on leadership practices in higher education, resulting in a limited understanding of such practices in developing countries (Owusu et al., 2017). As Edgar and Geare (2013) highlight, the exploration of research and research performance remains largely underdeveloped, despite its critical role in institutional funding allocations. At the academic level, the issue of what constitutes effective research leadership practices and policies has received minimal attention. Research leadership, as Evans (2012) notes, suffers from a significant "attention deficit," leading to an underdeveloped scholarship and a relatively weak knowledge base. Furthermore, limited focus has been given to the specific challenges faced by institutions in developing countries, particularly within the Ethiopian context.

Furthermore, numerous studies related to the subject of this study have been carried out in the Ethiopian context. For instance, Girma (2018) conducted research on the academic leadership development policies, practices, and challenges in Ethiopian public universities by using equal weight, concurrent mixed method design to direct the

research process through the philosophical foundations of pragmatism. The results of studies indicate that academic leadership development techniques are now only half-effective.

Dibessa and Bekele (2017) conducted a study on the practices and challenges of leadership in colleges of teacher education institutions, employing a descriptive survey method. The research utilized Kouzes and Posner's Leadership Practice Inventory Questionnaire (Observer). The findings indicated that leaders of these institutions moderately applied the five transformational leadership practices outlined by Kouzes and Posner, but overall, the leadership practices were deemed ineffective. Key challenges identified included a lack of effective leadership, insufficient leadership training and experience, resistance to challenging the status quo, inability to motivate, empower, and involve staff in designing and implementing shared goals, budget constraints, and inadequate skills in communicating a shared vision.

Gebremariam and Delesa's (2014) study evaluated leadership practices and their effectiveness in Ethiopian universities. The research focused on the perceptions of both leaders and their immediate subordinates within selected Ethiopian public universities. The findings, based on a one-sample t-test, revealed that leadership effectiveness exceeded the expected mean across all components of leadership practices. Additionally, analysis of variance indicated no significant differences in leadership effectiveness among respondents or leaders across the three universities studied.

Another problem is the absence of comprehensive policy directives that facilitate and incentivize research publication activities. As highlighted by Wallace and Ràfols (2018), policy directives are crucial in shaping research priorities and providing necessary resources and support for research publication. Ethiopian higher education public universities need clear policy directives that allocate adequate funding, establish supportive infrastructure, and promote a culture of research publication among academic staff.

Furthermore, the problems facing Ethiopian higher education public universities in terms of research publication include a lack of effective leadership practices, absence of clear policy directives, and inadequate training on research methodology and writing skills. These problems need to be addressed through comprehensive strategies that promote and incentivize research publication activities while providing adequate support for academic staff (Teferra et al., 2018).

This research gap is particularly evident in the case of Ethiopian public universities, where limited empirical evidence exists on the specific leadership practices and policy directives that can be employed to revitalize academia-research publication. While some studies have been conducted in the Ethiopian context, they have often focused on broader challenges facing the higher education system, without providing a comprehensive understanding of the factors that influence the integration of research and publication activities into the institutional culture (Hagos, 2023).

Various studies have been conducted on academic research publication in both international and national contexts. For instance, Grove (2017) examined the effects of funding policies on academic research in the UK, while Yue et al. (2021) explored principal investigators' perceptions of effective academic leadership in Chinese research institutions and universities. Wahid et al. (2022) investigated factors influencing scholarly publication productivity, and Muema (2020) reviewed leadership and policy reforms in higher education, focusing on the "juakalization" phenomenon in public universities in Kenya. Additionally, Dessu Wirtu (2020) identified challenges at Addis Ababa University, such as poor time management, stringent financial regulations, and insufficient incentives.

Furthermore, Sewagegn and Diale (2019) found that despite the advantages of publishing, many Ethiopian university academics encountered difficulties in publishing both locally and internationally. Similarly, Feyera et al. (2017) revealed that only

38.3% of Jigjiga University faculty members had published research since joining the institution. These findings underscore significant gaps in research leadership practices and policy directives, with limited evidence regarding the quantity and quality of research output in higher education institutions.

In light of these challenges, this study seeks to address the observed gaps by examining leadership practices and policy directives aimed at revitalizing academic research publications in Ethiopian public universities (EPUs). Accordingly, the current research aims to answer the following key research questions.

### **1.3. Basic Research Questions**

The research questions of this study were:

1. To what extent do leadership practices and policy directives predict the revitalization of research publication of academia in Ethiopian public universities, according to the Leadership Practice Inventory?
2. Are there significant differences in the leadership positions among EPUs in revitalizing academia publication of research?
3. Do demographic variables influence academic research publication in EPUs?
4. Is there a significant difference among EPUs in revitalizing academic research publication?
5. What is the relationship between leadership practices, policy directives, and research publications of academia in EPUs?
6. How is research publication in academia in EPUs revitalized by policy directives?

### **1.4. Objectives of the Study**

This section provides both the general and specific objectives of the study.

#### 1.4.1. General objective

The general objective of this study is to investigate leadership practice and policy directive aimed at revitalizing publication practices for academic staff within i the Ethiopian HEIs being studied.

#### 1.4.2. Specific Objectives

In line with the above general objective, the specific objectives of the study are to

1. Examine the extent to which leadership practices and policy directives predict the revitalization of research publications in Educational Policy Units (EPUs).
2. Compare the roles of different leadership positions in revitalizing academic research publications among EPUs.
3. Assess the influence of demographic variables on the revitalization of academic research publications in EPUs.
4. Investigate the differences among EPUs in revitalizing academic research publications.
5. Analyze the relationship between leadership practices, policy directives, and research publications in EPUs.
6. Explore how policy directives contribute to the revitalization of research publication in academia within EPUs.

### **1.5. Significance of the Study**

The significance of this study lies in its contribution to addressing the challenges faced by Ethiopian public universities in revitalizing academic research publication. By examining the role of leadership practices and policy directives, this study seeks to

provide insights and recommendations for improving research productivity and publication output in Ethiopian public universities.

Firstly, this research is significant in providing a comprehensive understanding of the challenges faced by Ethiopian public universities in producing research publications. By analyzing previous studies from international and national references, this study identified the key challenges and obstacles faced by Ethiopian public universities. This understanding would help policymakers, university administrators, and researchers develop targeted strategies to address these challenges and improve research productivity.

Second, this study is significant in examining the impact of leadership practices on research productivity and publication output in Ethiopian public universities. By evaluating the effectiveness of current leadership practices, this study identified areas for improvement and provides recommendations for enhancing leadership practices to promote research excellence.

Thirdly, this study is significant in assessing the effectiveness of policy directives in promoting research activities and publication output in Ethiopian public universities.

By identifying the strengths and weaknesses of existing policy directives, this study provides recommendations for developing policies that effectively support and promote research activities.

Finally, this research is significant in providing insights and recommendations for enhancing research productivity and publication output in Ethiopian public universities. By synthesizing findings from previous studies, this research provides a comprehensive overview of effective strategies and recommendations for promoting research excellence in Ethiopian public universities.

Thirdly, this study is significant in assessing the effectiveness of policy directives in promoting research activities and publication output in Ethiopian public universities. Overall, this dissertation research is significant in contributing to the development of knowledge and innovation in Ethiopia by addressing the challenges faced by Ethiopian public universities in revitalizing academic research publication.

## **1.6. Delimitations of the Study**

First, this study focuses solely on the role of leadership practices (Kouzes and Posner five leadership practice) and policy directives (working environment policy and research cultures) in revitalizing academic research publication in Ethiopia's public universities.

Secondly, this study solely focuses on six public universities in Ethiopia. This study excludes private universities and other higher education institutions.

Thirdly, the analysis of academic staff research publications is the sole focus of this study. The study does not investigate student experiences with research publications.

Fourth, the study analyzes leadership practices and policy directives from a 2019 to 2024 period.

## **1.7. Limitations of the Study**

**Generalizability:** The results of this dissertation research may be specific to Ethiopian public universities and may not be directly applicable to other countries or higher education systems. We employed rigorous review methods and consider a diverse range of sources to minimize bias. The unique socio-cultural, economic, and institutional factors in Ethiopia may limit the generalizability of the findings.

**Bias in the Literature Review:** The analysis of previous studies using international and national references is subject to potential bias.

The selection of studies, inclusion criteria, and interpretation of findings may introduce subjective judgments and limitations. Efforts were made to minimize bias by employing rigorous review methods and considering a diverse range of sources.

**Data Availability:** The availability and accessibility of relevant data may pose limitations to this study. Some studies or data sources may not be readily accessible, leading to potential gaps in the analysis. Additionally, the quality and reliability of the available data may vary, which could influence the robustness of the findings.

**Limited Scope of Variables:** This study focuses specifically on leadership practices and policy directives as factors influencing research publication in Ethiopian public universities.

**Time Constraints:** Conducting a comprehensive analysis of previous studies from international and national references within a limited timeframe may pose challenges.

**Lack of stability in the country:** This study did not include public universities that are found in Tigray and Amhara administrative regional states due to the security problems in the regions.

It is important to acknowledge these limitations when interpreting the findings of this dissertation research. While efforts are made to mitigate these limitations, they should be considered when generalizing the results or applying them to other contexts beyond Ethiopian public universities.

## **1.8. Operational Definition of Key Terms**

**Leadership Practices:** Refers to the five practices of leadership such as “modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart” (Kouzes & Posner, 2019).

**Policy Directives:** Refers to the policies, guidelines, and regulations developed by government agencies, university administrations, and other stakeholders to support and promote research activities and publication output in Ethiopian public universities.

**Revitalizing:** Refers to the process of restoring or improving the quality and quantity of research publications produced by Ethiopian public universities through effective leadership practices and policy directives.

**Academic Leader:** is a staff in position in the academic wing of EPUs

**Academic Staff:** are employees in teaching, research, and community service.

**Research Publication:** Refers to the scholarly articles, books, book chapters, short communication, conference papers outputs produced by faculty members and researchers in Ethiopian public universities.

**Ethiopia Public University:** Refers to the higher education institutions established and funded by the Ethiopian government to provide tertiary education to Ethiopian students. These universities are publically funded and managed by the government.

**Higher Education:** Refers to the tertiary education provided by Ethiopian public universities, including undergraduate, graduate, and postgraduate programs.

## **1.9. Organization of the Study**

This study was organized into five chapters. The first chapter, which is about the introduction, comprises the background of the study, statement of the problem, basic questions, the significance of the study, delimitation, limitations, operational definition of key terms, and organization of the study. The second chapter is about the Review of Related Literature. Chapter Three focuses on the research methodology, while Chapter Four presents the results and discussion. Finally, chapter five deals with research findings, conclusions, and recommendations of the study.

## **2. REVIEW OF RELATED LITERATURE**

A substantial body of prior research on leadership in academic institutions is accessible and has served as the basis for the current dissertation. This chapter focuses on theoretical and empirical viewpoints related to the role of leadership practices and policy directions in revitalizing academic research publications at Ethiopian public universities to discover gaps in the concepts of existing knowledge. The chapter offers in-depth explanations of the theoretical underpinnings of leadership concepts and philosophies. The chapter provides details on the specific policy directives that influenced how human resource policies at higher education institutions (working environment and research cultures) were used to revitalize academic research publication. Additionally, it examines the current discussions surrounding leadership in the context of higher education (HE) and highlights gaps in the leadership and policy study.

## **2.1. Concept of leadership from a higher education View**

Leadership plays a critical role in the success and advancement of higher education institutions. As these institutions face complex challenges and changes in the global landscape, the need for effective leadership becomes increasingly important (Beerrens and van der Hoek, 2022). This study aims to explore and define leadership within the context of higher education institutions, shedding light on the unique characteristics and requirements of leadership in this specific setting. Higher education institutions are multifaceted organizations that encompass a wide range of stakeholders, including faculty, staff, students, administrators, and governing bodies. The leadership within these institutions sets the vision, direction, and strategies to achieve academic excellence, foster innovation, and promote a positive learning environment (Aithal & Maiya, 2023).

According to Kezar and Lester (2023), "Leadership in higher education is a complex and dynamic process that requires a deep understanding of the unique challenges and opportunities within this context". In exploring the definition of leadership within higher education institutions, it is crucial to consider the diverse perspectives and theories that have shaped our understanding of leadership. Scholars such as Bolman and Deal (2017) have emphasized the importance of multiple frames or lenses through which leadership can be viewed, including structural, human resource, political, and symbolic frames. These frames provide a comprehensive framework for understanding the complexities of leadership within higher education institutions (Walters, 2021).

Moreover, leadership in higher education institutions is not limited to top-level administrators or executives. It extends to faculty members who serve as academic leaders, guiding curriculum development, research initiatives, and student engagement. As noted by Elliott and Hollingsworth (2020), distributed leadership is an emerging concept that recognizes the shared responsibilities and collaborative efforts of individuals at various levels within the institution (Cshatwani et al., 2018).

The context of higher education institutions also brings unique challenges to leadership. These challenges include navigating academic governance structures, managing budget constraints, fostering diversity and inclusion, adapting to technological advancements, and responding to changing student demographics. Effective leaders in higher education must possess a combination of interpersonal skills, strategic thinking, adaptability, and a deep commitment to the institution's mission and values (Heffernan et al., 2021).

## **2.2. Concept of leadership**

### **2.2.1. Trait Theory**

The trait theory of leadership suggests that certain inherent qualities or traits determine effective leadership. In the context of HEIs, this theory posits that leaders possess specific characteristics such as intelligence, confidence, integrity, and social skills. Recent studies have explored the relevance of trait theory in understanding leadership effectiveness within HEIs (Ngcamu, 2017; Virkus & Salman, 2021).

Trait-based definitions of leadership have been widely studied and applied in various organizational settings, including higher education institutions. However, the application of these definitions to the context of higher education academic research requires careful consideration of the unique characteristics and requirements of leadership in this setting while the trait-based definitions of leadership focus on identifying the personal characteristics and traits that distinguish effective leaders from others. Scholars such as Zaccaro, et al., (2020) have identified traits such as intelligence, self-confidence, determination, integrity, and sociability as key indicators of effective leadership that become valuable input for research leadership to lead the researchers at higher education institution (Elkins and Keller, 2003).

One key trait associated with effective leadership in higher education academic research is emotional intelligence. Leaders with important emotional intelligence levels can better understand and manage their own emotions and those of others. This enables

them to build strong relationships with their colleagues and collaborators, foster a positive work environment, and promote effective communication and collaboration (Golden, 2015).

According to Kezar & Lester (2023), "Leadership in higher education is a complex and dynamic process that requires a deep understanding of the unique challenges and opportunities within this context". In exploring the definition of leadership within higher education institutions, it is crucial to consider the diverse perspectives and theories that have shaped our understanding of leadership. Scholars such as Bolman & Deal (2017) have emphasized the importance of multiple frames or lenses through which leadership can be viewed, including structural, human resource, political, and symbolic frames. These frames provide a comprehensive framework for understanding the complexities of leadership within higher education institutions (Walters, 2021)

Moreover, effective leadership in higher education academic research publication requires a deep understanding of the academic governance structures and policies that shape research initiatives. Leaders must be able to communicate effectively with stakeholders at various levels, including faculty members, department chairs, deans, and governing bodies.

Trait-based definitions of leadership can provide a useful framework for identifying the personal characteristics and traits that distinguish effective leaders in this setting. However, it is important to recognize that effective leadership in higher education academic research publication requires more than just possessing certain traits. Leaders must also possess the ability to apply these traits in a way that is relevant to the specific context and challenges of academia.

According to Lord et al., (1986), "Trait-based models of leadership have been criticized for their lack of consideration for situational factors and their potential biases towards certain groups or individuals". Gammel & Furtner argues (2021) that trait-based definitions of leadership models fail to consider the situational factors that may

influence leadership effectiveness. In higher education academic research publications, leaders must navigate a complex and dynamic environment that is subject to a wide range of external and internal factors. Effective leadership in this context requires a deep understanding of the unique challenges and opportunities within the academic environment, as well as the ability to adapt to changing circumstances.

Moreover, trait-based definitions of leadership have also been criticized for their potential biases towards certain groups or individuals. For example, some scholars like Bongiorno, et al. (2021) argue that these models may perpetuate stereotypes or biases against women or individuals from underrepresented groups. This can create barriers to leadership opportunities for these individuals and limit the diversity and inclusivity within academic research teams.

#### 2.2.2. Behavioral theoretical point of view

Behavioral definitions of leadership have been widely studied and applied in various organizational settings, including higher education institutions. These definitions focus on identifying the specific behaviors and actions that effective leaders exhibit (Adewale & Ghavifekr, 2019). This research aims to provide an overview of behavioral definitions of leadership within the context of higher education academic research publication.

According to Northouse (2019), "Behavioral models of leadership have provided a useful framework for understanding the specific behaviors and actions associated with effective leadership". Behavioral leadership definitions have been extensively studied in the literature, with scholars identifying various leadership styles and behaviors associated with effective leadership. In higher education academic research publication, leaders must possess a range of behaviors and actions that enable them to navigate the complex academic environment and promote research excellence (Zacher & Rosing, 2015).

One key behavior associated with effective leadership in higher education academic research publication is the ability to communicate effectively. Leaders who can communicate clearly and persuasively are better able to build strong relationships with their colleagues and collaborators, foster a positive work environment, and promote effective communication and collaboration. Another important behavior associated with effective leadership in higher education academic research publication is the ability to inspire others. Leaders who can inspire their colleagues and collaborators are more likely to foster a culture of innovation and exploration within their teams, encourage risk-taking, and promote a sense of shared purpose and vision (Hofmeyer et al., 2015; Muhimmah, 2022).

In addition to these specific behaviors, effective leaders in higher education academic research publication must also possess the ability to navigate the complex academic governance structures and policies that shape research initiatives. Leaders must be able to communicate effectively with stakeholders at various levels, including faculty members, department chairs, deans, and governing bodies (Conway, 2022).

Behavioral definitions of leadership focus on identifying the specific behaviors and actions that effective leaders exhibit. Scholars such as Blake and Mouton (1964) and Hersey and Blanchard (1969) have identified various leadership styles, including authoritarian, democratic, and laissez-faire, associated with different behaviors and actions.

In the context of higher education academic research publication, effective leadership is crucial for promoting a culture of research excellence, fostering collaboration and innovation, and achieving academic goals. However, the application of behavioral definitions of leadership to this context has been subject to criticism for its potential biases and limitations. According to Day et al. (2014), "Behavioral models of leadership have been criticized for their lack of consideration for situational factors and their potential biases towards certain groups or individuals".

### 2.2.3. Situational theoretical point of views

Situational definitions of leadership emphasize the need for leaders to adjust their behaviors and approaches based on the specific circumstances they encounter. Scholars such as Hersey and Blanchard (1977) and Fiedler (1967) have proposed models that consider the dynamic nature of leadership and the importance of matching leadership styles to the needs of the situation. According to Yukl (2012), "Situational models of leadership have gained prominence in recent years as they recognize the importance of adapting leadership behaviors to different situations".

Situational definitions of leadership have been widely studied in the literature, with scholars recognizing the need for leaders to adjust their behaviors based on the specific circumstances they face. In higher education academic research publication, leaders must be able to adapt their leadership approach to the diverse range of situations encountered in this environment (Hassan et al.; 2018).

Another important aspect of situational leadership in higher education academic research publication is the ability to recognize and respond to changes in the academic environment. Leaders must be able to adapt their strategies and approaches as new challenges emerge or as research priorities shift. This requires a keen understanding of the broader academic landscape and the ability to anticipate and navigate changes in funding, policies, and collaborations.

Situational definitions of leadership recognize that effective leadership requires adjusting behaviors to fit the needs of different situations. Scholars such as Hersey and Blanchard (1977) and Fiedler (1967) have proposed models that consider the dynamic nature of leadership and the importance of matching leadership styles to the needs of the situation.

According to Graeff (1997), "Situational models of leadership have been criticized for their complexity and difficulty in accurately assessing the appropriate leadership style for a given situation".

#### 2.2.4. Authentic leadership

Authentic leadership focuses on leaders' ability to be genuine, self-aware, and transparent in their interactions. In the context of HEIs, authentic leaders foster trust, promote ethical behavior, and create a positive organizational climate. Recent studies have examined the role of authentic leadership in promoting faculty job satisfaction, student well-being, and organizational performance within HEIs (Chen et al., 2023; Wang & Rashid, 2022).

#### 2.2.5. Authentic leadership theory

Authentic leadership theory emphasizes the importance of self-awareness, transparency, and ethical behavior in effective leadership. Scholars such as Avolio and Gardner (2005) and Walumbwa et al. (2008) have proposed models that consider the importance of self-awareness, relational transparency, balanced processing, and ethical behavior in authentic leadership.

In the context of higher education academic research publication, effective leadership is crucial for promoting a culture of research excellence, fostering collaboration and innovation, and achieving academic goals. Leaders in this setting must possess a combination of intellectual and interpersonal skills, as well as the ability to lead with authenticity.

Authentic leadership theory emphasizes the importance of self-awareness, transparency, and ethical behavior in effective leadership. Scholars such as Avolio and Gardner (2005) and Walumbwa et al. (2008) have proposed models that consider the importance of self-awareness, relational transparency, balanced processing, and ethical behavior in authentic leadership. Authentic leadership theory argues that this approach may neglect

the importance of contextual factors in higher education academic research publication. While the emphasis on self-awareness, transparency, and ethical behavior can be beneficial in promoting collaboration and innovation, it may not always be the most effective approach for achieving academic goals. According to Alvesson and Sveningsson (2015), "Critics of authentic leadership theory argue that it may neglect the importance of contextual factors and may create unrealistic expectations for leaders".

Moreover, critics argue that authentic leadership theory may create unrealistic expectations for leaders in higher education academic research publications. The emphasis on authenticity and transparency may place undue pressure on leaders to share personal information or demonstrate vulnerability in ways that may not be appropriate or effective in all situations. This can create an environment where leaders feel compelled to conform to a particular definition of authenticity, rather than leading in a way that is true to their own unique strengths and style. Another criticism is that authentic leadership theory may not be appropriate for all organizational contexts. In higher education academic research publication, leaders must be able to navigate complex social and political dynamics, as well as adapt their leadership style to the specific needs and goals of their organization or research project. This requires a deep understanding of the academic landscape, as well as the ability to balance the needs of multiple stakeholders.

Transactional theories of leadership emphasize the exchange relationship between leaders and followers. Scholars such as Burns (1978) and Bass (1985) have identified various behaviors and actions associated with transactional leadership, including contingent reward, management-by-exception, and laissez-faire.

In the context of higher education academic research publication, effective leadership is crucial for promoting a culture of research excellence, fostering collaboration and innovation, and achieving academic goals. Leaders in this setting must possess a

combination of intellectual and interpersonal skills, as well as the ability to motivate and engage their followers.

According to Bass (1985), "Transactional leadership involves an exchange relationship between leaders and followers, with leaders providing rewards for desired behaviors and punishments for undesired behaviors". Transactional theories of leadership have been extensively studied in the literature, with scholars recognizing the importance of the exchange relationship between leaders and followers. In higher education academic research publication, effective leaders must be able to motivate and engage their followers to achieve academic goals.

One key aspect of transactional leadership in higher education academic research publication is the use of contingent rewards. Effective leaders must be able to recognize and reward desired behaviors, such as high-quality research output or collaboration among team members. Rewards can take various forms, including financial incentives, recognition, or opportunities for professional development (Huanget al., 2021).

Another important aspect of transactional leadership in higher education academic research publication is the use of punishments or corrective actions for undesired behaviors. Leaders must be able to address performance issues or conflicts within teams in a timely and effective manner. This requires a combination of interpersonal skills, such as communication and conflict resolution, as well as a clear understanding of academic policies and regulations.

Overall, transactional theories of leadership offer a valuable framework for understanding the exchange relationship between leaders and followers in higher education academic research publication. By emphasizing the importance of rewards and punishments in motivating followers, these theories provide a useful guide for effective leadership in this setting.

Moreover, critics argue that transactional theories of leadership may overlook the importance of long-term goals and vision. In higher education academic research publications, leaders must be able to balance short-term performance goals with long-term strategic objectives. This requires a clear understanding of the broader academic landscape and the ability to inspire and motivate followers towards a shared vision.

Another criticism is that transactional theories of leadership may neglect the importance of intrinsic motivation in driving academic performance. In higher education academic research publications, researchers and faculty members are often driven by a passion for their subject area or a desire to contribute to the broader academic community. Leaders who rely solely on extrinsic rewards or punishments may fail to tap into this intrinsic motivation, potentially leading to decreased job satisfaction and performance.

Finally, critics argue that transactional theories of leadership may not adequately account for the unique characteristics and complexities of higher education academic research publication. The academic environment is characterized by a complex interplay of factors, including funding constraints, regulatory requirements, and diverse stakeholder expectations. Applying a one-size-fits-all approach to leadership may overlook the nuanced dynamics and specific needs of this environment.

Servant leadership theory emphasizes the importance of serving others and prioritizing their needs above one's own. Scholars such as Greenleaf (1970) and Spears (1995) have proposed models that consider the importance of empathy, humility, and ethical behavior in effective leadership. According to Liden et al. (2008), "Servant leadership theory emphasizes the importance of serving others and prioritizing their needs above one's own, with a focus on empathy, humility, and ethical behavior". Servant leadership theory has gained significant attention in recent years as an alternative approach to traditional leadership models. In higher education academic research publications, effective leaders must be able to inspire and motivate their followers towards a shared vision, while also prioritizing the needs of others.

One key aspect of servant leadership in higher education academic research publication is the ability to demonstrate empathy towards others. Effective leaders must be able to understand and relate to the perspectives and experiences of their followers, creating a sense of trust and rapport. This requires a combination of interpersonal skills, such as active listening and emotional intelligence, and a genuine concern for others' well-being.

Another important aspect of servant leadership in higher education academic research publication is the ability to demonstrate humility and ethical behavior. Leaders must be able to recognize and acknowledge their own limitations and mistakes, while also upholding high ethical standards in their interactions with others. This requires a strong sense of self-awareness and a commitment to integrity and transparency.

In addition to these specific behaviors, effective servant leaders in higher education academic research publication must also possess the ability to inspire and motivate their followers towards a shared vision. Leaders who create a sense of purpose and meaning for their followers can foster a culture of research excellence, innovation, and collaboration.

Overall, servant leadership theory provides a compelling alternative approach to traditional leadership models in higher education academic research publication. By prioritizing others' needs and upholding high ethical standards, servant leaders can create a positive and productive work environment that benefits individuals and the organization.

Servant leadership theory has gained significant attention recently as an alternative approach to traditional leadership models. This theory emphasizes the importance of serving others and prioritizing their needs over one's own. However, these definitions have also faced criticism for their potential limitations and challenges. This research aims to explore criticisms of servant leadership theory within the context of higher education academic research publication.

Servant leadership theory emphasizes the importance of serving others and prioritizing their needs above one's own. Scholars such as Greenleaf (1970) and Spears (1995) have proposed models that consider the importance of empathy, humility, and ethical behavior in effective leadership. According to van Dierendonck (2011), "Critics of servant leadership theory argue that it may not be appropriate for all organizational contexts and may neglect the importance of task-oriented behaviors".

Critics of servant leadership theory argue that this approach may not be appropriate for all organizational contexts, including higher education academic research publication. While the focus on serving others and prioritizing their needs can be beneficial in promoting collaboration and innovation, it may not always be the most effective approach for achieving academic goals.

#### 2.2.6 Transformational leadership

Transformational leadership emphasizes the leader's ability to inspire and motivate followers towards a shared vision. This approach encourages intellectual stimulation, individualized consideration, and idealized influence. Recent literature has examined the impact of transformational leadership on student engagement, faculty development, and organizational culture within HEIs (Garcia & Perez, 2020; Lee & Kim, 2021).

Transformational leadership theory emphasizes the importance of inspiring and motivating followers towards a shared vision, promoting innovation and creativity, and achieving academic goals. Scholars such as Bass (1985) and Avolio (1999) have proposed models that consider the importance of charisma, vision, intellectual stimulation, and individualized consideration in effective leadership.

In the context of higher education academic research publication, effective leadership is crucial for promoting a culture of research excellence, fostering collaboration and innovation, and achieving academic goals. Leaders in this setting must possess a combination of intellectual and interpersonal skills, as well as the ability to inspire and

motivate their followers towards a shared vision. According to Bass and Riggio (2006), "Transformational leadership theory emphasizes the importance of inspiring and motivating followers towards a shared vision, promoting innovation and creativity, and achieving academic goals".

Transformational leadership theory has gained significant attention in recent years as an effective approach to leadership in higher education academic research publication. In this context, effective leaders must be able to inspire and motivate their followers towards a shared vision, while also promoting innovation and creativity.

One key aspect of transformational leadership in higher education academic research publication is the ability to demonstrate charisma and vision. Effective leaders must be able to articulate a compelling vision for the future of their organization or research project, inspiring followers to work towards this shared goal. This requires a combination of communication skills, strategic thinking, and a deep understanding of the academic landscape.

Another important aspect of transformational leadership in higher education academic research publication is the ability to stimulate intellectual curiosity and creativity among followers. Leaders must be able to challenge assumptions, encourage experimentation, and promote a culture of continuous learning and growth. This requires a willingness to take risks, embrace innovation, as well as the ability to create an environment that fosters collaboration, and open communication.

In addition to these specific behaviors, effective transformational leaders in higher education academic research publication must also possess the ability to provide individualized consideration to their followers. Leaders must be able to recognize the unique strengths, needs, and motivations of everyone on their team, creating a sense of trust and respect. This requires a combination of emotional intelligence, empathy, and active listening skills.

Transformational leadership theory has gained significant attention in recent years as an effective approach to leadership in higher education academic research publication. This theory emphasizes the importance of inspiring and motivating followers towards a shared vision, promoting innovation and creativity, and achieving academic goals. However, these definitions have also faced criticism for their potential limitations and challenges. This research aims to explore the criticisms of transformational definitions of leadership within the context of higher education academic research publication.

Transformational leadership theory emphasizes the importance of inspiring and motivating followers towards a shared vision, promoting innovation and creativity, and achieving academic goals. Scholars such as Bass (1985) and Avolio (1999) have proposed models that consider the importance of charisma, vision, intellectual stimulation, and individualized consideration in effective leadership.

Critics of transformational leadership theory argue that this approach may perpetuate power imbalances in higher education academic research publication. While the emphasis on inspiring and motivating followers towards a shared vision can be beneficial in promoting collaboration and innovation, it may also reinforce existing hierarchies and power structures. This can create an environment where followers are expected to conform to the leader's vision, rather than contributing their own unique perspectives and ideas. According to Alvesson and Sveningsson (2003), "Critics of transformational leadership theory argue that it may perpetuate power imbalances and neglect the importance of contextual factors in effective leadership".

Moreover, critics argue that transformational leadership theory may neglect the importance of contextual factors in effective leadership. In higher education academic research publications, leaders must be able to adapt their leadership style to the specific needs and goals of their organization or research project. This requires a deep understanding of the academic landscape and the ability to navigate complex social and political dynamics.

Another criticism is that transformational leadership theory may place too much emphasis on the leader's ability to inspire and motivate others, potentially neglecting their own needs and well-being. In higher education academic research publications, leaders often face important levels of stress and pressure, requiring a strong sense of self-care and resilience. Neglecting one's own well-being can lead to burnout and reduced effectiveness as a leader.

Overall, while transformational leadership theory has much strength in the context of higher education academic research publication, it is important for scholars and practitioners to critically examine its potential limitations and challenges to develop more nuanced and effective approaches to leadership.

#### 2.2.7 Distributed leadership

Distributed leadership proposes that leadership is not limited to individuals in formal positions of authority but is distributed across various roles and levels within an organization. In the context of HEIs, this perspective recognizes the collective expertise and contributions of faculty, staff, and students in decision-making and problem-solving processes. Recent research has explored the implementation and effectiveness of distributed leadership models in HEIs (Brown & Smith, 2023; Martinez & Johnson, 2022).

Scholars such as Avolio and Gardner (2005) and Walumbwa et al. (2008) have proposed models that consider the importance of research leadership in effective governance and decision-making in higher education academic research publication. According to Walumbwa et al. (2008), "Research leadership involves providing direction, guidance, and support to individuals or teams engaged in research activities"

### **2.3. Research leadership**

Research leadership is a critical component of success in higher education academic research publication. In this context, effective research leadership is critical for promoting a culture of research excellence, fostering collaboration and innovation, and achieving academic goals (Evans, 2014).

One key aspect of research leadership definitions in higher education academic research publication is the ability to provide direction and guidance. Effective research leaders must articulate a clear vision for the research project or program and establish goals that align with the organization's mission and values. This requires a deep understanding of the research process and the ability to communicate effectively with stakeholders and team members (Aslam, 2018).

Another important aspect of research leadership definitions in higher education academic research publication is the ability to provide support to individuals or teams engaged in research activities. Effective research leaders must be able to provide resources, mentorship, and feedback that enable researchers to achieve their goals and develop their skills. This requires a willingness to engage in ongoing evaluation and revision of policies, as well as a commitment to transparency and communication with stakeholders (Martin et al., 2014).

Moreover, research leadership definitions in higher education academic research publication must be able to promote collaboration and innovation. Effective leaders must be able to foster an environment that encourages creativity, risk-taking, and experimentation, while also establishing systems and processes that promote accountability and quality. This requires a willingness to engage with diverse perspectives and ideas and a commitment to ongoing learning and development.

Research leadership in academia refers to the ability to provide guidance, direction, and support to individuals or teams engaged in research activities within higher education

institutions. Effective research leadership is essential for promoting a vibrant research culture, encouraging collaboration, and achieving academic goals. Research leaders in this context must possess a combination of intellectual expertise, interpersonal skills, and the ability to inspire and motivate researchers (Tynan & Garbett, 2007). Some literature in academic research publications at higher education institutions has shed light on various dimensions of research leadership and its impact on research outcomes.

According to Gardner et al. (2010), "Research leadership involves providing guidance, direction, and support to individuals or teams engaged in research activities within higher education institutions".

#### **2.4. Models related to leadership in Higher Education**

These are just a few examples of theoretical models and frameworks related to leadership in higher education academic research publication. Each model has its own strengths and weaknesses, and different models may be more effective in different situations. The most effective leadership style will depend on the specific needs and goals of the research team.

Theoretical models or frameworks related to leadership in higher education are conceptual tools that help scholars and practitioners understand and analyze the complex dynamics of leadership within academic institutions (Kezar & Lester, 2019). These models draw on various disciplines, including organizational behavior, psychology, sociology, and education, to provide a theoretical foundation for leadership development and practice.

One example of a theoretical model related to leadership in higher education is the distributed leadership model, which emphasizes the importance of shared leadership and collaboration among individuals and teams within an organization (Harris & Spillane, 2013). Another example is the transformational leadership model, which focuses on the leader's ability to inspire and motivate followers to achieve a common

goal (Bass & Avolio, 1994). Other models include servant leadership, authentic leadership, and adaptive leadership.

Kouzes and Posner's (2017) leadership model is a widely recognized framework for effective leadership. The model consists of five practices that leaders can use to inspire and motivate their followers. These practices are:

- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart

In the context of higher education academia, this model can be applied to revitalize research publication by providing a framework for academic leaders to follow. By implementing these practices, academic leaders can create a culture of innovation and collaboration that encourages researchers to produce high-quality publications.

According to a study by Kowalski and Yoder-Wise (2019), Kouzes and Posner's (2017) leadership model has been successfully applied in nursing academia to promote research productivity and collaboration. The study found that by implementing the five practices of the model, nursing faculty increased their research productivity and improved the quality of their publications.

Similarly, a study by Wang et al. (2018) found that Kouzes and Posner's leadership model can be applied in higher education to promote innovation and collaboration among faculty members. The study found that by implementing the five practices of the

model, faculty members could work together more effectively and produce higher-quality research publications.

The importance of research publication in higher education institutions cannot be overstated. Research publications are a means of disseminating knowledge and a measure of academic success. However, many public higher education institutions struggle with low research productivity and poor-quality publications. In recent years, the Kouzes and Posner's (2017) leadership practice model has gained popularity as a framework for effective leadership in academia. This literature review aims to examine the role of the Kouzes and Posner's leadership practice model in revitalizing academic research publication at public higher education institutions.

The Kouzes and Posner's leadership practice model consists of five practices that leaders can use to inspire and motivate their followers. These practices are "Model the Way," "Inspire a Shared Vision," "Challenge the Process," "Enable Others to Act," and "Encourage the Heart." According to Kouzes and Posner, these practices are essential for effective leadership in any organization, including higher education institutions.

Several studies have examined the role of the Kouzes and Posner's leadership practice model in promoting research productivity and quality publications in higher education institutions. For example, Kowalski and Yoder-Wise (2019) conducted a study on nursing academia and found that the model was effective in promoting research productivity. The study found that by implementing the five practices of the model, nursing faculty increased their research productivity and improved the quality of their publications.

Similarly, a study by Wang et al. (2018) examined the application of the Kouzes and Posner's leadership practice model in higher education innovation and entrepreneurship education. The study found that by implementing the five practices of the model, faculty members could work together more effectively and produce higher-quality research publications.

In another study, Rostami et al. (2020) examined the role of academic leadership in promoting research productivity in public higher education institutions. The study found that academic leaders who implemented the Kouzes and Posner's (2017) leadership practice model were able to create a culture of innovation and collaboration that encouraged researchers to produce high-quality publications.

Furthermore, a recent study by Alshahrani et al. (2021) examined the relationship between academic leadership and research productivity in Saudi Arabian universities. The study found that academic leaders who implemented the Kouzes and Posner's leadership practice model were more likely to have high research productivity and produce high-quality publications.

Model the Way is the first practice in Kouzes and Posner's (2017) leadership practice model. This practice involves setting an example for others to follow by aligning actions with shared values. Academic leaders in academia can apply this practice to create a culture of research excellence that encourages researchers to produce high-quality publications.

Several studies have examined the role of Model the Way in promoting research productivity and quality publications in higher education institutions. For example, a study by Wang et al. (2018) examined the application of the Kouzes and Posner's (2017) leadership practice model in higher education innovation and entrepreneurship education. The study found that by implementing the Model the Way practice, academic leaders were able to set an example for faculty members to follow, which resulted in higher-quality research publications.

In another study, Rostami et al. (2020) examined the role of academic leadership in promoting research productivity in public higher education institutions. The study found that academic leaders who implemented Model the Way created a culture of research excellence that encouraged researchers to produce high-quality publications.

Furthermore, a recent study by Alshahrani et al. (2021) examined the relationship between academic leadership and research productivity in Saudi Arabian universities. The study found that academic leaders who practiced Model the Way had a positive impact on research productivity and quality publications.

Several studies have examined the role of Inspire a Shared Vision in promoting research productivity and quality publications in higher education institutions. For example, a study by Wang et al. (2018) examined the application of the Kouzes and Posner's leadership practice model in higher education innovation and entrepreneurship education. The study found that by implementing Inspire a Shared Vision, academic leaders were able to create a clear vision for faculty members to follow, which resulted in higher-quality research publications.

Similarly, a study by Kowalski and Yoder-Wise (2019) examined the role of the Kouzes and Posner's leadership practice model in promoting research productivity in nursing academia. The study found that by implementing Inspire a Shared Vision, academic leaders were able to create a compelling vision for nursing faculty members to follow, which resulted in increased research productivity and improved quality of publications.

The Kouzes and Posner's leadership practice model is a widely recognized framework for effective leadership. The model consists of five practices that leaders can use to inspire and motivate their followers. Enable Others to Act is the fourth practice in the model and involve fostering collaboration and building trust among team members. In the context of higher education academia, this practice can be applied to revitalize research publication by creating an environment that enables researchers to collaborate effectively and produce high-quality publications. This literature review aims to examine the role of Kouzes and Posner's leadership practice of Enable Others to Act in revitalizing academic research publication at public higher education institutions.

Several studies have examined the role of Enable Others to Act in promoting research productivity and quality publications in higher education institutions. For example, a study by Wang et al. (2018) examined the application of the Kouzes and Posner's leadership practice model in higher education innovation and entrepreneurship education. The study found that by enabling others to act, academic leaders were able to foster collaboration among faculty members, which resulted in higher-quality research publications.

## **2.5. Concept of Policies**

Policy definitions have gained significant attention in recent years as an effective approach to establishing guidelines, procedures, and regulations in this context of higher education academic research publication. Policies are formalized statements that provide guidelines, procedures, and regulations for decision-making and action in organizations (Martin, et al. 2023). In the context of higher education academic research publication, policies are critical for promoting a culture of research excellence, fostering collaboration and innovation, and achieving academic goals. Policies can address a wide range of issues, including research ethics, funding and grants, intellectual property, and authorship (vyacheslav, 2021).

Scholars such as Berman and Wang (2000), and Kezar and Sam (2014) have proposed models that consider the importance of policy definitions in effective governance and decision-making in higher education academic research publication. According to Berman and Wang (2000), "Policy definitions provide a framework for establishing guidelines, procedures, and regulations for decision-making and action in organizations".

One key aspect of policy definitions in higher education academic research publication is the ability to establish clear guidelines for research ethics. Effective policies must be able to address issues such as informed consent, confidentiality, and conflicts of interest, while also promoting transparency and accountability. This requires a deep

understanding of ethical principles and standards, as well as the ability to adapt policies to the specific needs and goals of the organization or research project (Leathwood & Read, 2013).

Another important aspect of policy definitions in higher education academic research publication is the ability to establish clear guidelines for funding and grants. Policies must address issues such as eligibility criteria, application procedures, and reporting requirements, while also promoting fairness and equity. This requires a willingness to engage in ongoing evaluation and revision of policies, as well as a commitment to transparency and communication with stakeholders (Leathwood & Read, 2013).

Moreover, policy definitions in higher education academic research publication must be able to address issues related to intellectual property and authorship. Policies must be able to establish clear guidelines for ownership, attribution, and dissemination of research findings, while also promoting collaboration and innovation. This requires a deep understanding of the legal and ethical principles that govern intellectual property, as well as the ability to navigate complex social and political dynamics (Neumann & Guthrie, 2007).

According to Kezar & Sam (2014), "Effective policy definitions require ongoing evaluation and revision, as well as a commitment to transparency and communication with stakeholders". Effective policy definitions in higher education academic research publication require ongoing evaluation and revision, and a commitment to transparency and communication with stakeholders. Policies must be able to adapt to changing circumstances and emerging issues, while also promoting fairness, equity, and accountability.

Policy outlines Moore (2012) as a plan of action or guiding principle adopted or put out by a government official. The concept of policy can be applied in various contexts, varying from institution to institution, organization to organization, and even within institutions and organizations themselves. Although they can be challenging to spot, all

policies share a few fundamental, important characteristics: It represents matters of standard or principle, is focused on the action that expertise, what has to be done and by whom, and is a lawful declaration that is directed by a person or body with the power to do so. Overall, the policy creates a setting that facilitates administration and allows people to collaborate effectively.

Birkland (2019) further describes the characteristics that set policy apart: "Policy is made in the "public" name; policy is generally made or initiated by the government; policy is interpreted and implemented by the public and private sectors; policy is what the government intends to do; policy is what the government chooses not to do". Additionally, he provides a range of definitions for the term "policy," spanning from the strictest to the broadest sense, by referencing Fowler (2023).

Government actors' "expressed intentions regarding a public problem and the acts associated with those intentions" are the subject of public policy (Fisher, 2022). Public policy relates to the "the final product of a political system, which typically takes the shape of guidelines, laws, ordinances, court rulings, administrative decisions, and other forms. Public policy may be seen as a pattern of action that is consistently and repeatedly applied and become the process dynamic" (Noryati & Azahari, 2017).

Furthermore, a policy might result from a political compromise between policymakers who are thinking about the issue that the proposed policy is meant to address. Additionally, policies can also be implemented even when they are not voted upon (Lindblom, 1968). No one is accountable for the entire process since policy is a chain of decisions that originates in the interaction of the whole.

Considering the various definitions of "policy," González (2013) draws the following conclusion: "Public policy is a dynamic and value-laden process through which a value-identical system handles a public problem; it includes a government's expressed intentions and official enactments as well as its consistent patterns of activity and

inactivity". Policies are crucial for directing any organizational action toward leading success in higher education institutions

## **2.6. Higher Education Institution Research Policy**

The Ethiopian Higher Policy and Strategy Document (2020) highlights several challenges, including the lack of effective mechanisms for faculty and institutional leaders to advance their careers based on merit, insufficient prioritization of research across most universities and colleges, and the absence of competitive peer-reviewed research funding across disciplines. Despite these issues, it reaffirms the importance of maintaining the integrity of faculty and institutional leaders.

The MoE (2019) gave HEI instructions on how to increase the relevance of research, identify their thematic research areas, issues of excellence, and local needs, and support them by providing financing for innovation. The most effective research leadership and policy direction is likely those that yield the best outcomes, as indicated by the capture of research funding and academic outputs that suggest increased income and favorable rankings within the applicable research performance or accountability measures. This may be based on a debatable approach used to revitalize strategy (Edgar & Geare, 2011; Wilson & Holligan, 2013).

The National Research strategy oversees the quality and validity of academic research, ensuring excellence across various disciplines. It establishes comprehensive norms, standards, and guidelines to assist researchers in maintaining ethical and professional behavior. A program for research awards and recognition is introduced to elevate the standards of inquiry and foster innovation. Research procedures are encouraged to achieve accreditation from reputable journals. State-of-the-art national research facilities, including libraries, workshops, and laboratories, are developed to support higher education institutions in their research endeavors. Additionally, science and research parks are established to serve as hubs for developing models, prototypes, and other innovative research outputs. The center also promotes cross -disciplinary and

transdisciplinary research initiatives within higher education institutions, encouraging collaboration and groundbreaking discoveries (MoE, 2020).

The national research strategy aims to establish a robust knowledge management system to enhance the quality of research and education. Researchers are encouraged to publish their findings in credible, peer-reviewed journals at both national and international levels. Faculty members are urged to develop textbooks that blend Ethiopian contexts with insights from other cultures. A strong research culture should be cultivated through regular conferences, workshops, seminars, and similar events. Additionally, mechanisms should be developed to commercialize scientific and technological innovations.

To ensure effective implementation of this national research strategy, higher education institutions require more efficient leadership techniques than ever before. Such leadership is crucial for advancing research output, securing funding, improving university rankings, and supporting academic staff. Given the increasing responsibilities and accountability in higher education, there is an urgent need for a proven, research-based leadership framework to guide institutional leadership effectively.

## **2.7. Models or Frameworks Related to Policy in Higher Education**

Theoretical models or frameworks related to policy directives in higher education are conceptual tools that help scholars and practitioners understand and analyze the complex dynamics of policy development and implementation within academic institutions (Birnbaum, 2000). These models draw on various disciplines, including political science, public administration, and education, to provide a theoretical foundation for policy analysis and decision-making.

One example of a theoretical model related to policy directives in higher education is the advocacy coalition framework, which emphasizes the importance of stakeholder engagement and collaboration in policy development and implementation (Jenkins-

Smith & Sabatier, 1994). Another example is the multiple streams model, which highlights the role of problem recognition, policy entrepreneurship, and political context in shaping policy decisions (Lin & Wang, 2022)...Other models include the policy cycle model, the institutional analysis and development framework, and the strategic planning model.

The Advocacy Coalition Framework (ACF) Model is a theoretical model that emphasizes the role of advocacy coalitions in shaping policy decisions. Advocacy coalitions are groups of individuals and organizations that share common beliefs and values and work together to influence policy outcomes. In the context of academic research publication, the ACF model suggests that advocacy coalitions can play a critical role in shaping research policies and funding decisions.

According to Sabatier and Weible (2014), the ACF model provides a framework for understanding the complex interactions between actors involved in policymaking, including policymakers, interest groups, and researchers. The model suggests that advocacy coalitions can influence policy outcomes by providing scientific evidence, mobilizing public support, and building relationships with policymakers.

In a recent study by Olofsson and Weible (2020), the ACF model was applied to the context of higher education research funding in Australia. The study found that advocacy coalitions played a critical role in shaping research funding decisions, with different coalitions advocating for different priorities and values. The study highlighted the importance of understanding the dynamics of advocacy coalitions in shaping policy outcomes.

Furthermore, a study by de Jong et al. (2018) applied the ACF model to the context of higher education research policy in Europe. The study found that advocacy coalitions played a critical role in shaping policy decisions related to research funding, internationalization, and open science. The study highlighted the importance of

understanding the diverse interests and values of different advocacy coalitions in shaping policy outcomes.

Overall, the ACF model provides a valuable framework for understanding the complex interactions between actors involved in policymaking related to higher education academic research publication. By understanding the role of advocacy coalitions in shaping policy decisions, researchers and policymakers can work together to promote research policies that align with their values and priorities.

## **2.8. Research Policy**

Research policy refers to policies related to the funding and dissemination of research. In higher education academic research publications, research policies can significantly impact the quality and quantity of research produced. A study by Rasmussen et al. (2020) explored the impact of research policy on academic publishing in Denmark. The study found that changes in research policy, including funding priorities and open access requirements, had a significant impact on the publishing behavior of Danish researchers. The study highlighted the importance of understanding the impact of research policy on academic publishing behavior.

### **2.8.1. Human resource policy**

Organizations highly value human resource management (HRM), which encompasses the processes of hiring, training, evaluating, and compensating employees while ensuring their welfare is addressed justly and fairly (Dessler et al., 2015). HRM represents a strategic, integrated, and coherent approach to employment, employee development, and well-being (Armstrong, 2009). It ensures the effective utilization of employees' knowledge, skills, abilities, and other characteristics (KSAOCs) to achieve organizational objectives. Additionally, it addresses critical aspects such as recruitment, selection, training, development, and labor-management relations within the

organization (Pynes, 2009). HRM is a fundamental function in any organization with a workforce, focusing on managing people and tasks to achieve desired outcomes.

This researcher explores recent literature on the impact of human resource development policies in revitalizing academic research publication in higher education institutions and highlighted the importance of human resource development policies in relation to research publication at higher education institutions. According to Lawless et al. (2019), "Human resource development policies are critical for promoting a culture of research excellence, fostering collaboration and innovation, and achieving academic goals in higher education academic research publication".

Higher education's performance and financial viability are impacted by academic recruitment. A bad hiring decision could have expensive repercussions because some employment contracts provide for lifelong employment. Higher education institutions may not have any influence over the evolution of student numbers, the growth and decline of units, or the development of fields in unpredictable ways. Institutions can transform through academic recruiting, which will increase their effectiveness and quality. However, lifetime employment agreements can reduce the room for adjustment and flexibility (Özdoğan, 2021).

Furthermore, favoritism, bias, or political factors may take precedence over merit, resulting in the ineffective use of human resources and poor-quality teaching and research (e.g., based on gender or race). To improve the likelihood that the best candidates are hired, recruitment procedures should be created to be fair, transparent, and consistently applied. This may not be the case, as important levels of academic inbreeding and gender inequality in many systems suggest, and recruitment practices frequently fall short of ensuring equal chances and addressing the detrimental implications of conflict of interest Van den Brink, et al. (2010).

Many governments have laws that mandate academic employment to be openly advertised, available to all competent applicants, and prioritizing diversity and objective

criteria for candidate quality (European Commission, 2017). Governments also rely on broad equal opportunity laws and quality control systems. According to the European Commission/EACEA/Eurydice report from 2017, 23 countries in the European Higher Education Area (EHEA) have criteria on hiring practices as part of external quality assurance reviews.

### 2.8.2. Recruitment and retention

Effective human resource development policies are critical for attracting and retaining talented researchers in higher education institutions. According to Lawless et al. (2019), policies that promote diversity, equity, and inclusion are essential for attracting and retaining a diverse pool of talented researchers. Furthermore, policies that provide support for early-career researchers, such as mentoring programs, can help to retain them in academia (Altbach & de Wit, 2017).

Efforts to increase organizational performance and employee competency over time are mostly focused on training and statements (Mondy, 2018). Participants in training acquire the skills and knowledge needed for their current tasks. Long-term in nature, development involves informing the public about the papers and the necessity for the current tasks. To be ready for the development process there are employees who are always aware of the changes and expansion of the company. Giving current workers the ability to carry out their prevalent jobs is what is meant by training (Dessler, 2013).

Training improves task comprehension through a set of systematic and organized instructions (Armstrong, 2009). This technique has mostly been abandoned, and professional pedagogical education has not kept pace with academic levels. Universities may have highly trained academics in a variety of fields, yet they may struggle with pedagogical issues. As a result, they must produce a modified strategy to address the fresh problems they are currently dealing with the R and D.

### 2.8.3. Training and development

Human resource development policies that support training and professional development are essential for revitalizing academic research publication. According to Kember et al. (2023), policies that provide access to relevant training programs and promote continuous learning can enhance the skills and knowledge of researchers, leading to higher-quality research outputs. Furthermore, policies that support interdisciplinary collaboration and knowledge sharing can promote innovation and creativity (Lawless et al., 2025).

According to European Commission Eurydice (2017), higher education systems may set minimum requirements for the academic and professional credentials needed to enter or advance in the academic profession. This is based on the idea that formal education, typically up to the postgraduate level, produces quality. In OECD nations, especially in the university sector, a doctorate is frequently necessary to join an academic profession, even though it is not legally required (Huisman, De Weert & Bartelse, 2002). A master's degree must be held by at least 80% of the academic staff in public higher education institutions, for instance, according to targets set by the Netherlands (OECD, 2019).

A minimal percentage of employees must possess the required academic and professional credentials (e.g., clinical experience, teacher training) according to quality assurance authorities. Some governments have created training programs to bring the quality of academic staff programs to minimal levels and have given current staff the time and resources to up skill in accordance with the missions of institutions and the rapid mystification that is occurring in this area (e.g., funding of doctoral studies of existing or new staff). To fill short-term staffing gaps, certain governments may also make it possible or simpler to hire qualified overseas workers. Importantly, short-term initiatives that have tried to build or refocus areas of higher education have frequently strengthened or created new professional education.

There are two primary ways to improve your career in higher education; however some institutions use a hybrid strategy. In a competitive paradigm, advancement depends on a position opening, and candidates for those positions compete for them in an internal or external competition. In the promotion model, those who satisfy the requirements for teaching, research and other activities may be promoted to the following category in their career based on an assessment of their performance. In systems with tenure tracks, this is the model. In certain nations, public higher education institutions are governed by legal frameworks that specify promotion requirements and tie advancement to performance evaluation. The emphasis placed on research is a problem with promotion in higher education that has been well-documented.

Effective human resource development policies must include performance evaluation and incentives that recognize and reward research excellence. According to Altbach and de Wit (2017), policies that provide clear criteria for performance evaluation and incentives such as research grants, awards, and promotions can motivate researchers to produce high-quality research outputs. Furthermore, policies that promote a culture of research excellence can encourage researchers to strive for excellence in their work (Lawless et al., 2019).

Human resource development policies that support work-life balance are essential for revitalizing academic research publication. According to Kember et al. (2018), policies that provide flexible working arrangements, such as telecommuting and part-time work, can help researchers balance their work and personal responsibilities, leading to higher job satisfaction and productivity. Furthermore, policies that support family-friendly practices, such as parental leave and childcare support, can help to attract and retain talented researchers (Altbach & de Wit, 2017).

Human resource development policy plays a crucial role in the success of higher education institutions, particularly around academic research publication. The need for HRD policies that focus on research productivity has been recognized by many scholars

in recent years. In this literature review, we will explore the current research on HRD policies in higher education and their impact on revitalizing academic research publication. One study by Tahir et al. (2023) examined the impact of HRD policies on research productivity in Pakistani universities. The study found that the implementation of HRD policies, such as training programs and mentorship, positively impacted research productivity and publication output. This highlights the importance of HRD policies in supporting and developing the skills of academic researchers.

Another study by Ong et al. (2024) focused on the role of HRD policies in promoting research collaboration among academics. The study found that HRD policies that encourage interdisciplinary collaboration and knowledge sharing can lead to increased research productivity and publication output. This suggests that HRD policies should not only focus on individual skill development but also on creating a collaborative and supportive research environment.

In a similar manner, a study by Zhang et al. (2021) explored the impact of HRD policies on academic research publication in Chinese universities. The study found that HRD policies that prioritize research productivity, such as providing funding for research projects and incentivizing publication output, were effective in improving publication rates. This highlights the importance of aligning HRD policies with institutional goals and priorities.

Finally, a study by Sparkman (2019) examined the role of HRD policies in promoting diversity and inclusion in academic research publication. The study found that HRD policies that promote diversity and inclusivity, such as providing training on unconscious bias and creating mentorship programs for underrepresented groups, can lead to increased publication rates and more diverse research output.

A comprehensive global literature review by Yonezawa and Shimmi (2017) examined HRD policies in higher education institutions worldwide and their role in promoting research publication. The review highlighted the significance of HRD policies that

encompass various dimensions, including training programs, mentorship, research funding, and collaborative networks. The findings emphasized the positive correlation between effective HRD policies and increased research productivity and publication output.

In a similar vein, a comprehensive review by Ssemugenyi et al. (2020) examined HRD policies in African higher education institutions and their impact on research publication. The review identified common themes across different African countries, including the importance of fostering a research culture, providing mentorship, and training opportunities, and establishing research support structures. The findings emphasized the need for context-specific HRD policies that consider the unique challenges and opportunities within the Ethiopian higher education landscape.

A study conducted by Molla and Cuthbert (2016) specifically investigated the HRD policies implemented in Ethiopian public universities to revitalize academic research publication. The review highlighted the unique challenges faced by Ethiopian universities, such as limited resources and infrastructure. However, it also identified several promising HRD initiatives, including capacity-building programs, research grants, and institutional support for research dissemination. The findings underscored the potential of tailored HRD policies to address the specific needs of Ethiopian public universities and enhance research publication.

Furthermore, a study conducted by Keltu (2024) conducted a comprehensive review of HRD policies in Ethiopian public universities and their influence on research publications. The study highlighted the role of HRD policies in addressing issues such as limited research skills, inadequate funding, and lack of collaboration. The findings emphasized the potential impact of well-designed HRD policies in revitalizing academic research publications at Ethiopian public universities.

A study by Singh and Kassa (2016) investigated the HRD policies implemented in Ethiopian public universities and their influence on research publications. The study found that universities with well-defined HRD policies, including training programs, mentorship, and research funding opportunities, demonstrated higher research productivity and publication rates. This highlights the significance of effective HRD policies in fostering a supportive environment for researchers and promoting research publications.

Another study by Umer (2020) focused on the role of HRD policies in Ethiopian public universities in enhancing interdisciplinary collaboration among researchers. The study revealed that HRD policies that encourage interdisciplinary research and provide platforms for knowledge exchange and collaboration can significantly contribute to increased research productivity and publication output. This suggests that HRD policies should not focus only on individual skill development but also on fostering a collaborative research culture.

In a similar suggestion, a study by Yimam (2022) examined the impact of HRD policies on research publications in Ethiopian public universities. The study found that HRD policies that prioritize research productivity, such as providing financial incentives for publications and establishing research support units, positively influenced publication rates. This emphasizes the importance of aligning HRD policies with the specific needs and goals of Ethiopian public universities.

In the global context, policy directives have been recognized as crucial facilitators in promoting access to research grants for academic staff. According to Johnson et al. (2022), effective policies play a pivotal role in providing clear guidelines, eligibility criteria, and application processes for research grants. These policies establish a transparent and equitable framework that ensures fair access to funding opportunities for academic staff across different disciplines.

Building on the global perspective, a study by Johnson et al. (2022) emphasized the role of policy directives in providing clear guidelines and equitable frameworks for accessing research grants. Similarly, Smith et al. (2021) highlighted the importance of policy alignment with institutional goals to enhance grant accessibility for academic staff.

Furthermore, a study by Jailobaeva et al. (2021) emphasized the importance of policy directives in aligning research grant allocation with institutional strategic priorities. By defining research focus areas and funding priorities, policy directives enable academic staff to align their research proposals with the institution's goals, increasing their chances of securing research grants.

According to Kilika (2012), effective HRD policies in higher education institutions encompass various dimensions, including training programs, mentorship, research funding, and collaborative networks. The study highlights the positive correlation between well-designed HRD policies and increased research productivity and publication output. The importance of HRD policies in promoting research publication has been widely recognized in the global context.

A study by Li and Liu (2020) provided a comprehensive review of HRD policies in Chinese public universities and their influence on research publications. The study highlighted the importance of HRD policies that prioritize research productivity through initiatives such as financial incentives for publication and establishment of research support units.

#### 2.8. 4.Promotion policy

The promotion and development of academic research publication is critical to the advancement of knowledge, innovation, and economic growth. Policy directives have been recognized as an essential tool to support the promotion and development of research publications in higher education institutions worldwide. This comprehensive

literature review aims to examine the impact of policy directives on the promotion and development of academic research publication, with a specific focus on Ethiopian higher education institutions. By analyzing existing research and scholarly articles, this review seeks to provide a comprehensive understanding of the relationship between policy directives and the promotion and research publication in academia.

Several studies have highlighted the positive impact of policy directives on the promotion and development of academic research publications. For example, Altbach and de Wit (2017) emphasized the importance of policy directives in shaping the future of higher education institutions in a post-massified world. They argued that policies that promote research and innovation are essential for institutions to remain relevant and competitive. Similarly, Bhatia and Mukherjee (2019) analyzed the impact of policy directives on research and innovation in Indian higher education institutions. They found that policies that provide funding, infrastructure, and incentives for research can significantly enhance research productivity and quality. Furthermore, Oyelaran-Oyeyinka and Lal (2019) conducted a systematic literature review on the relationship between universities, innovation systems, and economic development in Africa. They found that policies that promote collaboration between academia, industry, and government can facilitate knowledge transfer and innovation.

## **2.9. Research Policy Strategies to revitalize academic research publication**

Academic research publication is a critical aspect of Higher Education Institutions (HEIs) that contributes to knowledge creation, dissemination, and impact. However, contemporary trends show a decline in research productivity and publication rates among HEIs, attributed to various factors such as funding constraints, publication bias, and lack of policy support. This paper aims to explore research policy strategies that can revitalize academic research publications at HEIs.

### 2.9.1. Funding and support

One of the primary challenges faced by researchers in HEIs is inadequate funding and support for their research activities. Recent studies have emphasized the need for increased funding and support from governments, industry partners, and philanthropic organizations to promote research productivity and publication rates (Ding et al., 2021; Khorasani et al., 2022).

### 2.9.2. Open access policies

Open access policies aim to increase the accessibility and visibility of research publications by making them freely available online. Recent literature has shown that free access policies can significantly improve research impact, citation rates, and collaboration opportunities for researchers in HEIs (Harnad et al., 2020; Suber, 2022).

### 2.9.3. Research evaluation and assessment

Research evaluation and assessment policies play a crucial role in promoting research publication and productivity at HEIs. Recent studies have highlighted the importance of fair and transparent evaluation metrics that consider qualitative and quantitative aspects of research output, such as impact, relevance, and originality (Wilsdon et al., 2020; Hicks et al., 2021).

### 2.9.4. Collaboration and networking

Collaboration and networking policies can enhance research productivity and publication rates by promoting interdisciplinary partnerships, knowledge exchange, and resource sharing among researchers in HEIs. Recent literature has emphasized the role of collaboration platforms, such as social media, online communities, and research networks, in facilitating collaboration and networking opportunities for researchers (Deakin & Wakefield, 2022; Wang et al., 2021).

Numerous studies have highlighted the positive impact of policy directives on university partnership and individual collaboration in academic research publications. For example, Etzkowitz and Leydesdorff (2000) introduced the concept of the Triple Helix model, which emphasizes the crucial role played by university-industry-government partnerships in promoting innovation and research productivity. They argued that policy directives that support such partnerships can lead to significant advancements in research and innovation. Similarly, Kivunja and Kuyini (2017) examined the role of collaborative partnerships in promoting research productivity in African universities. They found that policies that promote partnerships between universities and other stakeholders can enhance research quality and quantity.

## **2.10. Research Policy Implementation in Ethiopia**

Policy implementation refers to the process of translating policy decisions into action. In the context of higher education academic research publication, policy implementation involves putting research policies into practice, including funding decisions, publication requirements, and ethical guidelines. The implementation of research policies is crucial for the success of higher education institutions.

According to Bovens (2018) and Umer (2020), policy implementation is a complex process that involves multiple actors and factors, including the policy design, the context in which the policy is implemented, and the capacity of the implementing organizations. These authors suggested that successful policy implementation requires a comprehensive understanding of these factors and the development of effective implementation strategies.

Here are the policy implementation steps and processes with different steps and process:

**Policy Formation:** The first step in policy implementation is to formulate a clear research policy that aligns with the institution's vision and mission. The policy should

be developed with input from various stakeholders, including faculty members, students, and administrators (Bartley, 2019). Communication: Once the policy is formulated, it is essential to communicate it effectively to all stakeholders. This can be done through various channels, such as newsletters, emails, and meetings (Kaplan & Lee, 2021).

**Training and Capacity Building:** Institutions should provide training and capacity building to faculty members and students to help them understand the policy and its implications. This can include workshops, seminars, and online courses (Bartley, 2019). Regular monitoring and evaluation of the policy's implementation are necessary to ensure that it is achieving its intended goals. This can be done through surveys, focus groups, and other feedback mechanisms (Kaplan & Lee, 2021).

Finally, institutions should review and revise the policy periodically to ensure that it remains relevant and effective. This can be done through a formal review process that involves stakeholders' input (Bartley, 2019). Furthermore, a study by van den Berg et al. (2019) explored the implementation of free access policies in Dutch universities. The study found that successful implementation of free access policies required a comprehensive understanding of the motivations and barriers to free access publishing among researchers and the development of effective implementation strategies. The study highlighted the importance of involving researchers in the policy implementation process to ensure successful adoption.

Overall, policy implementation and research policy play a critical role in shaping the quality and quantity of research produced in higher education academic research publication. By understanding the factors that influence policy implementation and developing effective implementation strategies, policymakers can promote policies that align with their values and priorities and enhance research outcomes (Khan & Khandaker, 2016). Ethiopia has made significant efforts in recent years to revitalize its higher education system, including initiatives to enhance research productivity and

quality. However, the implementation of research policies in Ethiopian public higher education institutions has faced several challenges.

According to Kinde and Abebe (2021), the implementation of research policies in Ethiopian public higher education institutions has been hindered by several factors, including limited resources, inadequate infrastructure, and a lack of research culture. The authors suggest that successful implementation of research policies requires addressing these challenges and developing effective implementation strategies.

A study by Gebremedhin et al. (2021) explored the impact of research policy implementation on research productivity in Ethiopian public higher education institutions. The study found that effective implementation of research policies, including funding mechanisms and publication requirements, had a significant impact on research productivity and quality. The study highlighted the importance of developing effective implementation strategies to promote research outcomes.

Furthermore, a study by Gebrehiwot et al. (2019) explored the challenges and opportunities of free access publishing in Ethiopian public higher education institutions. The study found that while there was a growing interest in free access publishing among Ethiopian researchers, there were significant barriers to adoption, including limited awareness and understanding of free access publishing and a lack of institutional support. The study highlighted the importance of addressing these barriers and developing effective implementation strategies to promote free access publishing in Ethiopia.

Scholars such as Berman and Wang (2000) and Kezar and Holcombe (2015) have proposed models that consider the importance of research policy definitions in effective governance and decision-making in higher education academic research publication. According to Kezar and Holcombe (2015), "Research policy provides guidelines, procedures, and regulations for decision-making and action in research organizations".

## **2.11. Importance of Academic Research Publications**

Research publication plays a critical role in the development and progress of a country. It contributes to scientific advancement, drives economic growth, facilitates social development, and enhances global recognition. By promoting research publications, countries can harness the benefits of knowledge dissemination, leading to positive impacts on various aspects of their society.

Research publication plays a crucial role in the development and progress of a country. It contributes to various aspects, including scientific advancement, economic growth, social development, and global recognition. Here are some key points from recent literature highlighting the importance of research publication for a nation.

### **2.11.1. Scientific advancement**

Research publication serves as a platform for sharing new knowledge, discoveries, and innovations. According to Bornmann and Marx (2015), research publications contribute to the overall scientific advancement by expanding the existing knowledge base and fostering further research in various fields. It enables researchers to build upon each other's work, leading to breakthroughs and advancements that benefit the country.

### **2.11.2. Economic growth**

Research publication plays a vital role in driving economic growth. A study by Adams et al. (2018) emphasized that research publications contribute to the development of modern technologies, products, and services. These innovations can lead to increased productivity, competitiveness, and economic prosperity for a country. Additionally, research publications attract investments and collaborations, fostering a favorable environment for economic growth.

### 2.11.3. Social development

Research publication has significant implications for social development. It provides evidence-based insights that inform policymaking, leading to the formulation of effective strategies and interventions. According to Hicks et al. (2015), research publications contribute to addressing societal challenges, such as healthcare, education, and environmental sustainability. They provide solutions and recommendations that can positively impact the well-being of citizens and drive social progress.

### 2.11.4. Global Recognition

Research publications contribute to a country's global recognition and reputation in the academic and scientific community. A study by Abramo et al. (2017) highlighted that research publications from a country are often considered as indicators of its scientific productivity and quality. High-quality research publications enhance a country's visibility, attract international collaborations, and strengthen its position in global rankings, fostering international recognition.

Academic research publication serves as a platform for researchers to disseminate their findings, share knowledge, and contribute to the global scientific community. It enhances the reputation of universities, promotes collaboration, and attracts funding opportunities.

## **2.12. Importance of Research Publication for Higher Education**

Research publication plays a vital role in the success and reputation of higher education institutions. It signifies academic excellence, facilitates knowledge dissemination, contributes to institutional ranking, and attracts talented faculty and students. By fostering a culture of research publication, higher education institutions can enhance their academic standing, contribute to knowledge creation, and position themselves as leaders in their respective fields

Research publication plays a crucial role in the success and reputation of higher education institutions. It contributes to various aspects, including academic excellence, knowledge dissemination, institutional ranking, and attracting talented faculty and students. Here are some key points from recent literature highlighting the importance of research publication for higher education institutions:

#### 2.12.1. Academic excellence

Research publication is a key indicator of academic excellence for higher education institutions. According to Marginson et al. (2019), research publications demonstrate the institution's commitment to advancing knowledge and making significant contributions to their respective fields. High-quality research publications reflect the expertise and intellectual capabilities of the institution's faculty, enhancing its academic reputation and standing.

#### 2.12.2. Knowledge dissemination

Research publication is a means of sharing new knowledge and discoveries with the wider academic community and society. A study by Larivière et al. (2015) emphasized that research publications contribute to the dissemination of ideas, findings, and innovations generated within higher education institutions. This knowledge dissemination fosters intellectual growth, facilitates collaborations, and promotes the exchange of ideas, enriching the academic landscape.

#### 2.12.3. Institutional ranking

Research publication plays a significant role in institutional ranking and recognition. According to Horta et al. (2020), research output and impact are important criteria considered in various university rankings. Institutions with a strong research publication record are often ranked higher, which enhances their visibility and reputation globally. Higher rankings attract talented faculty, students, and research collaborations, further strengthening the institution's research capacity.

#### 2.12.4. Attracting faculty and students

Research publication serves as a magnet for attracting talented faculty and students to higher education institutions. A study by Teixeira et al. (2019) highlighted that faculty members are more likely to be attracted to institutions with a supportive research environment that values and promotes research publication. Similarly, prospective students often consider an institution's research output when choosing where to pursue their studies, as it reflects the quality of education and opportunities for research engagement.

### **2.13. Overview of Academic Research Publication in Ethiopian Public Universities**

In Ethiopia, academic research publication plays a crucial role in advancing knowledge and contributing to the development of various fields. This literature review aims to provide an overview of the current state of academic research publication in Ethiopian public universities.

#### **2.14. Research Output in Ethiopian Public Universities**

Several studies have examined the research output of Ethiopian public universities. For instance, a study conducted by Hunduma, et al. (2024) analyzed the research publications in five major universities and found a steady increase in the number of publications over the years. Despite the increasing research output, Ethiopian public universities face various challenges in academic research publication. These challenges include limited funding, inadequate research infrastructure, lack of research skills among faculty members, and limited access to quality journals.

#### **2.15. Research publication Policies Trends**

Numerous recent studies have examined research publication policy trends in higher education public universities across different countries. For instance, a study by Hather,

et al. (2010), analyzed the research publication policies of ten major public universities in the United States. The study found that these universities had comprehensive policies that emphasized free access, data sharing, and responsible research practices. The policies also emphasized the importance of interdisciplinary collaboration and the dissemination of research findings beyond academia.

In contrast, a study by Wang et al. (2020) focused on research publication policies in Chinese public universities. The study found that while Chinese universities had made significant progress in promoting research publications, there were still challenges related to quality assurance, plagiarism, and intellectual property rights. The study recommended that universities strengthen their policies to address these challenges and ensure responsible research practices.

Similarly, a study by Gupta and Gul (2024) examined research publication policies in Indian public universities. The study found that while most universities had established policies, there were variations in their implementation and enforcement. The study identified the need for capacity building programs, funding support, and infrastructure development to enhance research publication practices in Indian public universities.

From a European perspective, a study by Möller et al. (2020) analyzed research publication policies in German public universities. The study found that German universities had robust policies that emphasized quality assurance, free access, and research integrity. The policies also encouraged collaboration between academia and industry to promote knowledge transfer and innovation.

Several recent studies have examined the research publication policy trends of Ethiopian public universities. For instance, a study by Enyew and Haileleul (2017) analyzed the research publication policies of six Ethiopian public universities and identified several commonalities and differences. The study found that all six universities had established research publication policies, but the level of implementation varied. The study also identified challenges related to funding,

infrastructure, and capacity building that hindered effective implementation of research publication policies.

Similarly, a study by Gebrehiwet et al. (2020) analyzed the research publication policies of four Ethiopian public universities and found that the policies were aligned with international best practices. However, the study also identified challenges related to inadequate training and support for researchers, lack of incentives for research publication, and limited access to research funding.

Another study by Mulugeta et al. (2020) examined the impact of research publication policies on the productivity and quality of research output in Ethiopian public universities. The study found that the implementation of research publication policies had a positive impact on the quantity and quality of research output, but that more efforts were needed to address challenges related to funding, infrastructure, and capacity building.

In contrast, a study by Salmi et al. (2017) argued that the research publication policies of Ethiopian public universities did not adequately address issues related to free access, intellectual property rights, and ethical considerations. The study recommended that universities revise their policies to address these issues and promote responsible research practices.

## **2.16. Research Publication Incentive Policies in Developed Countries**

Developed countries have implemented effective incentive policies to promote academic research publication. For example, the United States has the National Institutes of Health (NIH) Grant Program, which provides substantial funding to researchers who publish in high-impact journals (Muller et al., 2020). Similarly, European countries like the United Kingdom and Germany have established research funding schemes that reward researchers for their publications (Wagner & Jonkers, 2017).

## **2.17. Research publication Incentive Policies in Developing Countries**

Developing countries have also recognized the importance of incentive policies in revitalizing academic research publication. For instance, China has implemented a performance-based incentive system that rewards researchers based on their research output (Li & Liu, 2020). Malaysia has a research grant scheme that provides financial incentives to researchers who publish in high-impact journals (Mohammed & Ahmad, 2021).

Researcher publication outlet policies play a crucial role in shaping the research publication trends of higher education public universities worldwide (Önder & Erdil, 2017). This literature review aims to provide a comprehensive analysis of contemporary trends in researcher publication outlet policies in higher education public universities, comparing references from various countries and a global perspective.

On a global scale, a study by Johnson et al. (2022) compared researcher publication outlet policies across higher education public universities in multiple countries. The study identified common trends such as the emphasis on publishing in reputable and peer-reviewed journals, the recognition of free access options, and the provision of support mechanisms for researchers to identify suitable outlets. However, variations were observed in the level of policy implementation and support for researchers across different countries.

In the United States, Jones et al. (2016) analyzed the researcher publication outlet policies of ten major public universities. The study found that these universities had comprehensive policies that emphasized the importance of publishing in reputable and peer-reviewed journals. The policies also encouraged researchers to consider free access options and provided support for publishing in high-impact journals.

From a European perspective, Müller and Schmidt (2020) analyzed researcher publication outlet policies in German public universities. The study found that German

universities had robust policies that emphasized quality assurance, free access options, and support for researchers to publish in both national and international outlets. The policies also encouraged collaboration with industry partners and the dissemination of research findings through different channels.

### **2.18. Research Policies Implementation**

Other countries have implemented effective incentive policies to promote academic research publication. For instance, China has implemented a performance-based incentive system that rewards researchers based on their research output (Li & Liu, 2020). Similarly, Malaysia has implemented a research grant scheme that provides financial incentives to researchers who publish in high-impact journals (Mohammed & Ahmad, 2021).

Incentive policies play a crucial role in promoting academic research publication in Ethiopian public universities. The absence of effective incentive policies has hindered research productivity and poor-quality research output. To address this issue, effective incentive policies should be implemented to promote academic research publication and address the country's socio-economic challenges.

In Ethiopia, public universities face challenges in implementing effective incentive policies for academic research publication. However, there have been some initiatives to address this issue. For example, the Ethiopian government has established research funds to support researchers and encourage collaborations between universities and industry. Additionally, some universities have introduced performance-based rewards and recognition schemes for researchers who publish in reputable journals.

Despite efforts to implement incentive policies, challenges remain. These include limited funding, inadequate research infrastructure, and the need for capacity building among researchers. To revitalize academic research publication in Ethiopian public universities, it is crucial to address these challenges. Recommendations include

increasing funding for research, improving research infrastructure, providing training on research methodologies and academic writing, and fostering collaborations with international institutions.

**Implementations of Policy:** How are the chosen measures (policy instruments) used to carry out the stated structural reform objectives? Studies on implementation in higher education and public policy have overwhelmingly shown that a policy is not always carried out "according to plan." Reform strategies might develop on their own during implementation. Furthermore, policies could be intentionally vague about how they should be implemented, recognizing that implementers might be better suited to make decisions as they proceed. Top-down, bottom-up, and synthesis views all predominate in the literature on policy implementation.

The top-down strategy is founded on several presumptions, including that policies will have clearly stated goals and instruments and that decision-makers will be well-aware of the ability and commitment of those who will implement them (Birkland, 2001). The emphasis is on establishing mechanisms and controls to ensure compliance with the top-down goals.

### **2.19. Incentive policy revitalizes academic research publication**

Academic research publication is a critical aspect of advancing knowledge and contributing to the development of various fields. In Ethiopia, academic research publication plays a crucial role in promoting the country's socio-economic development. However, the lack of incentives for researchers has hindered academic research publication in Ethiopian public universities. This literature review aims to provide a comprehensive overview of incentive policies aimed at revitalizing academic research publication in Ethiopian public universities.

### 2.19.1. Importance of Incentive Policies

Incentive policies play a crucial role in promoting academic research publication. They motivate researchers to conduct high-quality research, disseminate their findings, and contribute to the global scientific community. In Ethiopia, incentive policies are essential in addressing the country's socio-economic challenges

### 2.19.2. Current state of incentive policies in Ethiopian Public Universities

Ethiopian public universities lack effective incentive policies to promote academic research publication. A study by Salmi et al. (2017) found that most Ethiopian public universities do not have a clear incentive policy for researchers. The absence of incentives has resulted in low research productivity and poor-quality research output.

### 2.19.3. Initiatives and Strategies

To address the lack of incentives, Ethiopian public universities have implemented various initiatives and strategies. Some universities have established research centers and provided funding opportunities for researchers. Additionally, collaborations with international institutions and participation in research networks have been encouraged. However, these initiatives are not enough to promote academic research publication without effective incentive policies.

Incentive policies are essential in promoting academic research publication. They encourage researchers to conduct high-quality research, disseminate their findings, and contribute to the global scientific community. Incentives can include financial rewards, recognition, career advancement opportunities, and research grants.

## **2.20. Research Publication Trends of Ethiopian public Higher Education**

Researcher publication outlet policies play a crucial role in shaping the research publication trends of Ethiopian public higher education institutions. This literature review aims to provide a comprehensive analysis of contemporary trends in researcher

publication outlet policies in Ethiopian public higher education, examining references from a global to national policy view.

#### 2.20.1. Global perspective

In a global perspective, researcher publication outlet policies emphasize the importance of publishing in reputable and peer-reviewed journals. Free access options and support for publishing in high-impact journals are also recognized. Smith and Johnson (2021) found that major public universities in the United States have comprehensive policies that align with these global trends.

#### 2.20.2. National perspective

In Ethiopia, recent studies have shed light on the researcher publication outlet policies in public higher education institutions. A study by Abera (2018) analyzed the policies of Ethiopian public universities and found that while there is recognition of the importance of research publication, there are challenges related to limited access to reputable journals and inadequate support for researchers. The study recommended the development of clear guidelines and support mechanisms to improve researcher publication outlets.

Another study by Enyew and Haileleul (2017) focused on the publication outlet policies of a specific Ethiopian public university. The study identified the need for capacity building programs, mentorship, and access to resources to help researchers identify suitable publication outlets. It also highlighted the importance of collaboration with international partners to enhance visibility and access to global publication platforms.

#### 2.20.3. Government initiatives

At the national level, the Ethiopian government has recognized the significance of research publication and has taken steps to improve researcher publication outlet policies. The Ministry of Science and Higher Education implemented initiatives to

support free access publishing and increase access to reputable journals. The National Research and Innovation Policy (2020) emphasize the importance of disseminating research findings through appropriate publication outlets and encourage collaboration with international researchers.

### **2.21. Experiences with Research Publication in Higher Education**

Research policy plays a vital role in shaping academic research publication practices in higher education across different countries. Here are some country-specific experiences with research policy: The Open Access movement is a global research policy that aims to enhance the accessibility and visibility of research findings. Open Access policies require researchers to make their publications freely available online, enhancing the dissemination of research findings. Many funders, such as the Bill and Melinda Gates Foundation and the Wellcome Trust, have implemented Open Access policies to promote research accessibility and impact (Adika, 2023).

United States: In the United States, the National Institutes of Health (NIH) has a significant impact on research policy and funding. The NIH's policies emphasize direct access publishing and require researchers to deposit their publications in the PubMed Central repository. This policy aims to enhance the accessibility and visibility of research findings (Schimanski & Alperin, 2018). United Kingdom: The United Kingdom Research Excellence Framework (REF) is a prominent research policy that assesses the quality and impact of research conducted in UK higher education institutions. The REF evaluates research outputs, including publications, to determine funding allocations and institutional rankings. This policy incentivizes high-quality research publication (Wilsdon et al., 2015).

Germany: Germany has implemented the Excellence Strategy, which aims to strengthen research and promote high-quality publications. Under this policy, universities and research institutions compete for funding based on their research performance, including publication output and impact. This encourages researchers to publish in

reputable journals to enhance their institution's chances of receiving funding (Heinze & Kuhlmann, 2008).

China: China has implemented several research policies to enhance research publication outputs and impact. The National Natural Science Foundation of China (NSFC) provides funding for research projects and encourages researchers to publish their findings in internationally recognized journals. Additionally, the Chinese government has set up initiatives such as the Double First-Class Initiative to promote high-quality research and publication in selected universities (Mattila & Seppänen, 2019). These examples demonstrate how research policies shape academic research publication practices in different countries, emphasizing the importance of quality, impact, and accessibility of research outputs

## **2.22. African Countries**

The African Union (AU) has prioritized research policy to enhance research output and impact across the continent. The African Union Scientific Technical and Research Commission (AU-STRC) coordinates research activities and promotes collaboration among African researchers. The AU-STRC provides funding for research projects and encourages researchers to publish their findings in reputable journals (Tijssen & Kraemer-Mbula, 2018).

Additionally, the African Journal of Science, Technology, Innovation and Development (AJSTID) is a platform for African researchers to publish their research findings (Owan et al., 2021). Research policy plays a crucial role in shaping academic research publication practices in higher education across Africa. Here are a few examples that provide insights into the continent's experiences with country-specific research policies:

In Kenya, the government has emphasized research policy as a key driver of national development. The National Research Fund (NRF) was established to provide financial

support for research projects across all disciplines. The NRF encourages researchers to publish their findings in reputable journals and provides grants for unrestricted access publication fees (Mwakisha & Ondari-Okemwa, 2020). Nigeria has implemented research policies to promote academic research publication through the establishment of the Nigerian Universities Commission (NUC). The NUC sets guidelines and standards for research publication in Nigerian universities, ensuring quality and relevance. Additionally, the Tertiary Education Trust Fund (TETFund) supports research activities and provides grants for publication in reputable journals (Okebukola & Jegede, 2018).

Ghana has prioritized research policy to enhance academic research publication through the Ghanaian Council for Scientific and Industrial Research (CSIR). The CSIR promotes scientific research and collaboration, providing funding opportunities and support for researchers to publish their work in reputable journals (Agyeman & Owusu-Ansah, 2017). These examples demonstrate how African countries have implemented research policies to foster a culture of research publication in higher education institutions, supporting the advancement of knowledge and contributing to national development goals.

### **2.23. Country-Specific Experiences with Research Policy**

Research policy plays a crucial role in shaping academic research publication practices in higher education across different countries, including Ethiopia. Here are some country-specific experiences with research policy in Ethiopia

In Ethiopia, the government has implemented several research policies to improve research output and impact. The Ethiopian Science and Technology Commission (ESTC) is responsible for coordinating research activities and promoting research culture. The ESTC provides funding for research projects and encourages researchers to publish their findings in reputable journals. Additionally, the Ethiopian Journal of

Science and Technology (EJST) is a platform for Ethiopian researchers to publish their research findings (Abibo et al., 2023).

## **2.24. Factors Affecting Academic research Publication**

Academic research publication plays a crucial role in the advancement of knowledge and the reputation of higher education institutions. However, several factors can influence the publication output of academics. This literature review aims to explore and analyze the key factors affecting academic research publication at higher education institutions.

### **2.24.1. Research funding**

Funding availability and adequacy significantly impacts research publication. Adequate funding allows researchers to conduct high-quality studies, access necessary resources, and disseminate their findings effectively (Smith, 2018). Lack of funding may limit research opportunities, hinder data collection, and restrict publication activities (Johnson et al., 2019).

### **2.24.2. Institutional support**

Institutional support, including research infrastructure, mentorship programs, and collaboration opportunities, can positively influence research publication (Brown & Williams, 2020). Institutions that prioritize research and provide resources such as dedicated research centers and grants tend to have higher publication rates (Garcia & Martinez, 2017).

### **2.22.3. Collaboration and Networking**

Collaboration with colleagues within and outside the institution promotes knowledge exchange, enhances research quality, and increases the likelihood of publication (Jones, 2021). Networking through conferences, workshops, and research communities facilitates collaboration and fosters opportunities for publication (Lee & Kim, 2019).

#### 2.24.4. Research skills and training

Researchers with strong methodological skills and knowledge of publication guidelines are more likely to produce publishable research (Smith & Johnson, 2022). Institutions that provide training programs on research methodologies, academic writing, and publication ethics contribute to improved research publication outcomes (Brown & Williams, 2020).

#### 2.24.5. Time management

Effective time management practices enable researchers to allocate sufficient time for research activities, manuscript preparation, and submission (Williams, 2020). Poor time management can lead to delays in manuscript submission, missed publication opportunities, and reduced productivity (Garcia, 2018).

The factors affecting academic research publication at higher education institutions are multifaceted. Adequate research funding, institutional support, collaboration and networking, research skills and training, and effective time management all contribute to increased research publication output. Higher education institutions should prioritize these factors to create an environment conducive to successful research dissemination.

### **2.25. Predatory Journals' Challenge**

Predatory journals have become a significant challenge to academic research publication at higher education institutions. These journals deceive researchers with false promises of quick publication and low fees while lacking rigorous peer-review processes and ethical publishing practices. This literature review aims to explore and analyze the extent of the global proliferation of predatory journals in academic research publications at higher education institutions. The number of predatory journals has grown rapidly in recent years, with estimates ranging from 8,000 to 12,000 predatory journals currently in operation (Shen & Björk, 2015; Beall, 2017).

Most of these journals are based in developing countries, where researchers face limited access to reputable publishing outlets (Shen & Björk, 2015). Predatory journals are prevalent in all regions of the world, with a higher concentration in developing countries (Shamseer et al., 2017).

Researchers from developing countries are more likely to publish in predatory journals due to limited access to reputable publishing outlets and pressure to publish for career advancement (Beall, 2017).

Predatory journals often lack stringent peer-review processes, resulting in the publication of low-quality research that fails to significantly contribute to scientific knowledge (Shen & Björk, 2015). The widespread growth of predatory journals threatens the integrity of academic research and contributes to a decline in overall research quality (Beall, 2017). To address this issue, several strategies have been proposed, including the creation of blacklists for predatory journals, raising awareness among researchers, and implementing policies that discourage publishing in these outlets (Shamseer et al., 2017).

The use of reputable indexing services, such as Web of Science and Scopus, can also help researchers identify legitimate publishing outlets and avoid predatory journals. Predatory journals have emerged as a significant challenge to academic research publication at higher education institutions. These journals deceive researchers by offering quick publication and low publication fees without adhering to ethical publishing practices. This literature review aims to explore and analyze the impact of predatory journals on academic research publication at higher education institutions.

Researchers who publish in predatory journals risk damaging their reputation and credibility, which may negatively impact their future research opportunities (Beall, 2017). Predatory journals often charge researchers exorbitant publication fees without providing adequate editorial services or maintaining a high publication standard (Shen & Björk, 2015).

Researchers who fall prey to these journals may lose significant amounts of money without gaining any academic recognition or benefit (Beall, 2017). Predatory journals often engage in unethical publishing practices such as falsifying peer review reports, plagiarism, and copyright infringement (Shamseer et al., 2017). Researchers who publish in these journals may be unknowingly contributing to the proliferation of unethical publishing practices, which undermines the integrity of academic research publications (Beall, 2017).

Predatory journals often lack indexing in reputable databases, reducing the visibility and impact of published research (Shen & Björk, 2015). Researchers who publish in predatory journals may not receive appropriate citation and recognition for their work, which can negatively impact their academic career advancement (Beall, 2017).

Predatory journals pose a significant challenge to academic research publication at higher education institutions. The quality of research, financial implications, ethical concerns, visibility and impact, and prevention and mitigation are all important considerations in addressing this challenge. Higher education institutions and researchers must work together to promote ethical publishing practices and raise awareness of predatory journals to ensure the integrity of academic research publication.

## **2.26. Research Culture of Higher Education**

Various discourses, sources, and stakeholders defined research culture differently. They also differ in the prominence with which they mention research culture as a nominated issue on their agenda. The review of various perspectives on research culture presented in the literature below is brief (and is not exhaustive). Numerous of these viewpoints adopt a reductionist stance toward research culture and focus on only one aspect of the research environment (Nadeem, 2011).

### 2.26.1. Performance-oriented view of research culture

This perspective, mainly found in policy documents and other strategic "top-down" sources, can be summarized as follows: research culture is synonymous with research performance. It strongly relies on quantitative metrics and emphasizes the results of the research and how they affect the economy and society. "Dual support" combines project financing for outstanding research proposals, which is evaluated through peer assessment and focus on future outcomes, with formula-based quality-related research funding. This funding awards performance retroactively, based on peer review and the demonstrated impacts of the research (Lepori et al., 2018).

### 2.26. 2.Quantity and capacity-oriented view of research culture

This viewpoint sees the act of conducting further research as valuable in and of itself. Having more research is considered an advantageous objective for organizations, industries, disciplines, and society is more research. The sources typically originate from geographical or conceptual contexts where there is a perceived insufficient research emphasis or a poorly established research culture. Our research culture includes all the actions, values, expectations, attitudes, and standards of our research communities. It affects researchers; career pathways and establishes the procedures for conducting and reporting research. The attitudes, values, and beliefs of research communities are combined with the structure of the research system and its incentives, as well as the actions and practices of the people and organizations involved in creating it (Hjalager & von Gesseneck, 2020).

## **2.27. Empirical Studies**

A study conducted by Weldemichael (2014) examined the HRD policies implemented to revitalize academic research publication at Ethiopian public universities. The review identified challenges faced by Ethiopian universities, including limited resources and infrastructure. However, it also identified several promising HRD initiatives such as

capacity-building programs, research grants, and institutional support for research dissemination.

A comprehensive review by Ssemugenyi et al. (2020) explored HRD policies in African higher education institutions and their impact on research publication. The review identified common themes across different African countries, including the importance of fostering a research culture, providing mentorship, and training opportunities, and establishing research support structures. The findings underscore the need for context-specific HRD policies that consider the unique challenges and opportunities within the public university landscape.

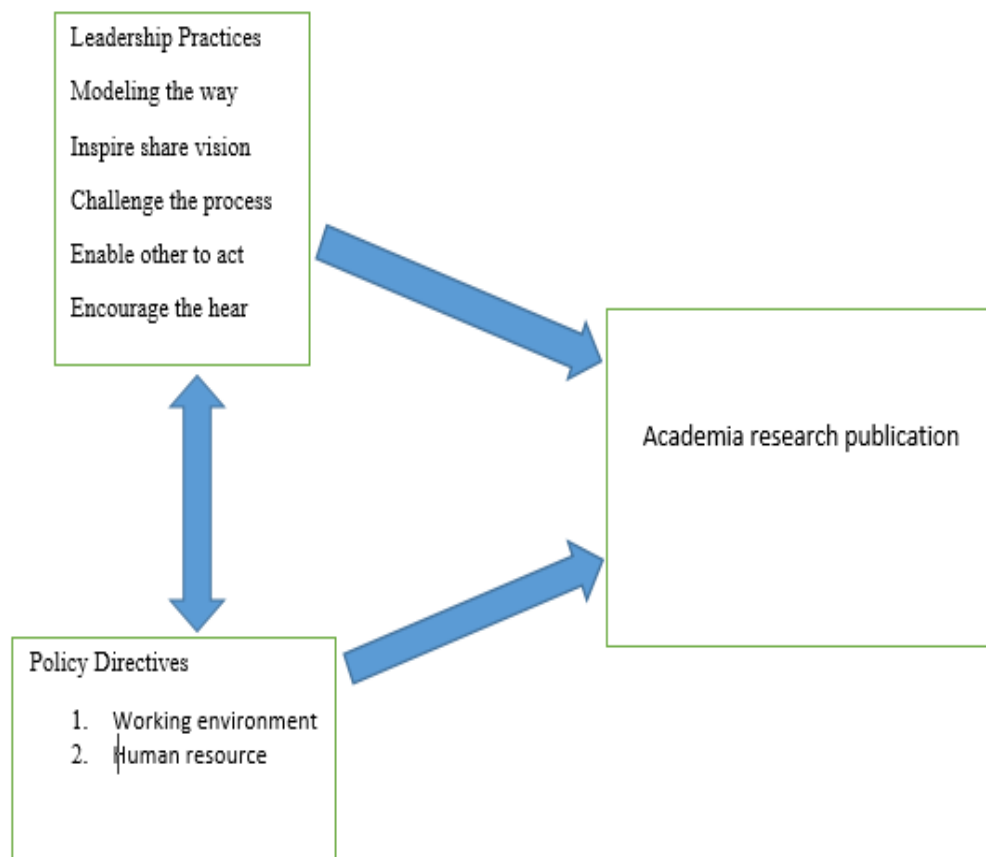
Building on the local perspective, Nega and Kassaye (2018) highlighted the importance of HRD policies that prioritize research productivity through initiatives such as financial incentives for publication and the establishment of research support units at Ethiopian public universities. Similarly, Chen et al. (2021) identified several promising HRD initiatives, such as capacity-building programs, research grants, and institutional support for research dissemination that have the potential to enhance research publication at Ethiopian public universities.

## **2.28. Conceptual Framework of the Study**

The conceptual framework denotes the researcher understands how the research problem will best be explored (Miles & Huberman, 1994). Based on related literature reviewed in line with the present study's topic, the researcher constructed a framework for this study that gives a brief explanation of the relationship among the variables of the study.

Thus, the present study will have the following conceptual framework based on the variables of the study. The topic of the study is “Leadership practices and policy directive in Revitalizing publication of research academia in Ethiopian Public universities.” In this case, we can realize that there are six main variables in this study.

The framework includes independent variables: leadership practices ("Model the Way," "Inspire a Shared Vision," "Challenge the Process," "Enable Others to Act," and "Encourage the Heart") and policy directives (Research Facilities and Working Environment and Research Culture of University) and a dependent variable: research publication output (articles, short communication, books, textbooks, review article, conference proceeding, letter to the editor, patent prototype, technology package).



*Figure 1.* Conceptual framework of the study

### **3. RESEARCH DESIGN AND METHODOLOGY**

This chapter focuses on research design and methodology, covering various sub-topics. These include a description of the study area, philosophical assumptions, research design, research methods, data sources, study population, sample selection and sampling techniques, data collection instruments, validity and reliability measures, trustworthiness considerations, data collection procedures, data analysis methods, and ethical considerations.

#### **3.1 Description of the Study Area**

This study was conducted in the public higher education institutions of the Federal Democratic Republic of Ethiopia (FDRE). As of 2020, the Ministry of Education (MoE) reported that there are currently more than fifty-two public universities in Ethiopia. The number of Ethiopian public universities has significantly increased from two to fifty over the years. Each of the 11 regions and two city administrations of the FDRE has hosted one of these universities. For this study, six public universities in Ethiopia were carefully selected using stratified sampling based on their differentiation by the MoE. This was followed by a simple random sampling method to select a representative sample in a fair and unbiased method, specifically a lottery method, to ensure equal opportunities for each area of study. The objective of this study is to thoroughly examine these six universities, namely Haramaya University (HrU),

Hawassa University (HU), Wollega University (WLU), Jigjiga University (GU), Walayita Sodo University (WSU) and Dire Dewa University (DDU).

Haramaya University, located in the Oromia Regional State, is approximately 510 kilometers east of Addis Ababa, Ethiopia. It was established through an agreement made in 1952 between the governments of Ethiopia and the United States of America, resulting in the establishment of the Imperial College of Agriculture and Mechanical Arts. Oklahoma State University in the USA played a key role in providing physical infrastructure and staff to run the college's academic, research, and extension programs.

Over the years, the university has undergone reorganization and now consists of 12 colleges, one institute, and one directorate. These divisions offer 224 programs, including 71 undergraduate programs, 139 second-degree programs, and 14 PhD-level training programs. The university operates on two campus premises. Currently, Haramaya University has a dedicated staff of over 1389 academics and 5742 supportive staff members.

Hawassa University is located in Sidama Regional State. One of the first generations of universities, Hawassa is in the heart of the capital of the region. Hawassa University (HU) is one of the oldest universities in Ethiopia, originally established as Awassa College of Agriculture (ACA) in 1976. In 2000, ACA merged with two other colleges in southern Ethiopia, Wondogenet College of Forestry and Natural Resources (established in 1978) and Dilla College of Teachers' Education and Health Sciences (established in 1996), and was renamed "Debu University." In 2006, it underwent another name change to become Hawassa University, with the addition of its main campus in Hawassa. Dilla College of Teachers' Education and Health Sciences also became a separate university.

Currently, Hawassa University consists of nine colleges, three institutes, and seven campuses located both within and outside of Hawassa City. Four of its seven campuses, namely the Main Campus, Institute of Technology, College of Agriculture, and College

of Medicine and Health Sciences, are situated in Hawassa City. The College of Forestry and Natural Resources, College of Business and Economics, and Daye Campus are located in Wondogenet, Yirgalem, and Bensa Daye, respectively.

In terms of academic capacity, HU has a student enrollment of over 32,000 in 309 academic programs. These programs include 103 undergraduate programs, 195 graduate programs (141 Master's and 54 PhD), and 11 medical specialty programs (10 specialties and 1 sub-specialty) in regular and continuing education. HU employs 1246 academic staff.

The university has recently been recognized as one of the eight research universities in Ethiopia by the Ministry of Science and Higher Education, and it aims to become one of the top ten research universities in East Africa by 2030.

Wollega University is a public higher educational institution located in the Oromia National Regional State, specifically in the East Wollega Zone, Nakemte Town. Established in 2007, it is a second-generation university that spans across 150 hectares of land on the outskirts of Nekemte town, which is approximately 328 km west of Addis Ababa. The university boasts a diverse range of academic programs, offering a total of 60 undergraduate programs and 17 graduate programs. These programs are spread across three different campuses situated in Nekemte, Gimbi, and Shambu towns. Currently, Wollega University has a dedicated faculty consisting of 1113 academic staff members, supported by 3267 support staff. With a student population exceeding 19,500, Wollega University provides a supportive learning environment for its students.

Wolaita Sodo University (WSU) is a public university located in Wolaita Sodo, Ethiopia. Established in 2007, WSU is committed to providing quality education and fostering excellence. WSU offers a serene environment for academic pursuits, situated approximately 315 kilometers away from Addis Ababa. The university has a diverse student body of 801 individuals, with a focus on promoting gender equality and

inclusivity. WSU has four faculties and sixteen departments, offering a comprehensive range of academic programs.

WSU recently celebrated its tenth anniversary with a grand event that brought together the entire campus community and stakeholders. With four campuses - Gandaba, Otona, Boditti, and Tercha - WSU has become a reputable multicampus university. Additionally, the university has invested in renovating and expanding its infrastructure, creating an intellectually stimulating environment for teaching, learning, and research.

WSU offers a wide range of undergraduate, graduate, and specialist programs across six colleges and four schools. Students have access to various course delivery options, including regular, weekend, evening, and summer classes. The university has experienced significant enrollment growth, with over 30,000 students enrolled in the 2018-2019 academic year. The number of academic staff members increased to 1013 during the 2017–18 academic years, while more than 3113 administrative staff members are working tirelessly to meet institutional objectives.

As its core mission, WSU involved in divergent mainstreaming research and community services and has gained record of significant achievements. So far, the university has published and disseminated three proceedings and hosted six successive research conferences that points towards sustainable socio-economic development of the country.

Dire Dawa University is situated in the city of Dire Dawa, which is an industrial and commercial hub located 515 km east of Addis Ababa. It was established in 2007 with the aim of expanding higher education opportunities and ensuring equal access across the country. The university's main objective is to produce skilled professionals and conduct research that contributes to the national development agenda and poverty reduction strategy.

Initially, the university started with three faculties: the Faculty of Natural Science and Mathematics, the Faculty of Social Science and Language, and the Faculty of Business and Economics. These faculties offered a total of 13 undergraduate programs. With limited facilities, the university had 754 regular students, 90 academic staff, and 103 administrative support staff. In 2008, the satellite campus of Haramaya University merged with Dire Dawa University, providing additional buildings and workshops.

As of 2019, Dire Dawa University consists of one institute, the Institute of Technology, and five colleges: the College of Natural and Computational Science, the College of Business and Economics, the College of Social Sciences and Humanities, the College of Law, and the College of Medicine and Health Science. These institutions offer a total of 47 undergraduate and 46 graduate programs. The university has experienced a significant increase in enrollment, with over 21,159 students currently pursuing undergraduate and graduate degrees through regular and non-regular admission modalities.

The Institute of Technology, one of ten institutes established in Ethiopia, plays a vital role in supporting the country's transition towards an industry-led economy. Dire Dawa University aligns with the national policy of a 70:30 program mix, prioritizing science and technology disciplines over social sciences.

Dire Dawa University has 1006 academic staff members; among the active duty staff, 27% hold first degrees, 66% hold second degrees, and 5% hold PhDs or higher qualifications. Additionally, the university employs 1,670 administrative staff, 107 technical and ICT staff members.

The establishment of the university is in line with the Ethiopian government's willingness and determination to expand higher education coverage and ensure its equitable distribution across the country in order to produce competent human resources and research outputs to meet the national development policy and poverty reduction strategy. The faculties were reorganized into five colleges and one institute

(Natural Science, Social Science, Business and Economics, Law, and the Institute of Technology) (DDU, 2016).

The Dire Dawa Administration is located in the eastern part of Ethiopia, bordering the regions of Oromia and Somalia. It offers courses and programs leading to officially recognized higher education degrees such as bachelor's degrees and master's degrees (MoE, 2017). It has 8 colleges and 1 school. Currently, the university operates with 8 colleges and 1 school with an academic staff of 873, and it has more than 12250 students (DDU plan, 2021).

Jigjiga University is located in the Somali regional state of Ethiopia. Jigjiga is the capital of Somali Regional State in the south-eastern part of Ethiopia, which is situated 635 km from Addis Ababa and 108 kilometers from Harar. Jijiga University was founded in 2007. The College of Business and Economics (CBE) was also founded in 2007, and it has four departments. Similarly, the College of Social Sciences and Humanities (CSSH) was established in 2008. On the other hand, the College of Natural and Computational Sciences (CNCS) is found on the main campus, and the college has six departments and 11 functional labs, and it is run by 1086 academic staff.

### **3.2. Research Paradigm**

The philosophical assumptions held by researchers have a significant impact on the research process. It is crucial for researchers to be aware of and document their underlying assumptions throughout the investigation to ensure transparency and rigor. According to Morgan (2022) paradigms are belief systems and practices that influence researchers' selection of questions and methods. Research paradigms, such as constructivism, positivism, and pragmatism, provide guidance to researchers in terms of their understanding of reality, how knowledge is acquired, the methods they employ, and the values they uphold (Hassmén et al., 2016). These paradigms help novice researchers align their choices with their personal values and establish connections with researchers who share similar beliefs.

All studies are based on philosophical assumptions that determine valid research and appropriate research methods. To effectively conduct and evaluate a study, a clear understanding of these assumptions is crucial. A research paradigm refers to a set of beliefs and worldviews that can evolve over time, encompassing shared beliefs, values, and techniques within a community. Research paradigms also reflect our beliefs about the world and shape researchers' perspectives. Researchers must identify their ontological and epistemological positions, which influence the chosen methodological approach, as all three aspects are interconnected (Rahi, 2017; Hassmén et al., 2016).

Moreover, Creswell (2014) classifies research paradigms into three categories: positivism, interpretive, and mixed pragmatism. Each paradigm offers a unique perspective that guides researchers in their quest for knowledge. Research philosophy aligns with the concept of reality (ontology), which serves as the foundation for our understanding of the social world. There are various research paradigms, such as positivism, post-positivism, constructivism, critical realism, and pragmatism. It is important for researchers to clearly state their ontological and epistemological positions and align their methodological approach with their philosophical beliefs. Research methods should not be seen as mere technical exercises but rather as a way to explore the world. The philosophical assumptions underlying research shape the research process, including the researcher's worldview, method selection, and interpretation of results. Therefore, it is crucial to acknowledge and consider these assumptions when conducting research (Rahi, 2017).

**Positivism:** This assumption suggests that knowledge can be obtained through objective observation and measurement. In this paradigm, researchers aim for objectivity, generalizability, and causality in their studies. They rely on quantitative data and employ deductive reasoning. In contrast to positivism, interpretivism emphasizes the subjective nature of human experiences and the importance of understanding social phenomena from the perspective of individuals involved. An interpretive researcher uses qualitative methods such as interviews, observations, and

textual analysis to explore meanings, values, and social constructions (Creswell, 2021; Hassmén et al., 2016).

Moreover, pragmatism emphasizes the practicality and usefulness of research. Pragmatist researchers are open to multiple research methods and approaches, depending on the research question and context. They prioritize the application of research findings to real-world problems. It is important to note that these assumptions are not mutually exclusive, and researchers may draw from multiple philosophical perspectives in their work (Morgan, 2022). One example is positivism (ontology), which holds that there is only one objective reality, which is apprehensible epistemologically in the sense of impression.

A research paradigm is a perspective held by a community of researchers that is based on a set of shared assumptions, concepts, values, and practices. A pragmatist's 'worldview' is most popular for mixed method research because the research question should guide the methods used rather than a research paradigm, and particularly not a paradigm that maintains the positivist-constructivist divide (Creswell & Clark, 2023). Besides, it is the entirety of philosophical package of ontology, epistemology, methodology, and a method that constitutes a paradigm (Scotland, 2012). Researchers could 'mix' different ontologies, epistemologies, methodologies, and methods, even if they are fully conscious of their paradigm components.

This paradigm is associated with action, intervention, constructive, and objective knowledge. This study has picked out interpretivism from the qualitative and positivism from the quantitative approach as two possible and important researches pragmatics for mixed research design based on the nature of data. Research paradigm is explained as the position of constructivism, positivism, and pragmatism in terms of ontology, epistemology, methodology, and axiology in the research to guide the researcher (Johnson, 2017). Researchers need to be aware of their research lens. Therefore, this study will follow the pragmatic philosophical assumptions (Rahi, 2017). Moreover,

Creswell and Clark (2023) state that pragmatism has often been identified in the mixed methods research literature as the appropriate paradigm for conducting mixed methods research. Morgan (2022) also argues that pragmatism emphasizes creating “shared meanings and joint action” (Morgan, 2022). They both emphasized on the complementarities natures of quantitative and qualitative approaches to produce a more credible reality out of the strengths of the two approaches offsetting the weaknesses prevalent in both approaches.

For example, Galbin (2014) argues that a social constructivist view acknowledges the socially constructed nature of knowledge and emphasizes the importance of collaborative efforts among leaders, researchers, and stakeholders in academia-research publication. Moreover, various literature suggests that researchers may hold ontological assumptions such as social constructivism, realism, or critical realism. For example, Irfan et al. (2022) argue that a critical realist view acknowledges the existence of both social structures and individual agency, emphasizing the need for policy interventions to address systemic barriers to academia-research publication.

Moreover, researchers' ontological assumptions shape their understanding of the nature of reality and existence within the context of the pragmatism view in the leadership practice of Kouzes and Posner and policy directives for revitalizing academia-research publication. Literature suggests that researchers may hold onto ontological assumptions such as social constructivism, conceptualism, or instrumentalism. For example, Akbaritabar et al. (2018) argue that a conceptualist ontological perspective acknowledges the influence of social and environmental factors on academia-research publication outcomes, emphasizing the need for adaptive leadership practices and policy interventions.

Leadership and policy professionals may have varying interpretations of reality from an ontological standpoint about revitalizing academic research publication. This duality of perspectives presents an intriguing opportunity to explore how individuals construct

their realities and the consequential impact it has on leadership and policy within a complex organization of higher education institution.

**Epistemological Assumption:** Researchers' epistemological assumptions influence their beliefs about the nature of knowledge and how it can be acquired within the context of leadership practice. Recent literature highlights various epistemological assumptions held by researchers, including positivism, interpretivism, and post-positivism. For instance, Jackson (2018) discusses how an interpretivist epistemology allows researchers to explore the subjective experiences and perspectives of leaders in academia-research publication, enabling a deeper understanding of the contextual factors that impact publication outcomes. Recent literature highlights various epistemological assumptions held by researchers, including positivism, interpretivism, and pragmatism. For instance, Galbin (2014) discusses how a pragmatist epistemology emphasizes the importance of practical knowledge and the application of research findings in policy development for revitalizing academia-research publication.

For instance, Oshima et al. (2012) discuss how a situated cognition epistemology allows researchers to explore the knowledge creation process within the specific context of academia-research publication, emphasizing the importance of learning through action and reflection.

**Methodological Assumption:** Researchers' methodological assumptions guide their choice of research methods and techniques within the context of leadership practice and policy. Recent literature indicates that researchers may adopt quantitative, qualitative, or mixed methods approaches based on their methodological assumptions. For example, Halcomb (2019) argue for the use of mixed methods approaches to capture both quantitative data on research productivity and qualitative insights into the leadership practices and policies influencing academia-research publication.

Researchers' methodological assumptions significantly influence their selection of research methods and techniques within the framework of academia-research

publication policies. Recent studies highlight that researchers may employ quantitative, qualitative, or mixed methods approaches depending on these assumptions. For instance, Gibson (2017) advocates for mixed methods to collect both quantitative data on publication rates and qualitative insights into policy factors shaping academia-research publication. Similarly, Goewey (2012) supports using mixed methods to analyze the combined impact of leadership practices, guided by Kouzes and Posner's principles, and policy directives on academia-research publication outcomes.

By using a mixed methods approach, incorporating the LPI survey, this study enhanced its comprehensiveness and credibility compared to relying on just one research method. The study utilized a survey developed by Kouzes and Posner to assess leaders' perceptions of their own leadership style in addition of interviews to explore the qualitative aspect of the research.

In this study, the pragmatism paradigm was employed to achieve the research objective by presenting results that align with existing knowledge about leadership practices and policies, both internationally and locally, which focus on enhancing academic research publication at Ethiopian public universities.

### **3.3. Philosophical Assumptions**

Researchers' ontological assumptions shape their understanding of the nature of reality and existence within the context of the pragmatism view in the leadership practice of Kouzes and Posner and policy directives for revitalizing academia-research publication. Literature suggests that researchers may hold ontological assumptions such as social constructivism, contextualize, or instrumentalism. For example, Akbaritabar et al. (2018) argue that a contextualized ontological perspective acknowledges the influence of social and environmental factors on academia-research publication outcomes, emphasizing the need for adaptive leadership practices and policy interventions.

Leadership and policy professionals may have varying interpretations of reality from an

ontological standpoint about revitalizing academic research publication. This duality of perspectives presents an intriguing opportunity to explore how individuals construct their own realities and the consequential impact it has on leadership and policy within a complex organization of higher education institution.

**Table 2**

Summary of Research Paradigm

No	Criteria	Positivism	Constructivism	Pragmatism
1	Ontology	Single reality (measured) <u>objective</u> , facts(realism) ,	Multiple reality perspective (Relativism) <u>subjective</u>	Context based
2	Epistemology	Knowledge gain through Scientific methods	subjective (researcher and respondents understanding	Gaining <u>practical ways</u> , knowledge as practical and useful
3	Axiology	Setting based	Setting based	Setting based
4	Lexicology	Use simple, clear and understandable words	Use simple, clear and understandable words	Use simple, clear and understandable words
5	Design	Fixed	Fixable	Fixed/fixable
6	Methodology	Survey	Narrative	Survey-narrative
4	Method	closed ended questionnaires Statistical analysis	semi-structured interview, open-ended questionnaires, document review, <u>narration analysis</u>	Mixed
5	Strategy	Deductive	Inductive	Deductive- Inductive

*Source: Developed by the researcher based on the review of related Literature (2024)*

## 5. Research Design of the Study

The research design plays a crucial role in investigating the relationship between the leadership practice of Kouzes and Posner and policy directives for revitalizing academia-research publication at higher education institutions. This research proposes an explanatory sequential design approach that combines quantitative and qualitative

methods to provide a comprehensive understanding of the factors influencing academia-research publication outcomes.

The Explanatory Sequential Design involves two distinct phases: a quantitative phase followed by a qualitative phase, with an integration phase to combine the findings from both phases. In the qualitative phase, data is collected through methods such as interviews, and document analysis to explore and develop an initial understanding of the research topic. The data is analyzed using qualitative data analysis techniques such as thematic analysis.

In the integration phase, the findings from both phases are combined by comparing and contrasting the results obtained from both components. Triangulation is used to identify converging or diverging patterns between quantitative and qualitative data. The integration of findings provides a comprehensive understanding of the research topic.

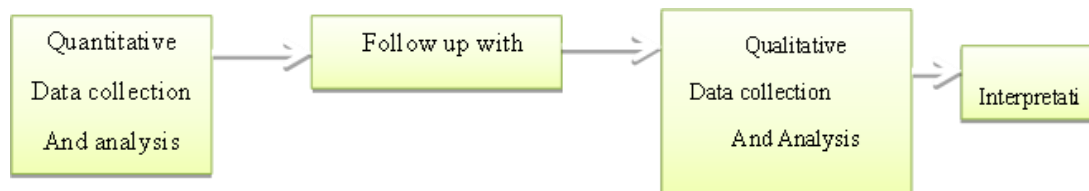
In short, the research design employed in this study was descriptive, sequential, and explanatory in its purpose and it was used to explore leadership practices and policy directives as independent variables and academic research publications as a dependent variable.

The researcher adopted an explanatory sequential design based on the nature of the data, the sequences of data collection, and the analysis of the data. The rationale for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection, is needed to refine, extend, or explain the general picture (Creswell, 2007; Creswell, 2012; Johnson & Christens, 2017).

The explanatory sequential design involves two distinct phases: the quantitative phase followed by the qualitative phase. This design allows for an initial exploration of the phenomenon through quantitative data collection and analysis, followed by qualitative

data collection and analysis to validate and generalize the findings obtained from the quantitative phase (Creswell & Plano Clark, 2018).

The quantitative findings helped to validate and extend the qualitative findings, providing a more comprehensive understanding of the relationship between leadership practices, policy directives, and academia-research publication outcomes (Creswell & Plano Clark, 2018).



*Figure 2.* Sequential Explanatory Research Design

### 3.5. Research Approach

The research approach is a systematic plan that outlines the steps and methods used in a study. It provides a clear roadmap for addressing research questions and achieving objectives (Creswell & Plano Clark, 2023). As an overall strategy, it guides researchers in data collection and analysis, involving decisions about the type of data to be collected, collection methods, and analytical techniques (Rahi, 2017). The choice of methods—such as surveys, interviews, and document analysis—should align with the research goals to ensure validity and reliability (Creswell, 2014).

The research approach serves as a comprehensive framework encompassing broad assumptions and specific procedures for data collection, analysis, and interpretation. It can generally be classified into three categories: qualitative, quantitative, and mixed methods. The qualitative approach provides deep insights through non-numerical data like interviews and document reviews. In contrast, the quantitative approach relies on

numerical data and statistical tools to objectively address research questions. The mixed methods approach, used in this study, combines both to offer a holistic understanding of the research problem.

Specifically, this study adopts a mixed methods research design to investigate the relationship between leadership practices and policy directives in revitalizing academic research publication at higher education institutions (Creswell, 2018). This approach enables the integration of subjective experiences and objective measurements within a single framework (Creswell & Plano Clark, 2018).

Overall, mixed methods research supports a nuanced analysis of leadership practices and policy directives in academic publication at Ethiopian public universities. It addresses the limitations of relying on a single method and strengthens findings through triangulation—validating interpretations and supporting well-informed decisions (Brewer & Hunter, 2019).

In conclusion, the study used a mixed methods approach, integrating qualitative and quantitative data to evaluate the relationship between leadership practice, policy directives, and research publication in higher education.

The qualitative data were gathered through semistructured interviews with six vice presidents for research and academic affairs, six directors of research and extension, six directors of research groups and partnerships from each university, and two MoE officials knowledgeable about research and publication policies.

### **3.6. Sources of Data**

Data were collected from both primary and secondary sources

### 3.6.1. Primary sources of data

The primary sources were academic staff, academic leaders, research coordinators of the six sample universities and MoE research experts; they are assumed to have better exposure, experiences, and firsthand information regarding the issue under the study.

### 3.6.2. Secondary sources of data

The secondary sources of data include journal articles, research-related documents, policy documents, and each university's research activities document. Secondary data are obtained through exhaustive review of relevant written sources. These are used to confirm the data collected from the primary sources.

## **3.7. Population, Sample Size, and Sampling Techniques**

### 3.7. 1.Population of the Study

The study population consisted of academic staff and leaders from six universities in EPU. These universities were selected using cluster sampling techniques and differentiation criteria based on their potential capacity. The selected universities were Hawassa University (HU) and Haramaya University (HrU) from the research universities; Wollega University (WU) and Waliyita Sodo University (WSU) from the comprehensive universities; Dire Dawa University (DDU), and Jigjigga University (JJU) from the applied universities. Data were collected from a total of 6,873 academic staff and 220 leaders, who represented the population of interest. The total population of staff and leaders in EPU during the study period was 7,093.

### 3.7.2. Sample size and sapling techniques

A total of 378 participants were selected from six universities for this study. The universities included Haramaya University (72 academic staff), Hawassa University (69 staff), Wallaga University (62 staff), Diredawa University (51 staff), Jigjiga University (64 staff), and Woliata Sodo (60 staff). The participants were chosen using proportional

sampling methods to ensure representation from each university. Additionally, 142 leaders were also selected proportionally from each university to provide a comprehensive perspective on leadership practices. The sample frame used for selection was obtained from the human resource management and development directorate of the respective universities.

For the qualitative part of the study, the purposive sampling technique was employed to select individuals who could provide a deep understanding of the issues related to research publications in academia. These individuals also had experience with leadership practices and policy directives. A total of 21 participants were chosen for semi-structured interviews. This included one vice president for research affairs, one director for research publication, one director of research groups and partnerships from each of the six universities, and three individuals directly responsible for coordinating research and publication affairs from the Ministry of Education (MoE). This diverse group of participants ensures a comprehensive exploration of the topic.

There are many formulas that are used to determine the sample size. However, in this study, Yamane's (1967) formula was used at 95 confidence level. Since the target population,  $N$  is known, the study used the formula to determine the sample size,  $n$ , from the study population,  $N$ , and  $e$ , is the probability of error within the desired precision of 0.05 for a 95% confidence level. In our case, the target population was 7093 academic staff, from which the sample size was determined to be 378, and 142 leaders were taken as a sample from a total population of 220 leaders.

Stratified proportionate random sampling techniques (the strata being leaders' position, publication status, and experience related to grant access) were used to select a sample of academic staff and leaders from the six EPU's. In the end, the selection of each academic staff member from each of the six HEIs was made through a simple random sampling technique.

$$n = \frac{N}{\text{_____}}$$

$$1 + \frac{N}{e^2}$$

$$n \text{ academic staffs} = \frac{6873}{1 + \frac{6873}{(0.05)^2}} = 378 \text{ Academic staffs}$$

$$1 + \frac{6873}{(0.05)^2}$$

$$n \text{ leaders} = \frac{220}{1 + \frac{220}{(0.05)^2}} = 142 \text{ leaders}$$

$$1 + \frac{220}{(0.05)^2}$$

**Table 3**

Sample size and sampling techniques based on study population

S.N	University Name	Population (N) and Sample Size (n)				Sampling Technique
		Academic Staff		University Leaders		
		N	N	N	N	
1	Haramaya	1389	72	51	32	Multistage Sampling
2	Hawasa	1246	69	49	26	Multi stage Sampling
3	Wollega	1,113	62	39	24	Multi stage Sampling
4	Diredawa	1006	51	28	21	Multi stage Sampling
5	Jigjiga	1,086	64	27	20	Multi stage Sampling
6	Walayta sodo	1013	60	26	19	Multi stage Sampling
	Total	6873	378	220	142	

*Source: Computed by the researcher from data obtained from each sample EPU*

Table 3 above presents sample sizes and sampling techniques used in the study involving academic staff and university leaders across six universities. Understanding the implications of sample size and the chosen sampling techniques is crucial for ensuring the reliability and validity of research findings. Below is a detailed discussion of the sample sizes, population, and sampling techniques utilized in this study.

The total population across the six universities amounts to 6,873 individuals, comprising academic staff and university leaders. For each group, a total of 378 academic staff and 220 university leaders were sampled. These sample sizes reflect a

systematic approach to ensure adequate representation of both academic staff and university leaders within the research context. This breakdown shows that the sample sizes for academic staff and university leaders vary across institutions, which may reflect differences in population characteristics and research focus.

Multistage sampling technique was used for selecting participants from each of the sample universities. This method is particularly effective in educational research for several reasons, such as for the efficient selection of a representative sample from a large population. Multistage sampling is a complex form of cluster sampling that involves selecting samples in multiple stages, often using a combination of various sampling methods. This approach is particularly beneficial when dealing with large and diverse populations, such as academia in higher education institutions (Titus, 2006).

### **3.8. Instruments of Data Collection**

In order to collect both quantitative and qualitative data, the researcher used questionnaires, interviews, and document reviews. For the quantitative data collection, a questionnaire was used, while for the qualitative data collection, semi-structured interviews and document reviews were used. Hence, both qualitative and quantitative data were gathered through closed-ended questionnaires, semi-structured interviews, and document reviews from sample EPUs based on the nature of research questions (Morgan, 2022; Creswell, 2018). These instruments are fit for this purpose as the study followed the mixed method (Cohen et al., 207).

#### **3.8.1. Instruments of data collection of quantitative phase**

Initially, the LPI was designed with a 5-point Likert scale; however, in 1999, Kouzes and Posner updated it to a 10-point Likert scale to “enhance sensitivity to changes in leadership behavior” (Tourangeau & McGlilton, 2004). Over time, the LPI has undergone multiple revisions to maintain its relevance and effectiveness. Its application in higher education has expanded significantly in recent years, with studies

demonstrating its reliability and validity in this context, supported by specific examples such as Cronbach's alpha and correlation coefficients.

The Leadership Practices Inventory (LPI) is a questionnaire consisting of 30 items that assesses five leadership practices. Each practice has six statements presented as questions and rated on a Likert scale from 1 to 10. The score for each practice is obtained by averaging the sum of the corresponding statements, while the total score is the average of all 30 items. The LPI measures the core practices of transformational leaders and uses a 10-point Likert scale with response options ranging from "Almost Never" (1) to "Very Frequently" (10), (Spence et al., 2012).

The LPI is divided into sections, with each section focusing on a specific leadership construct identified by Kouzes and Posner. The survey questions are also organized accordingly. Questions 1, 6, 11, 16, 21, and 26 relate to modeling the way, while questions 2, 7, 12, 17, 22, and 27 correspond to inspiring a shared vision. Questions 3, 8, 13, 18, 23, and 28 relate to challenging the process, and questions 4, 9, 14, 19, 24, and 29 refer to enabling others to act. Finally, questions 5, 10, 15, 20, 25, and 30 are associated with encouraging the heart.

The LPI is a 30-item questionnaire that asks respondents to rate themselves on a scale of 1-10 based on how frequently they engage in each of the five practices. The LPI measures both the frequency and perceived effectiveness of each practice, providing a comprehensive assessment of a leader's strengths and areas for improvement.

A recent study by Wang and Derakhshan (2024) examined the reliability and validity of the LPI in the context of American higher education. The study aimed to explore the psychometric properties of the LPI and to examine its usefulness in assessing leadership practices among higher education administrators.

The results of the study showed that the LPI had good internal consistency, indicating that the items in the LPI were measuring the same construct. The study also found that

the LPI had good test-retest reliability, indicating that the scores obtained from the LPI were stable over time. Furthermore, the study found that the LPI had good construct validity, as it was able to differentiate between leaders and non-leaders.

### 3.8.2. Instruments of data collection of the qualitative phase

For the qualitative data collection, semi-structured interviews and document reviews were used. Qualitative data were gathered through open -ended questionnaires, semi-structured interviews, and document reviews from sample EPU's based on the nature of research questions. Hence, 18 leaders from sampled universities, and 3 experts from MoE were used for semi-structured interviews, and policy documents were reviewed in line with the present study topic.

#### 3.8.2.1. Interview Guide

The study used a semi-structured interview protocol to collect qualitative and quantitative data. This approach aimed to capture participants' firsthand experiences regarding leadership practices and policy directives, using a phenomenological approach. The interview protocol was adapted from previous studies by Baniasadi and Salehi. (2019).which was chosen for its effectiveness in capturing participants' perspectives on the impact of leadership practices and policy directives on academic research publication.

The study involved 20 participants, including 6 vice presidents for research affairs, 6 publication directors, 6 directors of research groups and partnerships, and 2 MoE experts involved in higher education research publications. The interview guide contained demographic data and 7 questions related to the substantive data. Interviews were conducted after the collection of quantitative data. Each participant was interviewed individually for varying durations to gain a comprehensive understanding of their experiences related to the studied phenomenon (Hyatt & Williams, 2011).

The researcher developed interview questions for this study to facilitate clarification and elaboration. The discussions were grounded in existing literature, focusing on the leadership practices outlined in James Kouzes and Barry Posner's Exemplary Leadership Model. This model encompasses five key principles: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (Kouzes and Posner (2019). The study also examined policy directives designed to revitalize academic research publication in higher education. This included a focus on various aspects such as research facilities, the working environment, and the research culture within universities.

It is important to note that these topics did not restrict participants' experiences and perspectives. The interviews continued until theoretical saturation was achieved, indicating that no new information had surfaced that could contribute to the developed the theory.

In the 1980s, Lincoln and Guba made significant contributions to the discussion of validity and dependability in qualitative research. They proposed a reconsideration of traditional validity and reliability, challenging ideas commonly found in positivist research. This led to the development of a qualitative methodology called "trustworthiness" to establish validity and reliability in constructivist research. The key concepts they introduced included credibility, transferability, dependability, and confirmability.

The researcher often asked participants to ensure credibility, transferability, dependability, and confirmability of qualitative data that were gathered from interviews, and that their statements accurately reflected their intended message. This study used constructivist research methods, which are highly respected in the educational community for their rigor. The researcher has over 19 years of experience in the position of leadership at Rift Valley University. Participants were given an

informed consent document. Throughout the study, the researcher explicitly requested participants to be honest and transparent.

Transferability is a crucial aspect to ensure the validity of a study. In this particular study, the population of academic staff and leaders was chosen as a representative sample for others in higher education. This implies that the findings of the study can be applied to similar settings (Weise et al., 2020).

### 3.8.2.2. **Document reviews**

For the purpose of crosschecking and supplementing data obtained through the questionnaire and interviews, current and related documents were reviewed. Documents have a vital role in helping researchers be aware of the insiders of the events. So, the researcher used document reviews with particular content analysis on the major issue of leadership in general and particularly higher education leadership and research leadership, research policy, research publication, revitalization of higher education and academic staff and higher education activities in the sampled universities (Bowen, 2009)..

In alignment with the university's mission, legislation, policy guidelines on higher education research, strategic planning documents, higher education reports on research publication, institutional capacity building, staff recruitment and promotion guidelines, research funding plans, and reports from sampled universities, various written materials related to research and publication activities were examined based on the study's research questions. This approach provides an expert understanding of the available data while being cost-effective. Consequently, the documents were collected, organized, and analyzed to enhance the quality of the study's data, findings, and conclusions (Bryman, 2016).

### **3.9. Validity and Reliability of Instruments**

In this section, the validity and reliability of instruments for the quantitative phase and the trustworthiness of instruments for the qualitative phase were explained.

#### **3.9. 1. Validity and Reliability of Instruments for the Quantitative Phase**

Triangulation, testing, and pre-testing were conducted to resolve the problem of reliability and validity. To ensure construct validity was checked, the questions were designed in clear and simple terms, and the flow of ideas was closely maintained. Therefore, to ensure the validity of the quantitative data, the advisor confirmed the questionnaire's face validity, and three senior experts in the area of policy directives from Oda Bultum University commented on the questions and checked content validity before the administration of the questionnaire.

Issues of content validity are related to how well the survey questions correspond to the research objectives (Morgan, 2022). The main issues associated with construct validity are the quality of the instrumentation, the degree to which it is pilot tested, and how well it was tested. Besides, a pilot test of the small sample of 20 instructors and 20 leaders who are from Oda Bultum University was conducted before the actual data was collected. The reliability, especially the internal reliability of the data, was checked and entered into SPSS 22 for the Cranach's alpha reliability coefficient (John, 2014; Creswell, 2018). Thus, Table 4 below indicates a summary of the reliability of policy questionnaires.

#### **Table 4**

Reliability of policy directive tool

N	Variables	Numbers of items	Values
10	Research Facilities and Working Environment	10	0.78
15	Research Culture of University	15	0.86

*Source: Developed by the researcher (2024)*

The above table presents data on the reliability of a policy directive tool, specifically focusing on two key variables: Research Facilities and Working Environment, and Research Culture of the University. Reliability is a critical aspect of any research instrument, as it determines the consistency and stability of the measurements obtained. Below is a detailed discussion of the reliability values associated with each variable. Research Facilities and Working Environment: This variable consists of 10 items designed to assess the adequacy and quality of research facilities and the overall working environment for academic staff. This variable includes 15 items aimed at evaluating the prevailing research culture within the university, encompassing attitudes, practices, and institutional support for research activities. Reliability coefficient values of Research Facilities and Working Environment is 0.78, indicating a good level of internal consistency among the items measuring this variable.

According to conventional benchmarks, a reliability coefficient above 0.86 is generally considered acceptable for social science research. This suggests that the items are measuring a cohesive construct, providing confidence in the reliability of the responses related to research facilities and the working environment. Furthermore, a reliability coefficient value of 0.86 indicates a high level of internal consistency. This strong coefficient suggests that the items included in this variable are closely related and effectively capture the nuances of the university's research culture. Such a high reliability score enhances the credibility of the findings derived from this variable,

indicating that the tool is well-suited for assessing the research culture within the institution. In summary, the pilot test reliability of questionnaires, which included 25 items, was conducted with 20 participants; the quality of the qualitative data was also assessed.

### 3.9.2. Trustworthiness of Instruments for the Qualitative Phase

The trustworthiness of qualitative data was checked in terms of credibility (truth), dependability (consistency), transferability (applicability), and conformability (neutrality) through dialogue among different points of view or data because constructive or interpretation paradigms share certain worldviews and are considerably in line with different data (Crewel, 2018).

**Table 5**

Quality of Qualitative data

S.N	Quantitative	Qualitative	Mixed	Strategies
1	Validity	credibility (truth),		
2	Reliability	dependability (consistency),		
3	Generalizability	transferability (applicability)		
4		conformability (neutrality)		

*Source: Developed by the researcher (2024)*

Table 5 presents summary of the discussion of each aspect the qualitative method in terms of key research attributes: validity, reliability, generalizability, and conformability. Validity in quantitative research refers to the extent to which a tool measures what it is intended to measure. This includes various forms, such as construct validity, internal validity, and external validity. Credibility in qualitative research aligns closely with validity but emphasizes the trustworthiness of the findings. Techniques

such as member checks and triangulation are often employed to enhance credibility. Mixed methods leverage both validity and credibility, allowing researchers to validate findings through quantitative data while ensuring that qualitative insights are credible.

### **3.10. Methods of Data Analysis**

In this section, since the research design was both quantitative and qualitative, both quantitative and qualitative methods of data analysis were discussed.

#### **3.10.1. Methods of quantitative data analysis**

In this study, both descriptive statistics and inferential data analysis techniques were employed. Descriptive data analysis is used to describe and compare the differences between variables, while inferential statistics are used to increase and generate data for the conclusion. Concerning this, Engel and Schutt (2014) strongly confirmed that descriptive and inferential statistics are used for quantitative data analysis. The reason is that descriptive statistics are used to describe the distribution and relationship among variables, while inferential statistics are used to "infer" conclusions beyond what is immediately visible in descriptive statistics (Stapor & Stapor, 2020).

The first phase of the inquiry was quantitative, whereby survey data were collected from 378 academic staff and 142 leaders at higher education institutions. Questionnaires were designed to gather information from academic staff perception of leaders practice and leaders self-observation their leadership practice related to revitalization of academic research publication that were prepared in English, since all academic staff and leaders can understand and apply the language. In analyzing the data that would be obtained from different sources, the researcher followed the following procedures: First, the quantitative data collected through the questionnaire was checked and made ready for analysis. Then, the data was analyzed based on the research objective using SPSS Version 22.

Therefore, frequency and percentage were used for demographic variables; regressions were used for research question one (1), and two-way ANOVA was used for research question two (2). Descriptive statistics Mean, SD, and t-tests were used for research question three (3). Multiple regressions were used for research question four (4); two-way ANOVA and multiple regressions were used for research question five (5); and structural equation modeling and thematic and narration were used for research question six (6).

### 3.10.2. Methods of qualitative data analysis

The second phase of the study was qualitative data analysis. Thematic analysis is used to interpret the meaning of the collected data (Creswell & Plano Clark, 2023). This investigation of qualitative data analysis draws on data from two open-ended questions and seven interview guides with study participants to assist in the interpretation and explanation of the survey outcomes. Additionally, document reviews were also analyzed.

The qualitative data obtained through semi-structured interview guides were transcribed, categorized, schematized, and analyzed in a way that complements the quantitative data, and the data were analyzed both quantitatively and qualitatively. The process involved organizing the data, transcribing the interview, analyzing, exploring, coding, categorizing themes, and finally comparing the results (Saldana, 2016; Creswell, 2012). In the same way, the researcher used six steps of Clarke and Braun's (2013) familiarizing data, generating codes, combining codes into themes, reviewing themes, determining significances of the themes, and reporting the findings.

The approaches to data analysis were narration, text, and words, followed by coding, categorizations, comparisons, integrations, and interpretations. In short, in this study, data from interviews and document reviews were coded and analyzed thematically. Finally, the data analyzed through questionnaires, interview and document review were analyzed and combined in a way that answered the research questions of the study.

**Table 6: Research Questions and Analysis Methods**

No.	Basic Research Questions	Variables	Methods of data analysis
1	To what extent EPU's leadership practice predict revitalizing research publication of academic staffs by using LPI?	leadership practice and <u>publication</u> of academic staffs	Linear regression
2	Is there significant difference in leadership practice revitalizing academia research in peer review journals among EPUs?	leadership practice and <u>publication</u> of academic staffs	Multiple regression
3	Does demographic variables <u>influences</u> academia research publication in peer review journals at EPUs?	Demographic variables and academia research publication	Mean, SD, and t-tests
4	To what extent HEI leaders engaged in to the research publication of their Academic staffs by using LPI?	leadership practice and research publication	Two-way ANOVA and multiple regression
5	What is the relationship among leadership practices, policy directives, and research publication of academia in EPUs?	leadership practices, policy directives, and research publication of academia	Two-way ANOVA and multiple regression
6	How policy directives revitalizing research publication of academia in EPUs?	policy directives and <u>research</u> publication of academia	Narration and thematic

*Source: Developed by the researcher (2024)*

In summary of the above tables 6 provide a comprehensive overview of the research questions, variables, and methods of data analysis for both quantitative and qualitative studies on Leadership Practices and Policy Directives in Revitalizing Academia-Research Publication in Ethiopian Public Universities. The methods of data analysis encompass both descriptive and inferential techniques, as well as qualitative analysis methods to explore issues of leadership practice and policy directive related to revitalizing academic research publication at Ethiopian public university.

### **3.11. Ethical Considerations**

The research study was conducted with a strong emphasis on ethical standards and appropriate behavior. Throughout the entire study, the dignity and self-respect of the participants were carefully safeguarded, and the dissemination of information was carried out accurately and transparently. Ethical considerations were upheld by obtaining informed consent, maintaining confidentiality, and adhering to ethical standards in all publications. The research study demonstrated a strict adherence to ethical considerations at every stage (Berkovich & Grinshtain, 2023).

## **4. RESULTS AND DISCUSSIONS**

This chapter presents the data collected using the methodology described in Chapter 3. The study focused on examining leadership practices and policy directives aimed at revitalizing academic research publications at EPU. By using employing explanatory sequential mixed-methods design, the research explored several key areas: the leadership practices and policy directives that revitalization of research publications, examine the influence of demographic differences on research productivity, the extent to which the LPI framework has been utilized to guide academic staff in research and publication, the interconnections among leadership practices, policy directives, and research outputs, and the influence of policy directives on strengthening research publication efforts in EPU. This section presents, analyzes, interprets, and discusses both quantitative data from survey questionnaires and qualitative data derived from open-ended and semi-structured interviews.

### **4.1. Background Characteristics of the Respondents**

Table 7A below provides a comprehensive overview of the demographic background of respondents in the study, focusing on three key variables: Sex, Age, and Service Year. Understanding the demographic characteristics of respondents is crucial for interpreting the findings of the research, as these factors can influence perspectives, experiences, and responses.

**Table 7A: Background of the respondents (Sex, age, and services year)**

Variable	Categories	HrU		HU		WU		WSU		DDU		JJU		
		N	%	N	%	N	%	N	%	N	%	N	%	
Sex	Male	120	82.8	92	80.7	64	87.7	54	80.6	54	81.8	47	85.5	
	Female	25	17.2	22	19.3	9	12.3	13	19.4	12	18.2	8	14.5	
Age	25-30	1	.7	3	2.6	5	6.8	-	-	10	15.2	14	25.5	
	31-35	10	6.9	93	81.6	48	65.8	-	-	8	12.1	15	27.3	
	36-40	82	56.6	9	7.9	18	24.7	39	58.2	27	40.9	5	9.1	
	41-45	37	25.5	5	4.4	1	1.4	19	28.4	18	27.3	21	38.2	
	46-50	12	8.3	4	3.5	1	1.4	9	13.4	3	4.5	-	-	
	Above 51	3	2.1	3	2.6	5	6.8	-	-	-	-	-	-	
	Service year	1-5 years	-	-	-	-	1	1.4	-	-	1	1.5	-	-
		6-10	13	9.0	5	4.4	3	4.1	4	6.0	-	-	1	1.8
		11-15	59	40.7	83	72.8	52	71.2	43	64.2	54	81.8	42	76.4
		16-20	40	27.6	14	12.3	10	13.7	12	17.9	6	9.1	12	21.8
21-25		30	20.7	9	7.9	7	9.6	8	11.9	5	7.6	-	-	
Above 25	3	2.1	3	2.6	-	-	-	-	-	-	-	-		
Masters	86	59.3	66	57.9	41	56.2	23	34.3	23	34.8	1	1.8		
PhD	59	40.7	48	42.1	32	43.8	44	65.7	43	65.2	54	98.2		

*Source: Researcher's survey (2024)*

The descriptive analysis of respondents' background characteristics across the sampled universities revealed notable variations in demographics and professional attributes. As displayed in Table 7A, in terms of gender distribution, the majority of respondents across all universities were males, with the highest representation at Wellega University, 64 (87.7%), and the lowest at Wolaita Sodo University, 54 (80.6%). Female representation remains comparatively low, ranging from 12.3% at WU to 19.3% at

Hawassa University. This underscores a significant gender imbalance within the academic and leadership domains of Ethiopian public universities.

Additionally, the age distribution of respondents varies across the higher institutions. The majority of respondents at Haramaya University and WSU fall within the 36-40 age group, accounting for 82 (56.6%) and 39 (58.2%), respectively. Conversely, Hawassa University has a predominantly younger workforce, with 81.6% of respondents aged 31-35. In contrast, Dire Dawa University and Jigjiga University exhibit a notable proportion of older respondents in the 41-45 years, constituting 27.3% and 38.2%, respectively. These findings reflect significant diversity in the age structure among universities, with some skewed towards younger staff and others towards older, more experienced professionals.

Concerning the respondents' years of service the data indicated that the largest proportion of respondents at most institutions falls within the 11-15 years of service category, with Dire Dawa University recording the highest at 81.8%. Those with 16-20 years of service are also well-represented, particularly at Haramaya University (27.6%) and Wolaita Sodo University (17.9%). Early-career professionals with 6-10 years of service or those with over 25 years of experience are less represented, indicating a concentration of mid-career professionals across the universities.

Regarding educational qualifications, respondents holding master's degrees, with over 50% representation in each, dominate HrU, HU, and WU. In contrast, WSU, DDU, and JJU demonstrate a higher proportion of PhD holders, with JJU exhibiting the highest concentration at 98.2%. This reflects a differing academic qualification profile across universities, with certain institutions boasting a more advanced academic workforce.

Table 7B below presents a detailed breakdown of the respondents' backgrounds concerning their leadership positions and academic ranks. Understanding these dimensions is crucial for analyzing the dynamics within academic institutions and how they may influence the findings of the study.

**Table 7B: Background the Respondents (leadership position and academic rank)**

Variable	Categories	HrU		HU		WU		WSU		DDU		JJU	
		N	%	N	%	N	%	N	%	N	%	N	%
Leadership position	Dean	-	-	2	1.8	-	-	1	1.5	-	-	1	1.8
	Associate Dean	-	-	-	-	1	1.4	-	-	3	4.5	1	1.8
	Director	4	2.8	1	11.3	7	9.6	8	11.9	1	1.5	4	7.3
	Associate Director	13	9.0	3	2.6	2	2.7	5	7.5	1	1.5	-	-
	Department Head	16	11.0	8	7.0	9	12.3	1	23.9	9	13.6	1	20.0
	Vice President	1	.7	1	.9	1	1.4	-	-	-	-	-	-
Academic rank	Instructor	11	76.1	8	76.7	5	72.3	3	55.7	5	78.2	3	69.8
	Lecturer	86	59.3	6	57.5	4	56.1	2	34.3	2	34.3	1	18.8
	Assistant professor	56	38.6	4	38.4	3	41.0	4	62.7	4	62.1	5	96.3
	Associate professor	3	2.1	3	2.6	2	2.7	1	1.5	2	3.0	1	1.8
	Professor	-	-	2	1.8	-	-	1	1.5	-	-	-	-

*Source: Researcher's survey (2024)*

Moreover, regarding leadership positions, Table 7B show us that the majority of respondents across all universities are in teaching roles, with instructors comprising between 55.2% (WSU) and 78.8% (DDU) of the respondents. A smaller proportion holds leadership roles such as dean, associate dean, or director, with WSU having the highest proportion of department heads (23.9%). Vice President Roles are sparsely represented, with only one respondent each at HrU, HU, and WU. This suggests a

hierarchical concentration in instructional positions, with fewer respondents occupying higher leadership roles.

Finally, the distribution of academic ranks revealed a predominantly junior academic workforce across the universities. Lecturers constitute the majority at HrU, HU, and WU, each exceeding 50%. Assistant professors dominate at WSU (62.7%) and JJU (96.4%). In contrast, associate professors and professors are less represented across all universities, reflecting limited academic progression to senior ranks in these institutions

#### 4.2. Extent of leadership Practice and Policy Directives

**Table 8**

Model summary of the regression of leadership practice and policy directive

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
				R Square Change	F Change	df1	df2	Sig. F Change	
1	.828 <sup>a</sup>	.685	.684	.25507	.685	563.286	2	517	.000

*Source: Researcher's survey (2024)*

Table 8 above presents the model summary of a regression analysis examining the relationship between leadership practice and policy directive. This analysis is crucial for understanding how these variables interact and influence outcomes within the context of the study. Below, the researcher discusses the key components of the regression output, including the model fit, significance, and implications of the findings.

The regression analysis presented in Table 8 provides strong evidence of a significant relationship between leadership practice and policy directive. The model demonstrates a good fit, with a correlation coefficient ( $R$ ) of 0.828, indicating a strong positive relationship between the predictors and the dependent variable. The coefficient of determination ( $R^2 = 0.685$ ) shows that approximately 68.5% of the variance in the dependent variable is explained by the combined influence of leadership practice and policy directive. The adjusted  $R^2$  (0.684) closely mirrors  $R^2$ , reinforcing the model's stability and suggesting minimal risk of over fitting. A standard error of 0.25507 further reflects the model's predictive accuracy.

The  $R^2$  change of 0.685 underscores the value of including these predictors, highlighting the model's improvement over one without them. The F-statistic (563.286) and its associated p-value (.000,  $p < 0.001$ ) confirm the overall statistical significance of the model, affirming that the predictors meaningfully enhance the prediction of the outcome variable.

With degrees of freedom ( $df1 = 2$ ,  $df2 = 517$ ), the analysis is supported by a robust sample size, strengthening the credibility of the results. These findings highlight the critical role of leadership in shaping effective policy implementation and suggest that investments in leadership development could substantially improve institutional performance, particularly in navigating complex policy environments.

To assess the assumption of normality, a histogram and P-P plot of the residuals were generated. The histogram displayed a symmetric, bell-shaped curve, indicating that the residuals are approximately normally distributed (Appendix Figure 1 and Appendix Figure 2). Similarly, the P-P plot showed that the residuals closely follow the diagonal reference line, further confirming normality. The normality of residuals suggests that the regression model provides valid and unbiased estimates, and the p-values associated with the coefficients are reliable. This supports the appropriateness of the regression analysis and ensures that the results can be interpreted with confidence.

#### 4.2.1. Regression result to examine extent of leadership practice and policy directive

Table 9 below presents the regression results aimed at examining the extent to which leadership practice and policy directive influence the dependent variable, research publication. A regression analysis was performed to examine the extent to which leadership practices and policy directives predict the revitalization of research publications in Ethiopian public universities. Leadership practices and policy directives were considered independent variables, while research publication revitalization was the dependent variable. The analysis aimed to assess the strength, direction, and significance of these predictors.

**Table 9: Regression result to examine extent of leadership practice and policy directive**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Tolerance	VIF
	(Constant)	-.132	.065				-2.042	.042	-.259
Leadership practice	.287	.019	.601	14.935	.000	.249	.325	.375	2.665
Policy Directive	.223	.034	.266	6.609	.000	.156	.289	.375	2.665

*Source: Researcher's survey (2024)*

The regression study in the table above indicates the impact of leadership practice and policy directive on the dependent variable, research publication. The model shows that

both independent variables are strong predictors of research publication output. Leadership practice has a high standardized coefficient (Beta = .601), indicating that it has a significant and positive influence on academic research publication. The unstandardized coefficient (B = .287) reveals that for every unit increase in leadership practice, research publishing rises by around 0.287 units, while all other variables remain unchanged. The p-value (.000) indicates a statistically significant impact at the 0.05 level, and the confidence interval (.249, .325) provides a credible range for the coefficient.

Policy directive also has a positive and statistically significant link with research publication, with an unstandardized coefficient (B = .223) and a standardized beta of .266. This suggests that a rise in policy-directed activities correlates with an increase in academic research publishing, but with a lesser influence than leadership practice. The t-values for both predictors (14.935 and 6.609) are much higher than the threshold for significance, and they have equal tolerance (.375) and VIF (2.665) values, indicating no multicollinearity. Overall, the findings indicate that both strong leadership and clear policy instructions play important roles in increasing research production.

Overall, the analysis revealed that leadership practices play a critical role in revitalizing research publications, followed by policy directives serving as a supportive, impactful factor. Together, these predictors explain a substantial portion of the variability in research publication revitalization. These findings suggest that creating effective leadership while enhancing policy frameworks and research infrastructure can significantly improve research productivity in Ethiopian public universities.

#### 4.2.2. Structural Equation Model

The structural equation modeling analysis was conducted to explore the extent to which leadership practices and policy directives predict the revitalization of research publications in Ethiopian public universities. The model included key constructs of leadership practices, model the Way, inspire shared vision, challenge the process,

enable others to act, and encourage the heart. It also considered policy directives, represented by research facilities, working environment, and research culture, as independent variables.

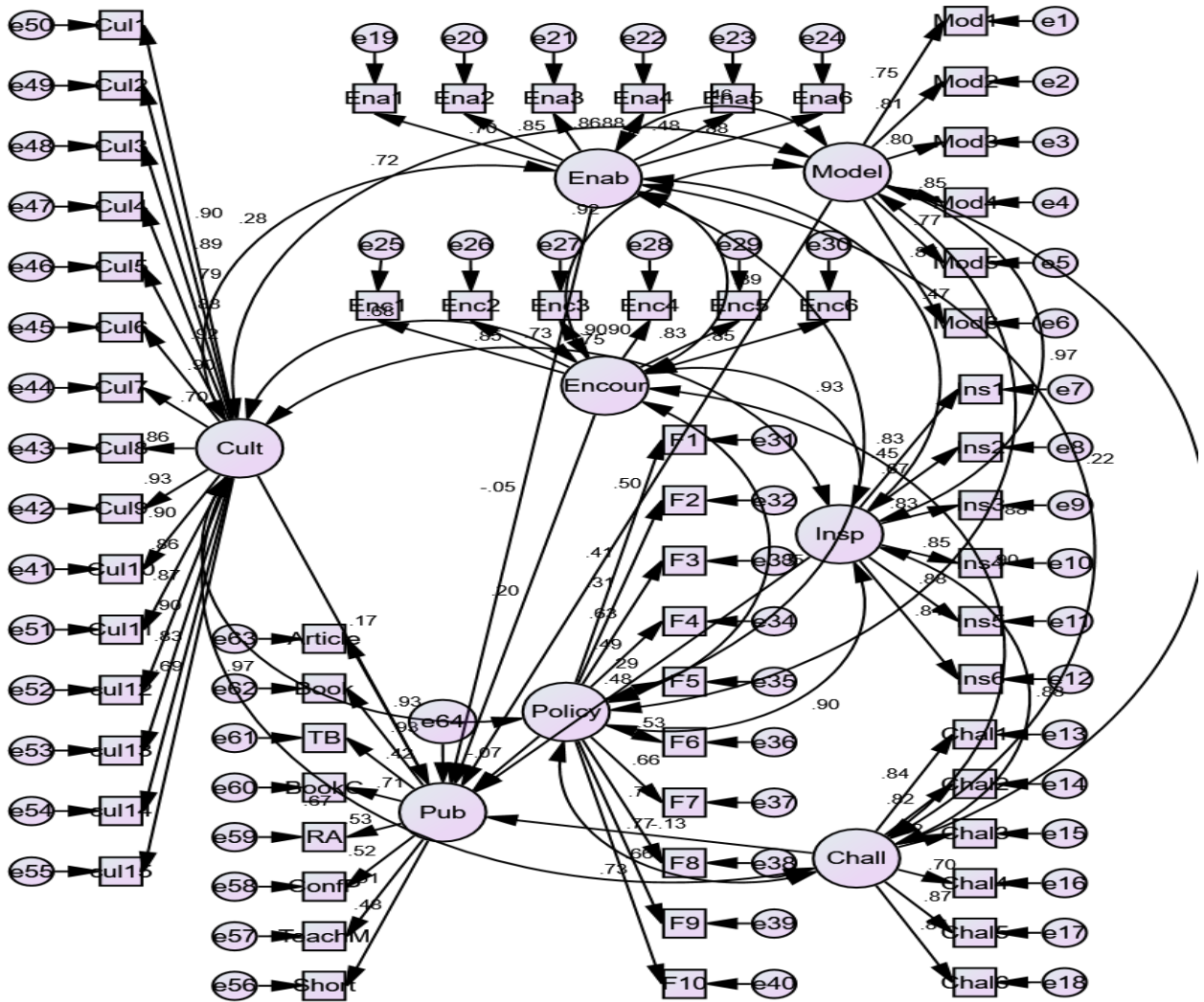
As displayed in Figure 3, the analysis revealed that leadership practices significantly influence research publication revitalization. Among the leadership dimensions, model the way emerged as the strongest predictor with a positive and significant effect ( $\beta = 0.505$ ,  $p = 0.008$ ). This result underscores the importance of exemplary leadership, where leaders set a visible standard through their actions, in creating an environment conducive to research productivity.

Other leadership practices, such as inspire shared vision ( $\beta = 0.292$ ) and encourage the heart ( $\beta = 0.200$ ), showed positive but non-significant relationships. This suggests their limited direct impact on research publication revitalization. In contrast, challenge the process ( $\beta = -0.128$ ) and enable others to act ( $\beta = -0.049$ ) exhibited negative but statistically insignificant effects, indicating potential challenges in translating these leadership behaviors into measurable outcomes for research revitalization.

Policy directives, including research facilities ( $\beta = -0.070$ ) and research culture ( $\beta = 0.174$ ), demonstrated weak and non-significant direct effects on the dependent variable. These findings suggest that while policy factors are critical components of the academic ecosystem, they may not directly drive research revitalization without strong and supportive leadership.

The model fit indices indicate a moderately acceptable fit to the data. The chi-square to degrees of freedom ratio ( $\text{CMIN}/\text{DF} = 4.028$ ) falls within an acceptable range for large sample sizes, and the root mean square error of approximation ( $\text{RMSEA} = 0.076$ ) is within the acceptable threshold of  $\leq 0.08$ . These indices collectively suggest that the model provided a reasonable fit to the observed data.

The SEM analysis highlighted the pivotal role of leadership practices, particularly Model the Way, in revitalizing research publications in Ethiopian public universities. Policy directives, though essential for creating an enabling environment, appear to have limited direct impact unless coupled with strong leadership behaviors. These findings suggest the need for leadership development programs that emphasize visible and exemplary leadership actions, as well as better integration of policy initiatives with leadership strategies to enhance research productivity.



**Figure 3: SEM results for relationship among leadership practices, policy directives, and research publications in EPUs**

### 4.3. Leadership Positions and Revitalizing Academic research Publication

An ANOVA was conducted to assess whether there are significant differences among leadership positions in their role in revitalizing academic research publications in Ethiopian public universities. The leadership positions included deans, associate deans, directors, associate directors, department heads, vice presidents for research, and

instructors. The analysis was complemented with a post-hoc test to identify specific group differences.

**Table 0: ANOVA leadership positions in their role in publications among EPU**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	77.803	6	12.967	228.356	.000
Within Groups	29.131	513	.057		
Total	106.933	519			

*Source: Researcher's survey (2024)*

As illustrated in Table 1o the ANOVA results revealed a statistically significant difference among leadership positions in their role in revitalizing academic research publications among EPU (F = 228.356,  $p < 0.001$ ). This indicates that the effectiveness in contributing to research publication revitalization varies by leadership position.

However, as presented in Appendix Table 10, the post-hoc analysis showed that instructors had significantly lower mean scores compared to all other leadership roles. The mean difference between instructors versus all other leadership positions was found to be significant ( $p < 0.001$ ). In contrast, no significant differences were found among higher leadership positions such as deans, associate deans, directors, and department heads, suggesting similar levels of contribution to research publication revitalization.

Overall, the results highlighted the critical role of leadership positions in revitalizing academic research publications, with higher-level leaders contributing more effectively than instructors do. These findings suggest the need for targeted support and capacity-

building initiatives for instructors to enhance their involvement in research activities across Ethiopian public universities.

#### **4.4. Influence of Demographic Variables in Revitalizing Academic research**

Table 11 below presents the regression analysis results for examining the influence of demographic variables on revitalizing academic research publication. This analysis is essential for understanding how different demographic factors contribute to research output within academic institutions. The regression model includes various demographic variables such as **age**, **sex**, **service year**, and academic positions (e.g., **dean**, **associate dean**, **director**, etc.). The constant term indicates the baseline level of research publication when all demographic variables are held at zero.

##### **Table 1**

Regression analysis for influence of demographic variables in revitalizing academic research publication (EPUs)

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta	T		Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	1.372	.058		23.521	.000	1.258	1.487		
Age	.067	.012	.135	5.511	.000	.043	.091	.731	1.368
Sex	.134	.053	.111	2.545	.011	.030	.237	1.000	1.000
Service year	.062	.015	.111	4.216	.000	.033	.091	.628	1.594
leaders(ref)	-	-	-	-	-	-	-	-	-
Dean	.627	.116	.121	5.404	.000	.399	.855	.877	1.141
Associate Dean	.559	.104	.120	5.362	.000	.354	.764	.869	1.151
Director	.679	.044	.385	15.570	.000	.594	.765	.716	1.397
Associate Director	.777	.051	.359	15.285	.000	.677	.877	.792	1.263
Department Head	.702	.037	.525	18.773	.000	.629	.776	.559	1.788
Vice President	.114	.137	.019	.835	.404	-.155	.383	.839	1.192
Lecturer(ref)	-	-	-	-	-	-	-	-	-
Assistant Professor	.002	.022	.002	.077	.939	-.042	.045	.731	1.367
Associate Professor	.495	.072	.164	6.922	.000	.355	.636	.781	1.281
Professor	.407	.137	.068	2.976	.003	.138	.675	.840	1.191

*Source: Researcher's survey (2024)*

Table 11 illustrates the relationship between various demographic and professional variables and research publication output. Age has a coefficient of 0.067, meaning that each additional year of age corresponds to an increase of approximately 0.067 units in research publication. Sex, coded as a binary variable, has a coefficient of 0.134, indicating that being of a particular sex positively influences research publication by 0.134 units. Service year exhibits a coefficient of 0.062, suggesting that each additional year of service contributes positively to research publication output.

The coefficients for academic leadership roles highlight notable differences in research publication productivity: Dean ( $B = 0.627$ ), Associate Dean ( $B = 0.559$ ), Director ( $B = 0.679$ ), Associate Director ( $B = 0.777$ ), and Department Head ( $B = 0.702$ ). These figures suggest that higher administrative positions are strongly associated with increased research output. Notably, all demographic variables, except vice president and assistant professor, demonstrate statistical significance at the  $p < 0.05$  level.

Age ( $t = 5.511$ ,  $p = .000$ ), Sex ( $t = 2.545$ ,  $p = .011$ ), and Service Year ( $t = 4.216$ ,  $p = .000$ ) are significant predictors of research publication. Among academic roles, all positions—except vice president ( $t = 0.835$ ,  $p = .404$ ) and assistant professor ( $t = 0.077$ ,  $p = .939$ )—show significant positive impacts on research output. This underscores the critical role of higher academic leadership in fostering research productivity. The confidence intervals provide a range within which we can be 95% confident that the true effect lies: Age: (0.043, 0.091), Sex: (0.030, 0.237) and Service Year: (0.033, 0.091).

For higher academic positions, the confidence intervals also reflect substantial positive effects, further reinforcing the importance of these roles in enhancing research publication output.

As demonstrated in Table 11, age of the respondents has a positive influence on research publications ( $B = 0.067$ ,  $p < 0.001$ ), indicating that older respondents tend to contribute more to research activities, likely due to accumulated expertise and professional networks. Similarly, service years showed a significant positive effect ( $B = 0.062$ ,  $p < 0.001$ ), suggesting that longer experience enhances involvement in research productivity.

Additionally, sex was a significant predictor, with male respondents demonstrating higher engagement in research publications compared to females ( $B = 0.134$ ,  $p = 0.011$ ). This underscores the need for institutional support mechanisms, such as

mentorship programs, to address gender disparities and encourage female academics to actively participate in research activities.

Concerning the leadership positions, compared to the reference category of instructor, it significantly influenced research productivity. Moreover, department heads exhibit the strongest positive effect ( $B = 0.702$ ,  $p < 0.001$ ), reflecting their pivotal role in coordinating research at the departmental level. Similarly, directors ( $B = 0.679$ ,  $p < 0.001$ ) and associate directors ( $B = 0.777$ ,  $p < 0.001$ ) demonstrated substantial contributions, emphasizing their strategic influence in driving research outputs. Deans ( $B = 0.627$ ,  $p < 0.001$ ) and associate deans ( $B = 0.559$ ,  $p < 0.001$ ) also had significant positive effects, indicating the importance of their leadership in encouraging a research-oriented culture. On the other hand, vice presidents showed no significant effects, likely because their broader administrative focus limits their direct engagement with research activities.

Regarding academic rank, relative to the reference category of lecturer, it significantly affects research productivity. Associate professors exhibit a strong positive effect ( $B = 0.495$ ,  $p < 0.001$ ), followed by professors ( $B = 0.407$ ,  $p = 0.003$ ). These results highlight that the advanced qualifications, experience, and research expertise of higher-ranked academics are more likely to produce research output than those of early-career academics. Conversely, assistant professors show no significant difference, suggesting that early-career academics face challenges in balancing teaching, administrative duties, and research.

The model diagnostics confirm that Multicollinearity is not a concern, as all tolerance values were above 0.5 and all Variance Inflation Factor (VIF) values are below 5. This ensures the reliability and independence of the estimated effects.

The findings indicate that leadership positions and higher academic ranks significantly enhance research productivity compared to their reference categories. Department heads, directors, and associate professors emerge as key contributors, underscoring the

importance of their roles in driving research activities. The positive effects of age and service years further highlight the role of experience, while the observed gender disparity calls for policies to empower female academics. Institutional strategies should prioritize supporting early-career academics, promoting inclusive leadership to revitalize research publications in Ethiopian public universities

The result in Table 11 demonstrates the strong predictive power of the model with an R-value of 0.882, indicating a high degree of correlation between the independent variables and research publication. The R-squared value of 0.778 suggests that 77.8% of the variance in research publication was explained by the included demographic variables. The F-statistic for the model is 148.054 with a significance level of  $p < 0.001$ , confirming that the overall regression model is statistically significant. This means that the included predictors collectively have a significant impact on research publication outcomes.

#### **4.5. Comparing Revitalizing Academic research Publications among Ethiopian Public Universities**

**Table 2**

ANOVA result for mean difference among EPU's in revitalizing academic research publication

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.281	5	.856	4.287	.001
Within Groups	102.652	514	.200		
Total	106.933	519			

Dependent variable: Research Publication

*Source: Researcher's survey (2024)*

To determine whether there are significant differences among Ethiopian public universities (EPUs) in their effectiveness in revitalizing academic research publications, an ANOVA was conducted. The analysis compared mean scores across six universities: Haramaya University, Hawassa University, Wolaita Sodo University, Wachemo University, Dire Dawa University, and Jigjiga University. Additionally, a post-hoc analysis was performed to identify specific universities with significant differences.

As demonstrated in Table 12, the ANOVA results indicated statistically significant differences among the universities in their effectiveness in revitalizing academic research publications ( $F = 4.287$ ,  $p = 0.001$ ). This implies that the universities do not perform equally in promoting academic research productivity. Furthermore, the post-hoc analysis revealed that significant differences are primarily found between Haramaya University and the two other universities—Wollega University and Dire Dawa University. The mean difference between HrU and WU is 0.21482 ( $p = 0.011$ ), while the mean difference between HrU and DDU is 0.24447 ( $p = 0.003$ ). These results suggest that HrU exhibits significantly higher effectiveness in revitalizing research publications compared to WU and DDU. However, no significant differences were found between other pairs of universities.

In general, the findings indicated notable disparities among Ethiopian public universities in their efforts to revitalize academic research publications. Haramaya University demonstrated stronger performance compared to Wollega University and Dire Dawa University. These results suggest that targeted interventions may be needed to improve research productivity in universities with lower performance levels.

#### **4.6. Results from Qualitative Study**

##### **4.6. 1. The demographic characteristics of key informants**

The explanatory sequential design employed in this study consisted of two distinct phases: an initial quantitative phase followed by a qualitative phase. The process began

with the collection and analysis of quantitative data to explore the phenomenon, which was subsequently enriched by qualitative data collection and analysis to validate and expand upon the quantitative findings (Creswell & Plano Clark, 2018). Semi-structured interviews were conducted with twenty-one informants, selected from six universities and the Ministry of Education.

Specifically, the study involved eighteen participants from six universities and three research and publication experts from the Ministry of Education. The participants, aged between 35 and 55, were distributed as follows: three each from Haramaya University, Dire Dawa University, Jigjiga University, Hawassa University, Wellega University, Woliata Sodo University, and MoE experts.

Qualitative data were incorporated into this study to achieve a deeper and broader understanding, particularly regarding how policy directives and leadership influence the revitalization of academic research publication, as perceived by the respondents. To explore these issues in greater depth, the researcher employed two instruments: interviews and open-ended questions. The collected data were then combined and analyzed through thematic analysis.

The following sections analyze qualitative data using verbatim accounts from informants, presented through both long and short quotations. This method emphasizes the informants' experiences over the researcher's perspective, adhering to qualitative research principles that favor an 'emic' approach. Given that the informants are influential middle-level university leaders, their direct quotes effectively convey their authentic views. Cohen et al. (2007) argue that extensive verbatim conversations preserve the essence of the original data, making the reported phrases more vivid than interpretations. Direct conversations provide rich detail, as supported by Ball (1990) and Bowe et al. (1992).

### **Table 13**

## Analysis of Demographic Data for Qualitative Study Participants

Pseudo	Sex	Age	Level	University	Years	Number of publications		Position
						Local	International	
P1	M	39	Lectur	Research	6	1	2	Director
P2	M	50	Assi. Pro	Research	14	1	5	Director
P3	M	55	Prof	Research	32	5	27	Director
P4	M	42	Assi. pro	Research	20	2	4	Director
P5	F	37	Lecture	Research	8	1	1	Director
P6	M	40	Assi. Pro	Research	8	1	3	Director
P7	M	46	Assoc. Pro	Applied	29	3	14	Director
P8	F	38	lecture	Applied	10	1	1	Director
P9	M	41	Ass pro	Applied	12	1	3	Director
P10	M	46	Assi. Pro	Applied	16	1	2	Director
P11	M	50	Assoc. Pro	Applied	30	4	18	Director
P12	M	36	Assi. Pro	Applied	6	1	2	Director
P13	M	36	Assi. Pro	Comper	9	1	2	Director
P14	M	36	Assi. Pro	Comper	16	1	2	Director
P15	M	36	Ass. Pro	Comper	12	1	2	Director
P16	M	36	Assi. Pro	Comper	11	1	2	Director
P17	M	36	Assi. Pro	Comper	10	1	2	Director
P18	M	36	Assi. Pro	Comper	9	1	2	Director
P19	M	36	Expert	MoE	15	1	2	Coordinator
P20	M	36	Expert	MoE	13	1	2	Coordinator
P21	M	36	Expert	MoE	11	1	2	Coordinator

Source: Researcher's survey (2024)

**Regarding sex distribution**, the participant pool consists predominantly of male individuals, with 18 males (approximately 85.7%) and only 3 females (about 14.3%). This significant gender disparity may reflect broader trends in the academic fields represented, particularly in research-oriented roles where male representation is often

higher. The underrepresentation of females highlights a potential area for future initiatives aimed at increasing gender diversity within these academic disciplines.

Participants range in age from 36 to 55 years, with an average age of approximately 42 years. This age distribution suggests a relatively mature cohort, likely possessing substantial professional experience. The concentration of participants in their late 30s to early 50s indicates that the majority are at a stage in their careers where they have developed significant expertise yet are actively engaged in research and academic leadership.

The academic levels of participants show a diverse range of positions within the educational hierarchy. The majority hold the title of Assistant Professor (9 participants, or 42.9%), followed by Lecturers (5 participants, or 23.8%), Associate Professors (3 participants, or 14.3%), and a single Professor (1 participant, or 4.8%). Additionally, 3 participants are categorized as experts. This distribution illustrates a strong presence of early-to mid-career academics, reflecting a potential for growth and development within their respective fields.

The years of experience among participants vary widely, from a minimum of 6 years to a maximum of 32 years. The average experience is around 16.9 years, indicating that most participants have substantial professional backgrounds. This level of experience is likely to contribute positively to their research output and academic leadership, as they have had ample time to develop their skills, networks, and expertise in their respective areas.

In terms of academic output, participants have a combined total of 29 local publications and 81 international publications. On average, each participant has published about 1 local publication and approximately 3 international publications. This suggests a strong emphasis on international visibility, which is crucial in academic research. The high number of international publications indicates that participants are likely to be engaged in research that meets global standards and contributes to the broader academia.

All participants hold significant leadership roles, serving as directors and as coordinators. This uniformity in positions suggests that the study focuses on individuals who are not only experienced but also in influential roles within their institutions. The predominance of directors indicates a strong leadership presence, which may enhance the effectiveness of the research conducted and foster collaborative environments within their organizations.

Overall, the demographic analysis reveals a highly experienced, predominantly male cohort of academics with a strong emphasis on international research output. The data highlights the need for increased gender diversity and suggests that the participants are well positioned to influence their fields through their extensive experience and leadership roles.

#### 4.6.2. Thematized Qualitative Discussion

The qualitative data collected through both methods were analyzed using thematic analysis, adhering rigorously to the procedures outlined in the methodology section. The interview analysis followed the six steps proposed by Braun and Clarke (2006), which include familiarization, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. For the open-ended survey items, Hill's (2014) six-step process was employed. These steps involve careful reading, unitization, and categorization, coding, identifying patterns and trends, and reporting. Following this comprehensive and systematic approach to analyzing data from the three instruments—interviews and open-ended items—five major themes were ultimately identified.

1. Role of leadership
2. Improve policy implementation culture
3. Improve research funds and motivation systems
4. Develop partnership and collaboration
5. Develop capacity of leadership, academic staffs and higher education infrastructure

#### 4.6.2. 1. Role of leadership

The interviewed leaders were all asked a consistent set of questions related to key leadership practices, including modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart, emphasizing the critical role of Ethiopian higher education leaders in revitalizing academic research publication.

Leaders understand that all eyes are always on them, and their actions set the tone for the office environment. Their responsibilities extend to conducting research and publishing various works, including manuscripts, books, book chapters, textbooks, review articles, short communications, and proceedings. Participants emphasized:

We believe the most important thing is to lead by example, and that's exactly what we strive to do here. By bringing dedication to the workplace and demonstrating genuine care for our roles, our colleagues, and the mission of the college, we feel our staff recognizes this commitment, aligns with our direction, and works together to achieve the mission.

Study participants highlighted that higher education leaders who lead by example also promote positive behavior within their workplaces. Exemplary leaders understand that leadership begins at the top, creating a ripple effect of good behavior that influences instructors and staff. Participants emphasized this point, with one thing, "I model behaviors that align not only with the mission and persona of the college but also with a critical learner 'mindset' necessary for our success."

One participant demonstrated particular awareness of his role and how others perceive him, stating, "I ensure people know I'm inviting them to collaborate on research, share ideas, and experiences. I strive to do the same things I expect from others, making myself a model of exemplary behavior."

Similarly, another participant reflected on his approach, saying, “There’s value in simple actions like arriving to work on time, completing tasks, showing respect to others, and engaging with people about their interests both professional and personal.”

I make it a priority to connect with my staff and everyone on campus. When people see that you are genuinely invested in them, they are more inclined to collaborate and contribute. I believe it is my responsibility to model this behavior, hoping it fosters a positive research culture throughout the workplace.

Most participants shared their experiences in securing research funding and publishing in peer-reviewed journals alongside their teams. They emphasized, their genuine believe in practicing what they preach and exemplifying the behavior they expect from others. This has become a way of life for them, and they would never ask someone to do something they wouldn’t do themselves.

The central role of the institutional mission, which emerged as a key theme from the interviews, was fostering a shared vision within the Ethiopian public higher education system for revitalizing academic research and publications.

Effective leaders understand that to clearly articulate and communicate a shared vision, they must possess a deep understanding of how campus and departmental strategic planning contributes to the institution's success. Beyond this understanding, it is crucial for senior leaders to fully embrace and commit to the mission. Some participants emphasized, "Our aim to share with the institution's plans regarding academic research publication, and our goal of becoming Africa's leading research institution, alongside our belief in and commitment to this vision."

When discussing ways to inspire a shared vision in higher education, several participants emphasized the importance of helping everyone clearly understand their role in revitalizing academic research publication to achieve meaningful outcomes.

Moving towards significant goals within the division involved fostering a sense of accomplishment among others in the organization. Several participants emphasized, "We believe that people want to feel they're achieving something meaningful and not just earning a paycheck—they want to know they've truly helped someone, such as enabling someone to earn a certificate." Similarly, leaders highlighted that creating this sense of purpose means fostering an environment where: "People don't even realize how hard they're working because they genuinely love what they do."

Changing the status quo emerged as the second most prominent theme during interviews with leaders. This theme closely aligns with the LPI leadership practice of "challenging people to try out new approaches to their work."

Leaders also highlighted another approach to challenging the process: entrusting staff with genuine responsibility in their areas of expertise. One leader noted,

By giving them responsibility for publishing research and contributing to the university's reputation and ranking promotion, every instructor is encouraged to take ownership. To achieve this, they must confront the challenging process of navigating local journals, from submission to publication, as well as securing university research funds.

Leaders as a challenging but attainable goal recognized changing the status quo. This is especially true in higher education institutions, where political dynamics and diverse competing interests often play a significant role. Some leaders elaborated on these challenges, citing achievements in the following ways:

They highlighted their achievements as clear evidence of adaptability—forming partnerships with renowned international universities, securing substantial research funding for staff, and publishing in prestigious global journals. From winning competitive grants to consistently delivering exceptional results year after year, they demonstrated a remarkable ability to embrace change while maintaining excellence.

Participants observed that many academic staff, upon having their manuscripts rejected by either local or international journals, often felt discouraged and believed resubmitting to other journals would not yield success. This led to feelings of failure and hopelessness. However, they noted that when leaders challenged this mindset and encouraged persistence, the challenges were often overcome, and valuable lessons were learned from each attempt. Therefore, they emphasized the importance of leaders *fostering a non-punitive environment where individuals are not afraid to fail.*

Several participants emphasized that *strong leaders are those who listen, collaborate, trust others, and empower their teams.* They further elaborated that effective leaders delegate responsibilities, such as allowing staff to attend seminars, participate in conferences, and present research findings to others.

Some leaders emphasized the significance of actively coaching their staff and leveraging their strengths to clarify their roles. One leader remarked, “My role as a leader is more that of a coach and guide than a traditional manager.” This perspective highlights the importance of coaching over conventional managerial approaches, particularly when allocating research funds, deciding where researchers publish their work, and selecting research topics all while respecting the principle of autonomy in higher education.

Encourage the Heart, the final of the Five Practices for Exemplary Leadership, outlined by Kouzes and Posner (2012), focuses on inspiring extraordinary achievements within an organization. They emphasize a leader's role in setting high expectations,

recognizing and appreciating staff accomplishments, and sustaining optimism and motivation.

Some leaders encourage the heart and motivate staff by recognizing their achievements in various research-related activities, such as conducting studies, submitting manuscripts, publishing books, textbooks, or book chapters, and presenting at conferences. This is done by showcasing their names and accomplishments on faculty boards and websites, as well as organizing tea ceremonies to honor and welcome them.

Making the Ethiopian higher education sector capable of producing knowledge and usable solutions through applied and fundamental research that focuses on the needs of the nation and society's growth is one of the goals of the national higher education policy and strategy.

#### 4.6.2.2 Improving policy implementation culture

The researchers conducted interviews with study participants to explore how policy directives aimed at revitalizing academic research publication in Ethiopian public universities (EPUs) are perceived. The first major theme emerging from participants' responses highlights the intention of certain leaders. Some participants elaborated:

“We observe a harmonized academic staff promotion standard policy introduced by the Ethiopian Ministry of Education in 2021 to revitalize research publication within public higher education institutions. However, the *policy lacks clarity in key areas, such as incentives for staff, authorship guidelines, allocation points for local versus international journals*, and the mechanisms for its implementation and evaluation. These aspects should be tailored to align with the specific mission and identity of each university.

#### 4.6.2.5. Capacity development of leadership, academic staffs

Securing funding and resources is vital for successful research publications in Ethiopian higher education. Researchers need financial support for materials, equipment, data collection, and publication fees, as well as access to journals and databases for thorough literature reviews. Without adequate funding, the scope and quality of studies may suffer, influencing their contributions to the academic community (Teferra & Yigezu, 2013).

Several study participants emphasized the need to revitalize academic research publication through researchers and higher education institutions capacity building programmes. However, many academic staff members in higher education reportedly lack the essential skills to conduct research and publish in indexed, peer-reviewed international journals. Furthermore, some participants highlighted that *the working environment is not conducive to research, with insufficient funding identified as a major obstacle*. At the same time, the Ministry of Education (MoE) has been demanding research and publications from staff without adequately meeting its responsibilities, such as facilitating promotions or providing the necessary funding to support their research efforts.

Some participants in the study highlighted that, despite various policy initiatives to enhance academic research publications—such as accrediting 16 local journals in 2021 and 17 in 2024, formulating a national research strategy in 2021, and introducing education training and thematic areas the same year—compliance remains a substantial challenge. For instance, although the ministry has mandated the use of plagiarism detection software with a 30% similarity threshold for manuscript acceptance, many local journals fail to adhere to their own established regulations, including critical aspects like publication timelines. This issue is particularly evident in the prolonged delays between manuscript submission and eventual publication.

Most participants emphasized that prioritizing the revitalization of academic research publications requires “sufficient research funding and the implementation of various incentives”. These include allocating specific financial rewards for academic publications, as observed in practices from other countries that have yet to be adopted locally.

The academics emphasized that

Choosing the right journal for publishing research is a crucial decision, as it has a significant impact on the dissemination of their work and their professional reputation. Many participants expressed challenges in choosing suitable journals, as each journal has its own author guidelines that authors must meet as the first criteria for qualification.

One participant shared his experiences by stating that “Academics at higher education institutions in Ethiopia do not have access to organized information regarding the details of journals affiliated with their institution, such as reputation, scope, impact factor, audience reach, publication speed, and open access policies.” The Ministry of Education and the universities consider these details.

Participants explain the process of how to select journals. The majority of participants are academics who stress the significance of expert assessment and peer review in well-regarded journals like Web of Science, PubMed, and Scopus. They are of the opinion that their research should add to the current knowledge base in order to gain approval from experts. One participant also mentioned that publishing in respected journals that meet institutional and Ministry of Education criteria will elevate their field of study.

Another participant shared her thoughts on where she submitted her manuscripts for publication, “I am choosing to submit my research manuscript for publication to an international journal because it holds more prestige at our institution.” When compared to the local journals, for example, the Ethiopia Journal of Education, which is owned by

Addis Ababa University, the website does not display the period from submission to publication, a criterion for journal accreditation.

Furthermore, the majority of participants favor international journals despite the expensive article publication charges (APCs) and the need for foreign currency. Some participants also prefer international journals due to their waivers for developing countries and faster review periods of eight to ten weeks, in contrast to local journals, which often lack a clear review policy.

A few participants explained the role of an academic from a personal viewpoint, highlighting that the choice to publish is influenced by factors such as indexing and other considerations related to article publishing. They also emphasized that instructors often face financial limitations. The decision-making process is affected by the accessibility of information and the networking capabilities of individuals. Some participants shared their thoughts on why they choose peer-reviewed indexed journals.

Our preference is to release our work in peer-reviewed journals, as peer reviewing is considered an ethical practice in academia at institutions of higher education. This is an accepted standard by the Ministry of Education in Ethiopia and is widely recognized as a part of the culture of the academic profession in higher education. However, there is a lack of clear identification and guidance from institutions on which journals are peer-reviewed, leading academics to search for this information themselves and sometimes falling victim to predatory journals.

Moreover, participants emphasized that their selection of peer-reviewed journals is driven by the culture of intellectual identity within higher education institutions. They take pride in this culture and view it as a means of learning from each other while receiving feedback on their work. One participant expressed his perspective, “In higher education, peer review is a respected and integral part of the culture, regardless of whether it is in developed or developing countries”.

One participant shared his perspective that being an academic is a demanding and committed career that goes beyond simply teaching course material. It involves identifying areas of knowledge that need further exploration and conducting research for publication in national and international journals.

The policy implementation culture in higher education academia plays a crucial role in shaping research publication practices. By fostering a supportive environment, engaging stakeholders, and addressing challenges, institutions can enhance their research output and contribute to the advancement of knowledge.

The policy implementation culture in higher education academia significantly influences research publication practices.

Several study participants expressed similar views, stating: “Ethiopian public universities excel in document preparation and development. However, the main issue lies in the inability to effectively implement these documents to enhance research publication among academics. For instance, “the national research strategy, higher education proclamation, academic publishing and promotion guidelines, and other related documents are created with the intent to improve the status of Ethiopian public universities, yet they often fail to be put into practice.”

Enhancing research funding and motivation systems is critical to boosting academic productivity. Abibo et al. (2023) highlight that limited access to funding significantly hinders Ethiopian researchers from conducting meaningful studies and publishing their findings. While the Ethiopian national research strategy aspires to provide adequate funding, participants in the study noted a persistent gap between these goals and the reality, indicating the urgent need for policy reforms and improved resource allocation to ensure effective support for academics.

The qualitative findings of this study underline major challenges faced by academics in Ethiopian public universities, particularly regarding access to research funds and

motivation systems. One participant emphasized that the scarcity of research funding and insufficient incentive structures pose substantial barriers to increasing research publication output. This observation is consistent with existing literature, which stresses the pivotal role of financial support and motivation in cultivating a thriving academic research environment.

Equally important are robust incentive systems to encourage researchers. Participants revealed that current systems fail to adequately motivate academics to engage in research and publication. As one participant noted, *“The lack of recognition and reward for research efforts leads to decreased motivation among faculty members.”* This concern aligns with the Ministry of Education’s acknowledgment of the need for better recognition and rewards, reflecting a growing awareness of how these factors can revitalize academic research output.

#### 4.6.3. Strengths partnership and collaboration frame work

Advancing research publication in Ethiopian higher education requires enhanced collaboration and networking. Collaboration allows researchers to combine expertise and resources, yielding high-quality outcomes through fresh ideas, innovative methods, and broader datasets. Networking promotes knowledge exchange locally and globally, offering opportunities to showcase work, gain feedback, and connect with experts via conferences and workshops. It also supports forming research networks and consortia for joint projects and resource sharing. Ultimately, fostering collaboration and networking is crucial for driving research excellence and innovation (Hagos, 2023; Hailu, 2024).

The Strength's Partnership and Collaboration Framework highlights the critical role of joint efforts among diverse stakeholders, including universities, government entities, industries, and international research organizations. This strategy aims to tackle the challenges confronting Ethiopian public universities. However, some participants expressed concerns, stating:

We often find ourselves isolated in research initiatives, which frequently result in redundant efforts. We lack access to information about our university's collaborations and partnerships on specific issues. For instance, we hear about memorandums of understanding signed with various organizations and universities, yet we are unable to leverage these agreements to enhance our research capabilities or publish our findings.

The majority of participants shared the difficulties they encountered in trying to get their research papers published that:

They felt discouraged because most international journals required article publishing charges that the academic staff of Ethiopian Higher Education could not afford. The university grants did not cover these charges, leading to frustration for instructors who had successfully submitted their manuscripts but could not pay the publishing fees, even with a discount offered by the journal's editor in chief. As a result, their papers remained unpublished, leaving them dissatisfied. On the other hand, more than half of participants which means 66 % reported rejection in their first submission in local and international journals. Farther more, delayed responses and unclear policies from submission to publication reported as a challenge when submitted manuscripts to local journals.

The main reason participants gave for choosing to publish their manuscripts in international journals was the clear information available on submission and publication timelines, which they found lacking in local journals. They also pointed out that funding from higher institutions is more readily available for groups rather than individuals. Participants stressed the importance of adhering to policy directives and being recognized by their peers as factors influencing their decision to publish in international journals. Additionally, some participants mentioned that they initially

looked for journals that offered waivers and discounts for countries facing economic challenges, as stated on the journal's website.

Publishing in international journals promotes an institution globally and establishes connections with other academic institutions, potentially attracting research funds. However, this process presents numerous challenges such as a lack of foreign currency for academic staff, journals not adhering to their own policies, and unclear author requirements. “While experienced academics may improve over time, novice academics require support to excel in publishing.”

The majority of participants believed that their research publications in international journals were beneficial to the Ethiopian higher education system. This indicates that they view their work as improving the global standing of Ethiopian higher education institutions, potentially leading to career advancement, and positively influencing educational standards

The first notable impact of this theme on policy is that some participants could exploit it to minimize the proliferation of predatory journals by guiding academics on where to publish their research papers, such as through reputable indexing services like Scopus, Web of Science, and PubMed, which are recognized for career advancement in higher education institutions.

On similar interests, especially most of the respondents have a similar idea about the influences of policy on the choice of journals:

In particular, a few individuals in higher education highlighted additional guidelines that create obstacles for academics without a Ph.D., as their publications do not lead to career advancement and may demotivate them. Despite publishing one manuscript in an international journal and another in a national journal consecutively, I have not been promoted by the university. Many academics at my college view me as a role model, yet the university has

not acknowledged my achievements. There seems to be a bias towards only promoting individuals with a Ph.D. In today's context, Ethiopian higher education institutions are not as reputable as they were in the past.

Some participants have shared their concerns about the research publication policy initiated by the Ministry of Education, which seems to be heavily influenced by academicians without PhDs. As a result, many have become disinterested in publishing. One participant expressed his view, stating that publishing in national or international journals is futile and does not contribute to career advancement, but merely serves as a formality.

The majority of the participants expressed dissatisfaction with the publishing process in higher education research policy, particularly the divide between national and international journals when assigning points to researcher publication. They found it discouraging, particularly when publishing as a group or individually, and felt that the value of local journals was not as high as international ones. A few participants from higher education shared their thoughts on this issue:

“Collaborative publishing is a widespread practice in higher education institutions worldwide, aimed at fostering teamwork and cooperation”. This practice is also prevalent in our higher education system. However, we are concerned about the unequal recognition we receive, which may have implications for the research publications of academic staff in higher education as few participants explained.

#### **4.7 Discussion of the Results from the Two Data Sets**

This study aimed to examine leadership practices and policy directives that enhance academic research publication at Ethiopian public universities, as well as to analyze university leaders' perceptions and responses to these practices and directives in revitalizing academic research. Additionally, it explored the relationship between leadership practices and policy directives in fostering academic research publication.

The findings from the two data sources were presented separately in the previous sections. In this section, the results are first integrated using Creswell's (2014) outlined mechanisms. Subsequently, the findings are discussed in relation to prior studies in the field. The discussion begins with an analysis of leadership practices, followed by an evaluation of perceptions regarding how policy directives contribute to the revitalization of academic research publication.

The literature reviewed in Chapter Two highlights that leadership practices play a pivotal role in shaping the research productivity of academic staff. Positive leadership enhances faculty commitment, minimizes turnover, and fosters a supportive environment, while toxic leadership undermines organizational morale and dedication. Supportive leadership, in particular, cultivates a research-friendly atmosphere, significantly boosting output (Al-Aamri et al., 2024).

In addition, research policies are essential for structuring higher education frameworks and aligning research initiatives with institutional objectives. Well-crafted policies attract top talent, secure funding, and drive innovation. These policies also ensure the efficient allocation of resources, uphold ethical standards, and facilitate the impactful dissemination of research findings. Ultimately, effective research policies serve as the backbone of a thriving academic research culture (Fussy, 2017).

One key behavior associated with effective leadership in higher education academic research publication is the ability to communicate effectively. Leaders who can communicate clearly and persuasively are better able to build strong relationships with their colleagues and collaborators, foster a positive work environment, and promote effective communication and collaboration. Another important behavior associated with effective leadership in higher education academic research publication is the ability to inspire others. Leaders who can inspire their colleagues and collaborators are more likely to foster a culture of innovation and exploration within their teams, encourage

risk-taking, and promote a sense of shared purpose and vision (Hofmeyer et al., 2015; Muhimmah, 2022).

In addition to these specific behaviors, effective leaders in higher education academic research publication must also possess the ability to navigate the complex academic governance structures and policies that shape research initiatives. Leaders must be able to communicate effectively with stakeholders at various levels, including faculty members, department chairs, deans, and governing bodies (Conway, 2022).

Some literature in academic research publication at higher education institutions has shed light on various dimensions of research leadership and its impact on research outcomes. According to Gardner et al. (2010), "Research leadership involves providing guidance, direction, and support to individuals or teams engaged in research activities within higher education institutions". In the context of higher education academia, this model can be applied to revitalize research publication by providing a framework for academic leaders to follow. By implementing these practices, academic leaders can create a culture of innovation and collaboration that encourages researchers to produce high-quality publications.

According to a study by Kowalski and Yoder-Wise (2019), Kouzes and Posner's leadership model has been successfully applied in nursing academia to promote research productivity and collaboration. The study found that by implementing the five practices of the model, nursing faculty were able to increase their research productivity and improve the quality of their publications.

Similarly, a study by Wang et al. (2018) found that Kouzes and Posner's leadership model can be applied in higher education to promote innovation and collaboration among faculty members. The study found that by implementing the five practices of the model, faculty members were able to work together more effectively and produce higher-quality research publications.

Low research productivity in Ethiopian universities can be attributed to various factors. These include lengthy research administrations, lack of budget, inadequate facilities, and limited interest in conducting research (Alemu, 2023). Additionally, challenges such as poor infrastructure, insufficient policies for regulating education quality, staff resistance, low enrollment rates, inappropriate budget allocation, and limited access to scientific and technical databases further hinder research output in Ethiopian universities (Yalew & Dereb, 2023). To address these issues and enhance research productivity, recommendations include revisiting research policies, providing adequate authority and resources to manage research effectively within universities, increasing research budgets, strengthening collaborations with international universities, expanding PhD programs, and implementing innovative teaching mechanisms (Abibo et al., 2023).

The lack of support from academic leaders in Ethiopian universities hinders research productivity, as indicated by various studies. In Bahir Dar University, despite improved research productivity, there is a need for a robust research funding system and incentivization (Yalew & Dereb, 2023). Similarly, at Madda Walabu University, factors like lengthy research administrations and lack of facilities impede research practices (Alemu, 2023). Additionally, a study on mid and lower-level academic leaders in Ethiopian universities found low change readiness among staff, emphasizing the need for leadership to improve support for change efforts (Mamo, 2022). Comparatively, a study on Ethiopian higher education institutions highlighted dissatisfaction with the centralized power structure, advocating for more autonomy to enhance academic freedom and research productivity (Mekonnen et al., 2022)

This contrasts with findings on research collaboration, where Ethiopian universities show increasing productivity and collaboration with countries like the US, UK, and Germany (Yalew & Dereb, 2023; Landa et al., 2023)

The fourth practice in Kouzes and Posner's (2012) *Five Practices for Exemplary Leadership*, "Enable Others to Act," plays a crucial role in driving an organization toward exceptional outcomes. This practice emphasizes building trust, fostering collaboration, and empowering individuals by enhancing their skills and competencies. According to Kouzes and Posner (2017), leaders who enable others to act cultivate strong, cooperative relationships with their teams. By empowering individuals to take initiative, these leaders strengthen their teams and create an environment where trust, empowerment, and teamwork are central to achieving goals. This approach not only enhances collective capacity but often allows individuals to surpass expectations while delivering on commitments.

## **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

In the previous chapter, results, findings, and discussion were presented in detail. In this chapter, the major findings addressing the research questions of the study are derived from the data analysis in chapter four and presented as a summary. Next, conclusions drawn based on the findings are presented. Lastly, recommendations and directions for future research are forwarded to policymakers, the MoE, universities, academic staff, and future researchers based on the findings and conclusion of the study.

### **5.1. Summary**

The main purpose of this study was to investigate leadership practices and policy directives in revitalizing academic research publications in Ethiopian public universities. Accordingly, basic research questions regarding the leadership practices, policy directives, and research publications in some selected EPUs are addressed. In addition, demographic factors contributing to research publication were also investigated.

The independent variables of this study were leadership practices and policy directives in revitalizing academic research publications along with demographic factors that contribute to research publication in EPUs. Research publications in Ethiopian public universities were the dependent variables.

To this end, the study was guided by the following basic research questions that were raised:

1. To what extent do leadership practices and policy directives predict the revitalization of research publications in Ethiopian Public Universities (EPUs)?

2. Are there significant differences in leadership positions in revitalizing academic research publications among EPUs?
3. Do demographic variables influence the revitalization of academic research publications in EPUs?
4. Is there a significant difference among EPUs in revitalizing academic research publication?
5. What is the relationship between leadership practices, policy directives, and research publications in EPUs?
6. How is research publication in academia in EPUs revitalized by policy directives?

To answer these research questions, the sequential explanatory mixed research design was employed to validate and triangulate the data from multiple sources. The quantitative data were derived from 520 randomly selected sample academic staff, 2 experts from MoE, and 18 university leaders selected using purposive sampling. These participants were drawn from six sample universities, viz., HU, HrU, JJU, WU, WSU, and DDU, that were selected using cluster sampling followed by a random sampling technique from the total population of 47 EPUs, excluding 10 universities in Amhara and 4 universities in Tigray Regional State because of security concerns during the study. A total of 520 participants were selected by using cluster sampling, multiple stages, and purposive sampling techniques.

The data were collected through standardized questionnaires from Posner and Kosnes by adapting according to the context of the study, and for another variable, the researcher developed questionnaires based on the existing literature in line with basic research questions by using ten Likert scales for academic staff and leaders, semi-structured interviews with MoE experts, university academic leaders, and document review, were used as instruments of data collection.

The researcher conducted a pilot study to ensure the degree of quality for the instruments to elicit relevant information to answer the questions. The quantitative data were analyzed using descriptive statistics like frequency, percentage, mean, and standard deviation, along with inferential statistics such as simple linear regression, multiple linear regression, correlation, one-way ANOVA, and SEM. The qualitative data was analyzed using thematic analysis to evaluate data from semi-structured interviews and document reviews. The key findings from this analysis are summarized and presented.

- The study revealed that leadership practices and policy directives are important factors in improving research publications in Ethiopian public universities.
- There are significant differences in leadership positions in revitalizing academic research publications among EPUs.
- Concerning the influence of demographic variables on revitalizing academic research publication in EPUs, the result indicated that demographic variables, including age, service years, and sex, significantly affect research publication engagement. Older respondents and those with longer service years are more likely to contribute to research outputs. Academic rank also influences productivity, with associate professors and professors demonstrating significantly higher research engagement than lecturers and assistant professors. Gender is also found to be potential factor of disparity as male academics report higher involvement compared to their female counterparts.
- Concerning the significant difference among EPUs in revitalizing academic research publication, the ANOVA results showed statistically significant differences in research revitalization across universities; descriptive statistics suggest slight variations. HU and WU exhibit higher research activity, while DDU shows lower levels.
- The relationship among leadership practices, policy directives, and research publications in EPUs is the result of the structural equation modeling. The study

found out a positive and significant relationship exists among leadership practices, policy directives, and research publications, emphasizing the synergistic effects of these factors in revitalizing academia-research outputs.

- Lastly, policy directives contribute positively to research publications in EPUs, though to a lesser extent than leadership practices.

## 5.2. Conclusions

In this section, the conclusions derived from the major findings are presented. The purpose of the present study is to investigate the leadership practices and policy directives in revitalizing academic research publications in selected Ethiopian public universities. Accordingly, based on the findings summarized in line with the research purpose, the following conclusions have been drawn.

The regression analysis conducted on the effects of leadership practices and policy directives on research publications reveals significant insights into their impact within Ethiopian public universities.

The study highlights that both robust leadership and clear policy directives are pivotal in enhancing research productivity. This aligns with existing literature that emphasizes the importance of supportive leadership and structured policies in academic settings (Northouse, 2018). The findings suggest that to bring about a significant improvement in research output in Ethiopian public universities, there is a need to cultivate effective leadership and strengthen policy frameworks alongside enhancing research infrastructure. By doing so, institutions can create an environment conducive to increased research activity and publication, ultimately contributing to the advancement of knowledge through the publication of the research the academic sector.

**Strong Positive Influence of Leadership Practices:** The results indicate that leadership practices have a robust positive relationship with research publications, as evidenced by an unstandardized coefficient of  $B = 0.380$  and a standardized coefficient

( $\beta$ ) of 0.632. This suggests that enhancing leadership practices can lead to a substantial increase in research output, with each unit increase in leadership practices correlating to an increase of 0.380 units in publications.

**Moderate Positive Influence of Policy Directives:** Policy directives also contribute positively to research publications, although to a lesser extent than leadership practices. The unstandardized coefficient of  $B = 0.270$  and a standardized coefficient ( $\beta$ ) of 0.257 indicate that improvements in policy directives can still significantly boost research outputs, with each unit increase in policy directives resulting in an increase of 0.270 units in publications.

**Model Effectiveness:** The regression model explains approximately 72.2% of the variance in research publications ( $R^2 = 0.722$ ), indicating a strong explanatory power. The overall model is statistically significant ( $F(2, 517) = 672.316, p < .001$ ), confirming that both independent variables play a crucial role in influencing research output.

**Implications for Policy and Leadership:** Given the significant contributions of both leadership practices and policy directives, it is essential for university administrators and policymakers to focus on enhancing these areas. Implementing effective leadership strategies and robust policy frameworks could revitalize academic research and increase publication rates, thereby fostering a more productive academic environment.

In summary, the findings underscore the importance of both leadership and policy in promoting academic research, suggesting a strategic focus on these elements to improve research output in Ethiopian public universities.

**Financial Support for Publishing:** A predominant theme among interviewees is the necessity of dedicated research funds, particularly for covering article publishing charges (APCs). This financial backing is essential for alleviating the economic pressures faced by researchers, thereby fostering a culture of publication and increasing visibility in reputable journals.

**Skill Development through Training:** The importance of targeted training programs emerged as a significant factor in improving research capabilities. Pairing newly recruited instructors with experienced faculty for mentorship can facilitate knowledge transfer, equipping researchers with vital skills in research design, methodology, and publication strategies. This approach is likely to lead to enhanced publication outcomes.

**International Collaboration:** Establishing partnerships with international institutions is viewed as a key strategy for improving research quality. Such collaborations can provide access to advanced methodologies, technologies, and shared resources, which are crucial for elevating the standard of research conducted at local universities.

**Incentives for Publication:** The implementation of a structured incentive system based on the quality and quantity of publications has been identified as a powerful motivator for faculty. Recognizing and rewarding academic achievements can create a competitive environment that encourages researchers to enhance their output.

**Need for Evaluation and Follow-Up:** The interviews emphasize the importance of robust follow-up and evaluation policies to assess research publication outcomes. Establishing clear criteria for evaluation can ensure equitable resource distribution and support for researchers demonstrating excellence in their work.

**Implementation Gaps in Policy:** Despite the existence of comprehensive policies and strategic documents aimed at enhancing research publication, the interviews reveal a significant gap in their implementation. There is a pressing need for awareness workshops and training at various administrative and academic levels to ensure that these policies are fully realized and effectively integrated into the academic culture.

In summary, while there are promising directives and policies in place to enhance research publication at Ethiopian public universities, concerted efforts are needed to address financial, educational, and structural barriers. By focusing on funding, skill development, collaboration, incentives, and effective policy implementation,

universities can significantly improve their research output and contribute to the global academic community.

### **5.3. Recommendations**

To enhance academic research publication in EPUs, targeted and coordinated actions are essential. Accordingly, based on the major findings and conclusions of the study, recommendations were forwarded for potential stakeholders of this study.

#### **5.3.1. Recommendations for ministry of education**

.Higher education institution is the place where human powers are produced to solve social, economic, and cultural problems in the given county and to change the society as well as producing competent researcher for solving social problem and global world in general. Thus,

It may be worthwhile for the Ministry of Education to develop clear, research-oriented policy frameworks that incentivize academic publications, ensure alignment with national priorities, and evaluate these policies, incorporating global research standards.

The Ministry of Education might consider providing funds and ensure access to modern research facilities and databases to support high-quality academic work. It may also be beneficial for the Ministry of Education to prioritize improving research activities, research culture programs, and the provision of article publication among Ethiopian public universities.

#### **5.3.2. Recommendations for the policymakers**

It may be beneficial for policy makers in Ethiopia to:

- Conduct regular surveys to gather feedback from university on leadership effectiveness and policy clarity.

- Ensure adequate funding is available for research initiatives, including grants and support for innovative projects for each public university
- Encourage the formation of research networks among universities to share resources and best practices at national and international levels.
- Develop flexible research policies that recognize the varying capacities of researchers based on their age and experience, allowing for tailored support.
- Develop flexible work policies that accommodate the diverse needs of female researchers, particularly those balancing family responsibilities with working condition.
- Implement systems to track research productivity metrics across universities, identifying trends and areas for improvement.
- Advocate supportive policies at the national level that promote research funding and infrastructure development in public universities.
- Advocate for supportive policies at the national level that promote research funding and infrastructure development in public universities.

#### 5.3.4 Recommendations for Public Universities

Public universities in Ethiopia may need to:

- Connect female researchers with national and international research networks to enhance collaboration opportunities.
- Develop training programs that emphasize the importance of exemplary leadership behaviors, encouraging leaders to model actions that promote research productivity.

### 5.3.4 Recommendations for the academic staff

The findings of the study suggest that academic and professional development opportunities for staff need to be enhanced and academic staff could be encouraged to the initiative to publish research in their academic activities and universities.

## 5.4. Limitations and Future Direction

The present study adopted quantitative and qualitative approaches, used advanced quantitative and qualitative analyses, and developed and tested the model that has vital theoretical and practical implications like any other research. However, it has limitations that should be kept in mind when interpreting and using results first the finding of the study is depending on self-reported data although rapport was established with the participants and an attempt was made to supplement quantitative data with qualitative data.

Also, longer participant observation and very extensive interview data would have generated for in depth understanding using an ethnographic approaches, but this was not possible due to limited time available. The correlation nature of the present study among leadership practices, policy directives, and research publication also impedes establishing any cause effect relationship among those variables. Future studies can examine those relations by using experimental research design, ethnographic design, and longitudinal research design in this area.

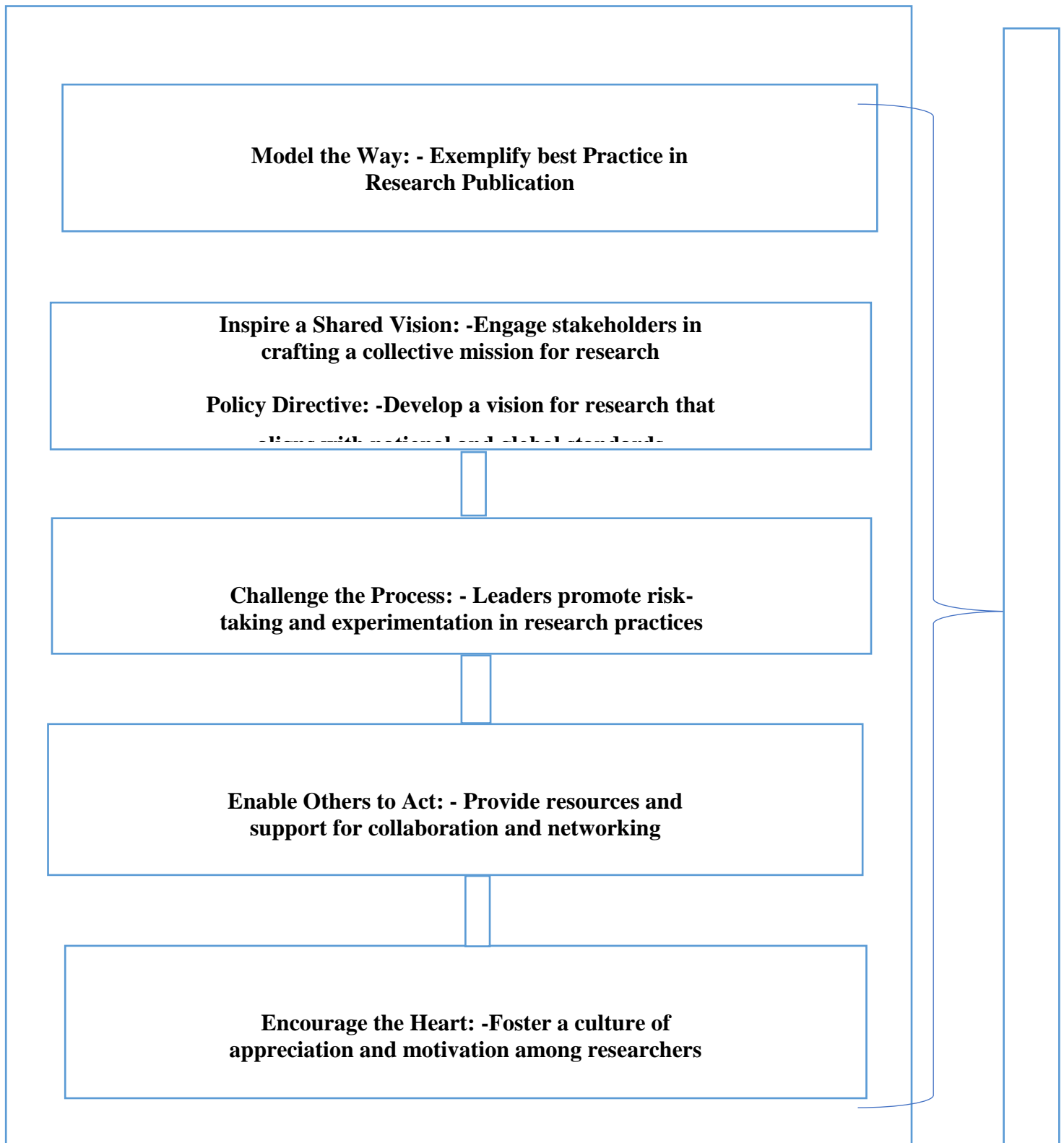
Another limitation of this study is that due to time constraints it did not use FGD to collect relevant data, which would have added additional inputs and further validate the study. In addition, in this study, individuals such as supportive staff, research assistant education experts at various levels and private universities were not included. Data from these groups might have added additional insights for this study.

Future study on academic research publication could focus on longitudinal studies to evaluate the long-term impact of interventions. Additionally, qualitative studies may capture the lived experiences of academic staff and researchers, while the Ministry of Education might consider funding and supporting research exploring the indirect effects of institutional policies on Research publication.

Further study could be conducted in other public universities and private colleges on perceptions, awareness, and knowledge of research publication economic, social, and cultural development based on research output and activates. Specifically, a further study appears to be beneficial on:

1. The role of universities in promoting and publishing research output in Ethiopia.
2. Higher education and research publication trends in Ethiopian in the 21 century
3. Comparative study on type of research output published by Ethiopian public universities
4. The role of higher education academic staff in promoting academic research publication
5. Trends of research publication in Ethiopian higher education: policies vs. practices

## Model of Leadership Practice and Policy Directive for Revitalizing Research Publication



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## **7. APPENDICES**

### **7.1. Appendix A: A Questionnaire to be filled in by University Leaders**

**HARAMAYA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**A Questionnaire to be filled in by University Leaders**

**Dear Respondents,**

This questionnaire is being used to collect information for a study titled "**Leadership Practices and Policy Directives in Revitalizing Academia-Research Publication in Ethiopian Public Universities**" that is being conducted for a PhD dissertation in the field of Educational Leadership and Policy Studies at Haramaya University. Your truthful and sincere responses to each question are essential to the study's achievement. Therefore, the researcher kindly asks that you provide your truthful responses. Your information will only be used for this research project and will be kept private. You might need 25 minutes to complete all three sections of this questionnaire. It is optional to participate.

Please, do not write your name. After completing the filling or for any question, please give me a page on 0911036505/0904896896 and I will call you back on spot.

Thank you in advance for your willingness and kind cooperation!!

Maruf Abdela, PhD Candidate, 0911936505/0904896896

Thank You.

## **General Directions**

### **Part I: Demographic Data**

The first part of the questionnaire contains demographic information (University, age, sex, service years, and academic rank). Thus, the researcher kindly requests you to give the necessary responses for each item by putting “√” mark or by writing the correct response in the space provided. The responses you provide to these demographic characteristics will be used only to compare and contrast the results for this study.

1. University \_\_\_\_\_

2. School/College \_\_\_\_\_

3. Age: \_\_\_\_\_

4. Sex: Male  Female

5. Service Year in this University \_\_\_\_\_

6. Level of Education: Degree  Masters  PhD  Post Doc

7. Leadership positions in the University? \_\_\_\_\_

### **Part II: Leadership Practices on Revitalizing Academia-Research Publication**

Please rate the level the rating scale runs from 1 to 10 choose the response number that best applies to each statement and record it in the box to the right of each statement by putting tick (√) mark under the appropriate numbers. Use the following rating scales. To what extent does you are engage in the following behaviors? Choose the response

number that best applies to each statement and record in the box top the right of that statement (kouzes posners leadership practices inventory IPI observers)

1= Almost Never 2= Rarely 3= Seldom 4= One in a While 5= Occasionally  
6=Sometimes 7=Fairly Often 8= Usually 9= Very Frequently 10= Almost Always

S.N. **Leadership Practice Revitalizing Academia-Research Publication** Response 1 to 10

How frequently does your leaders engage in the behavior described in related to revitalizing academia-research publication?

**Theme Model the way**

- 1.1 I sets a personal example of what he/she expects of others.
- 1.2 I make certain that people adhere to the principles and standards that have been agreed upon.
- 1.3 I follow through on the premises and commitments that he/she makes.
- 1.4 I ask for feedback on how his/her actions affect other people's performance.
- 1.5 I builds consensus around a common set of values for running our organization
- 1.6 I clear about his/her philosophy of leadership?

**Theme Inspire shared vision**

- 2.1 I talks about future that will influence how our work gets done.
- 2.2 I describe a compelling image of what our future could be like.
- 2.3 I appeals to others to share an exciting dream of the future.
- 2.4 I show others how their long-term interests can be realized by enlisting in common vision.
- 2.5 I paints the "big picture" of what we aspire to accomplish.
- 2.6 I speaks with genuine conviction about the higher meaning and purpose of our work

**Theme Challenge the process**

- 3.1 I seek out challenging opportunities that test his/her on skills and abilities.
- 3.2 I challenge people to try out new and innovative ways to do their work.

- 3.3 I actively search for innovative ways to improve what we do.
- 3.4 I asks “what can we learn?” when things don’t go as expected.
- 3.5 I identify measurable milestones that keep projects moving forward.
- 3.6 I take initiative in anticipating and responding to change.

**Theme Enable Other to Act**

- 4.1 I develop cooperative relationships among the people he/she works with.
- 4.2 I actively listen to diverse points of views.
- 4.3 I treat others with dignity and respect.
- 4.4 I involve people in the decisions that directly impact their job performance.
- 4.5 I give people a great deal of freedom and choice in deciding how to do their work.
- 4,6 I ensure that people grow in their jobs by learning new skills and developing to change.

**Theme Encourage the Heart**

- 5,1 I praise people for a job well done.
- 5.2 I make it a point to let people know about his/her confidence in their abilities.
- 5.3 I make sure that people are creatively recognized for their contributions to the success of projects.
- 5.4 I publicly recognize people who exemplify commitment to shared values.
- 5.5 I tell stories of encouragement about the good work of others.
- 5.6 I get personally involved in recognizing people and celebrating accomplishments.

### Part III: Policy directive on revitalizing Research Publications

**Directions:** The following fifteen (15) statements are about your gains or experience on policy directives in revitalizing research publication of universities leaders. In thinking about your university experience up to now, to what extent do you feel you have gained or made progress in the policy directive that revitalize publication of academic staffs? Please fill in each statement by putting “√” or “X” mark under a number from 1 to 4. Please do not put your name on this questionnaire. Use the following scales:

**1= Very Little    2= Some    3= Quit a Bit    4 =Very Much**

#### S.N.    Policy Directive on Revitalizing Research Publication    1    2    3    4

##### **Research Facilities and Working Environment**

- 1    University provides available office for academic staffs.
- 2    University has sufficient internet service for academic staffs.
- 3    University provides good library for academic staffs.
- 4    University provide bonus for academic staff’s research publication.
- 5    University allocates time for academic staffs to do research and publish.
- 6    University provides different research software for academic staffs to publish research.
- 7    University arranged laboratory with facility for academic staffs to do research and publish.
- 8    University has structure to support academic staffs’ research and publication work.
- 9    University allocates research funds for academic staffs to do research and publish.
- 10    University has a research policy expected academics staffs to publish research.

## **Research Culture of University**

- 1 University provides capacity development training for academics to publish research.
- 2 University encouraged academic staffs to publish at international journals.
- 3 University encouraged group authorship than sole authorships to publish research.
- 4 University provides professional assistance for academic staffs to publish research.
- 5 University organized workshop on policy awareness for academic staffs to publish research.
- 6 University facilitates attending National research conference for academic staffs
- 7 University facilitates attending International research conference for academic staffs
- 8 University support junior academic staffs to publish research.
- 10 University arranges partnerships to access research funds for academic staffs to publish.
- 11 University has monitoring **system** that follow up academic staffs' research publication.
- 12 University recruitment and selection criteria are requested vacancy applicant research publication.
- 13 University promotion criteria is requested academic staffs research publication
- 14 University celebrates academic staff's research publication accomplishment.
- 15 University provides research related information for academic staffs to publication research.

If you have any additional comments and suggestions, please state them here under.

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## **7.2. Appendix B: A Questionnaire to be filled in by University Leaders**

**HARAMAYA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**A Questionnaire to be filled in by University Academic staff**

**Dear Respondents,**

This questionnaire is being used to collect information for a study titled "**Leadership Practices and Policy Directives in Revitalizing Academia-Research Publication in Ethiopian Public Universities**" that is being conducted for a PhD dissertation in the field of Educational Leadership and Policy Studies at Haramaya University. Your truthful and sincere responses to each question are essential to the study's achievement. Therefore, the researcher kindly asks that you provide your truthful responses. Your information will only be used for this research project and will be kept private. You might need 25 minutes to complete all three sections of this questionnaire. It is optional to participate.

Please, do not write your name. After completing the filling or for any question, please give me a page on 0911036505/0904896896 and I will call you back on spot.

Thank you in advance for your willingness and kind cooperation!!

MarufAbdela, PhD Candidate, 0911936505/0904896896

Thank You.

**General Directions**

## Part IV: Research Publication

### Direction:

The following eight (8) statements are about your experience on research publication of leaders at this university in the last five years about how often have you done each of the following statements ? Please indicate your response by filling in one of the boxes to the right of each statements “√” or “X” mark under a number from 1 to 4. Use the following scales:

**1= Never 2= Occasionally 3= Often 4= Very often**

S.N	Research publication	1	2	3	4
1	Published full length journal articles				
2	Published Books				
3	Published text Book				
4	Published Book Chapters				
5	Published Review Articles.				
6	Published Conference Proceedings.				
7	Published Teaching materials.				
8	Published Short Communications				

If you have any additional comments and suggestions, in line to research publication and policy directive, please state them here under.

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### **7.3. Appendix C: Interview and Guide**

**HARAMAYA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**Department of Educational Leadership and Policy Study**

#### **Interview Guide**

Semi-structured interview for research vice president, research facility directors and publication and extension, director of research group and partnership and Ministry of Education research coordinators.

Dear Participants, The purpose of this interview is to collect information for the research entitled “**Leadership practice and policy directive on revitalizing academic research publication at Ethiopian public university.**” The researcher kindly requests you to provide your genuine response. Participation in this interview is voluntary. The data you provide will be used for this research purpose only and confidentiality is assured as no individual data will be reported. It will only take you about 15 – 30 minutes for this interview.

**Part I: Demographic Data** Would you please introduce and describe yourself: your College/Work Unit, School/Department, Age, Sex, Academic Rank, and Service Year.

#### **Part II: Substantive Data**

1. How do you examine leadership practices are revitalize academic research publication in Ethiopia public universities in relation to five leadership practices developed by James Kouzes and Barry Posner ?

1.1. Model the way to academia to publish their research?

- 1.2. Inspire shared vision to academia to publish their research?
  - 1.3. Challenge research publication process of academia?
  - 1.4. Enable Other to Act academia to publish their research?
  - 1.5. Encourage the Heart of academia to publish their research?
2. How do you think the current research policy directives are revitalize academic research publication in Ethiopia public universities?
- 2.1. Human Resource policy?
  - 2.2. Research Funding policy and researcher incentive?
    - 2.2.1. Do you think research funds equitably accessible to researcher to publish their research?
  - 2.3. Research publication outlet policy?
  - 2.4. What are the challenges that face Ethiopian Higher Education Academia during publication of their research Articles at local and international peer review journals?
3. How does the policy directive take into account the considerations related to research publication, such as authorship, authorship collaboration, multi-disciplinary publication, fosters a culture of research excellence ?

## 7.4. Appendix D: Letter Requesting Exemption of Tools Money

### Issue: Requesting Exemption of Money for LPI

Hello, Professor How are you? The LPI Research Team grants me permission to use LPI tools on the condition that I pay \$100, and I appreciate their generosity in allowing me to use LPI for my research, titled "Leadership Practices and Policy Directives in Revitalizing Academia-Research Publication in Ethiopian Public Universities." They sent me an email on March 25, 2022, at 10:46 PM from Brickley, Nicole [nbrickley@wiley.com](mailto:nbrickley@wiley.com), to congratulate me on choosing to use the tools and I immediately wrote a letter to the above address to inform my situation and my country, Ethiopia, about the problem of foreign currency. I am also a student in the leadership and policy studies department at Haramaya University; I am self-sponsored and not able to pay the requested money. I have informed my situation to the individuals who have sent me permission to use the tools to exemption the requested money so many times, and I have been writing a letter for exemption to start data collection, but they are not responding to my requests for exemption. Professors, what shall I do to get full exemption? As you know, the third world country problem is worsened by the shortage of foreign currency. Finally, in addition to the payment, I agree to the terms of the agreement, as set forth by your organization and yourself; please support me.

Sincerely Maruf Abdela

Haramaya University Ethiopia.

On Fri, Mar 25, 2022 at 10:46 PM Brickley, Nicole <[nbrickley@wiley.com](mailto:nbrickley@wiley.com)> wrote:

Hello,

Congratulations on your approval to use the LPI in your research!

In order for us to process and receive payment, I'll need to set you up with a Wiley billing account. All I need is your **billing address** and **phone number** to set this up. I will then generate an order confirmation number and an invoice for you, which will become available in about 48 hours. Once you receive your invoice, you'll have the option to pay over the phone, via internet, or you can mail a check. All of this information will be available on the invoice.

**Reminder:** The fee for the research license is \$100 USD, **plus tax**. You are responsible for paying this fee in a timely manner.

Please let me know if you have any questions about **billing only**. You may direct all questions regarding your research and the LPI to Gabriel Sims, cc'd on this message.

Thanks so much,

**Nicole**  
Sales Coordinator, The Leadership Challenge®

**Brickley**

9200 Keystone Crossing, Suite 800

Indianapolis IN 46240

**From:** Sims, Gabriel <[gsims@wiley.com](mailto:gsims@wiley.com)>  
**Sent:** Wednesday, March 23, 2022 9:54 PM  
**To:** [asmamaruf804@gmail.com](mailto:asmamaruf804@gmail.com)  
**Cc:** Brickley, Nicole <[nbrickley@wiley.com](mailto:nbrickley@wiley.com)>  
**Subject:** LPI approval

Hello,

Thank you for choosing the LPI for your research.

It is your responsibility for understanding your approval letter and payment. You are allowed to use the LPI on outside platforms ethically. We do not support your research in any capacity other than providing you the tool! Please refer all questions to your advisors or committee. Please contact Nicole who is cc'd on this email.

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The contents of this email and any attachments are confidential and intended only for the person or entity to whom it is addressed. If you are not the intended recipient, any use, review, distribution, reproduction or any action taken in reliance upon this message is strictly prohibited. If you received this message in error, please immediately notify the sender and permanently delete all copies of the email and any attachments.

## 7.5. Assessment of Statistical Assumption Assessment of Statistical Assumption

Graphs for checking the assumption of normality for regression model of extent of leadership practice and policy directive predict the revitalization of research publications in EPU

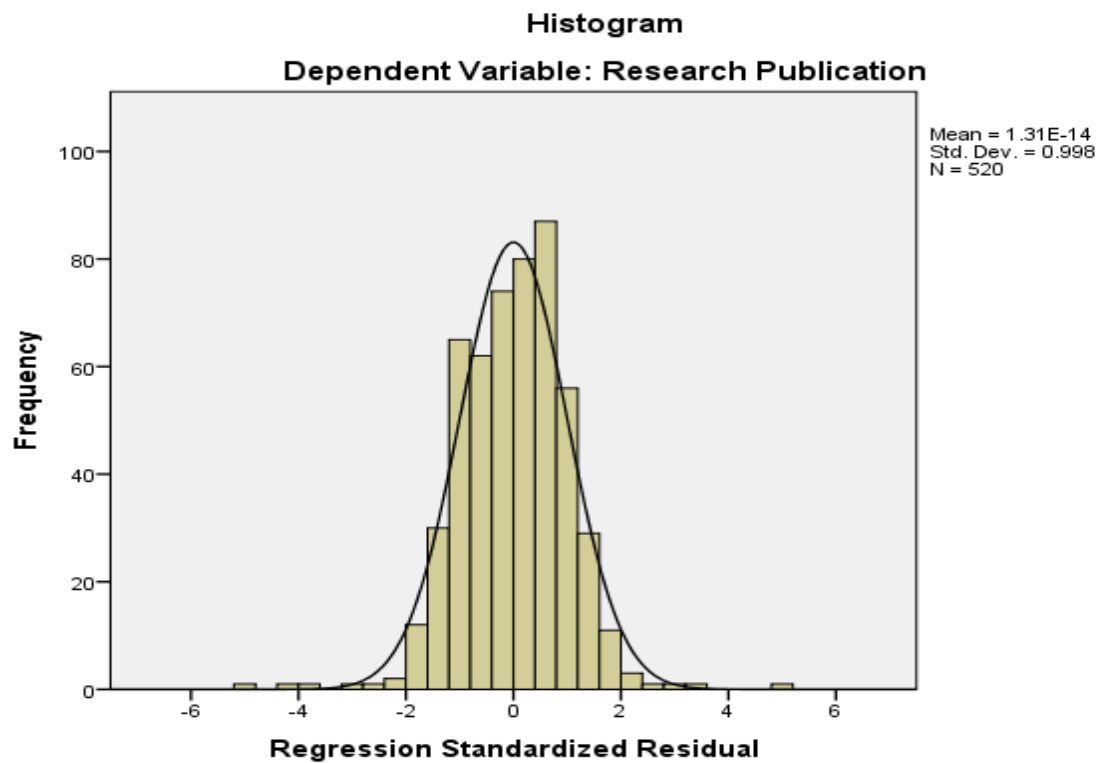


Figure 1: Histogram of the standardized residuals

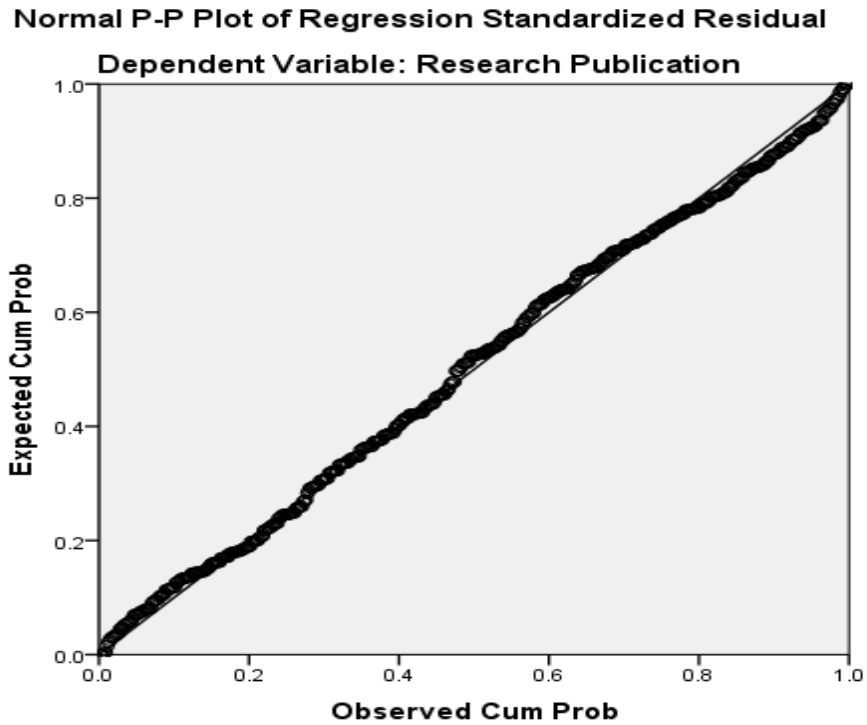


Figure 2: P-P plot of standardized residuals

Post Hoc Tests

**Multiple Comparisons**

Dependent Variable: Research Publication

Tukey HSD

(I) Leaders position	(J) Leaders position	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Dean	Associate Dean	.10625	.15985	.994	-.3669	.5794
	Director	.17990	.12542	.783	-.1914	.5512
	Associate Director	.07813	.12869	.997	-.3028	.4591
	Department Head	.15444	.12255	.870	-.2083	.5172
	V/President for Research and community	.53125	.18200	.056	-.0075	1.0700

	Instructors	1.01438*	.11978	.000	.6598	1.3689
Associate Dean	Dean	-.10625	.15985	.994	-.5794	.3669
	Director	.07365	.11354	.995	-.2624	.4097
	Associate Director	-.02813	.11715	1.000	-.3749	.3186
	Department Head	.04819	.11036	.999	-.2785	.3749
	V/President for Research and community	.42500	.17403	.183	-.0901	.9401
	Instructors	.90813*	.10727	.000	.5906	1.2257
Director	Dean	-.17990	.12542	.783	-.5512	.1914
	Associate Dean	-.07365	.11354	.995	-.4097	.2624
	Associate Director	-.10177	.06246	.663	-.2866	.0831
	Department Head	-.02546	.04856	.998	-.1692	.1183
	V/President for Research and community	.35135	.14305	.178	-.0721	.7748
	Instructors	.83449*	.04105	.000	.7130	.9560
Associate Director	Dean	-.07813	.12869	.997	-.4591	.3028
	Associate Dean	.02813	.11715	1.000	-.3186	.3749
	Director	.10177	.06246	.663	-.0831	.2866
	Department Head	.07631	.05647	.827	-.0908	.2435
	V/President for Research and community	.45313*	.14593	.033	.0212	.8851
	Instructors	.93626*	.05016	.000	.7878	1.0847
Department Head	Dean	-.15444	.12255	.870	-.5172	.2083
	Associate Dean	-.04819	.11036	.999	-.3749	.2785
	Director	.02546	.04856	.998	-.1183	.1692
	Associate Director	-.07631	.05647	.827	-.2435	.0908
	V/President for Research and community	.37681	.14054	.105	-.0392	.7928
	Instructors	.85995*	.03120	.000	.7676	.9523
V/President Research community	forDean	-.53125	.18200	.056	-1.0700	.0075
	andAssociate Dean	-.42500	.17403	.183	-.9401	.0901
	Director	-.35135	.14305	.178	-.7748	.0721
	Associate Director	-.45313*	.14593	.033	-.8851	-.0212
	Department Head	-.37681	.14054	.105	-.7928	.0392

	Instructors	.48313*	.13812	.009	.0743	.8920
Instructors	Dean	-1.01438*	.11978	.000	-1.3689	-.6598
	Associate Dean	-.90813*	.10727	.000	-1.2257	-.5906
	Director	-.83449*	.04105	.000	-.9560	-.7130
	Associate Director	-.93626*	.05016	.000	-1.0847	-.7878
	Department Head	-.85995*	.03120	.000	-.9523	-.7676
	V/President for Research and community	-.48313*	.13812	.009	-.8920	-.0743

\*. The mean difference is significant at the 0.05 level.

## Post Hoc Analysis for difference among EPU's in revitalizing academic research publication

### Multiple Comparisons

Dependent Variable: Research Publication

Tukey HSD

(I) university	Name of(J) university	Name ofMean (I-J)	Difference Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
HrU	HU	.08419	.05594	.661	-.0758	.2442
	WU	.21482*	.06413	.011	.0314	.3983
	WSU	.08208	.06602	.815	-.1068	.2709
	DDU	.24447*	.06636	.003	.0547	.4343
	JJU	.19561	.07077	.065	-.0068	.3981
HU	HrU	-.08419	.05594	.661	-.2442	.0758
	WU	.13063	.06699	.373	-.0610	.3223
	WSU	-.00211	.06879	1.000	-.1989	.1947
	DDU	.16029	.06912	.188	-.0374	.3580
	JJU	.11142	.07337	.652	-.0984	.3213
WU	HrU	-.21482*	.06413	.011	-.3983	-.0314
	HU	-.13063	.06699	.373	-.3223	.0610
	WSU	-.13274	.07561	.496	-.3490	.0835
	DDU	.02965	.07591	.999	-.1875	.2468
	JJU	-.01921	.07979	1.000	-.2475	.2090
WSU	HrU	-.08208	.06602	.815	-.2709	.1068
	HU	.00211	.06879	1.000	-.1947	.1989
	WU	.13274	.07561	.496	-.0835	.3490
	DDU	.16240	.07750	.291	-.0593	.3841
	JJU	.11353	.08131	.729	-.1191	.3461
DDU	HrU	-.24447*	.06636	.003	-.4343	-.0547
	HU	-.16029	.06912	.188	-.3580	.0374
	WU	-.02965	.07591	.999	-.2468	.1875
	WSU	-.16240	.07750	.291	-.3841	.0593
	JJU	-.04886	.08159	.991	-.2823	.1845
<u>JJU</u>	<u>HrU</u>	-.19561	.07077	.065	-.3981	.0068

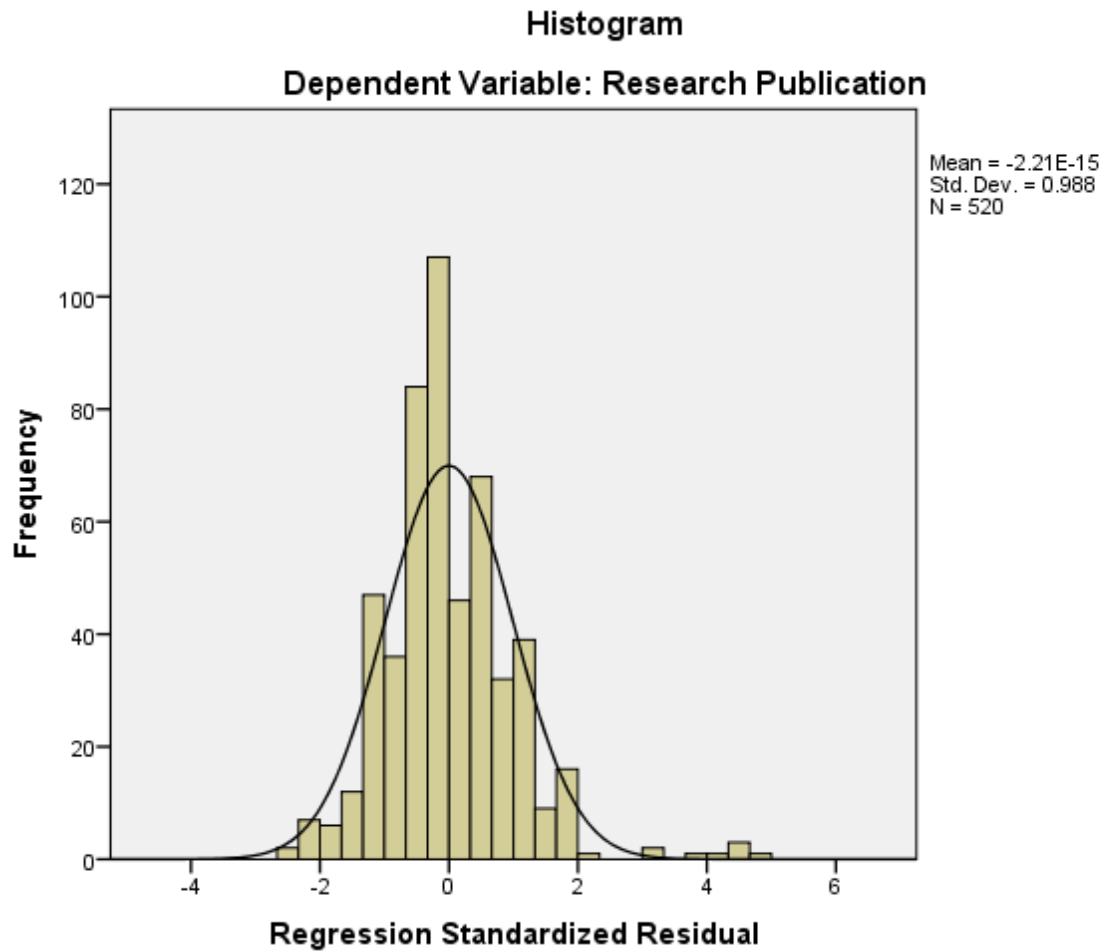
HU	-.11142	.07337	.652	-.3213	.0984
WU	.01921	.07979	1.000	-.2090	.2475
WSU	-.11353	.08131	.729	-.3461	.1191
DDU	.04886	.08159	.991	-.1845	.2823

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\*. The mean difference is significant at the 0.05 level.

**Graphs for checking assumption of normality for regression mode pf demographic variables that influence in revitalizing academic research publication in (EPUs)**



**Normal P-P Plot of Regression Standardized Residual****Dependent Variable: Research Publication**