Kits of Change: Understanding Academic Bureaucrats' Leadership and Management Praxis

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Abstract

This study discovers leadership and management praxis in teacher education programs in the MIMAROPA, Philippines. Using the semi-structured in-depth interviews, data are collected and subjected to cool and warm analyses yielding a set of themes and sub-themes that define what these academic bureaucrats consider to be looked-for praxis. Thirty Five (35) department chairs from the selected state universities/colleges have been represented in this study. The investigation results generated three kits of change ((PPE): permissive change, projected change, and elicited change. Thus, label the common and critical occurrences which create the onset knowledge and experience, and the significant conflicts that are witnessed in the tertiary school education. This article aims to add to the rising body of research on leadership and management, particularly on the praxis of the academic bureaucrats. Finally, verdicts of this study could potentially serve as knowledge-avenue for college deans and directors in choosing and developing department chair's competencies and managerial skills.

Keywords: Kits of Change, Permissive Change, Projected Change, Elicited Change, Leadership and Management Praxis, Tertiary School Education

Introduction

Faculty may be considered as the heart and soul of the school, but the department chair is the mucilage, serving as the link between faculty and administration, between the discipline and the institution, and occasionally between parents and fellow faculty. The chair's primary responsibility is to ensure the quality of his department, including its courses, curriculum, teaching, and research. His major role is in the recruitment and selection of faculty in the induction of new faculty into the culture of his/her unit and institution, in the development of a fair and suitable reward system for the faculty and staff; is also looked to as department's advocate in negotiations for budget and space; and responsible for the day-to-day workings of a complex organization, one that includes individuals with multifaceted roles, priorities, and conceptualizations.

As revealed by Comer, Haden, Taylor, and Thomas (2002) the quality of the curriculum; recruiting, developing, and retaining faculty; and communicating up and down the administrative ladder are among the daily responsibilities of the chair or director. Some studies suggest that the responsibilities of chairs and directors are increasing, thereby making the positions more demanding. The range of activities and competencies required of the modern department chair is exemplified in a recent article in which Wilson describes the chair as a "beggar, psychologist, mediator, and maid." In using these analogies, he argues that the chair's

job is thankless, powerless, and paperwork-laden. With these negative perceptions many would disagree, but few would deny the need for superior leadership and management skills to address the increasingly complex responsibilities of these positions.

Scholars Trivellas and Dargenidou (2009a, 2009b) had a debate on the role of leadership in universities as problematic. Both argued that clashes between professional and administrative personnel and uncertain goals have added to a more puzzling state, exclusively since higher education leadership needs to be applied in a variety of situations (example: administration, academics, scholarship, consultancies, and outreach). However, Leadership in higher education, has been recognized the relationship between those working out leadership and their backup colleagues (Novak, 2002). Educational leaders are facing greater challenges. Because of quality assurance systems, new rules and procedures, peripheral accreditation of degree programs, and the development or looking after of global rankings; though several strategies have been formulated by the academic bureaucrats to address these anticipations, their leadership behaviors are becoming more precarious to accelerate these outcomes (Askling, 2001; Trivellas & Dargenidou, 2009a). These changes are headed by academic leader with robust leadership thru crafting important, realistic, and achievable objectives as well as by executing strategies leading to goal achievement. Bush (2010) emphasized that there is abundant curiosity in educational leadership, because of the belief that the quality of leadership makes a substantial difference to school and student outcomes. Effective leadership is considered a development index in the world system today. An efficient and competent management can utilize potential resources and talents within an organization in order to provide a suitable platform for sustainable and comprehensive development. Effective management of departments, therefore is considered one of the most important tasks of department chairs. In theory and practice, effectiveness of department chairs improves department's academic status and provides the necessary conditions for personal development of faculty members (Babolan & Rajabi, 2010: 150). Nowadays, the role of leadership and management styles in organizational performance effectiveness and improvement has been recognized and leadership styles are increasingly spreading within academic organizations. Such increasing trend has doubled the importance and significance of leadership issues in universities and institutes of higher education and in particular among department chairs since from the postmodern point of view, leadership in higher education is a vehicle for implementing organizational development and department chairs' role as a branch of leadership in inspiring and providing a perspective on the future is quite outstanding (Amin Mozaffari, 2012).

As stated in the operational manual (2019) of the Romblon State University, one of the SUC respondents, the duties and responsibilities of the department chairs of the Colleges, specifically in Education Department are: 1. Supports campus director in giving teaching loads and completing the EO forms of faculty members; 2. Witnesses classroom instruction and manages instructors/professors of the respective departments; 3. Consolidates syllabus/bi for submission in every semester; 4. Coordinates with advisers and unit coordinators as needed; 5. Submits the list of needed facilities and supplies in the college; 6. Observes and evaluates performance of the subordinates in the college; 7. Endorses the concerned group of students with their advisers before taking field trips and tours; 8. Strategies activities of students within a semester as approved by the teachers; 9. Helps the Campus Director in organizing, arranging and filling pertinent documents needed for accreditation purposes; 10. Facilitates seminars and training workshop and also the consultation meeting for faculty and students; and 11. Organizes allied work as requested by the Dean or Campus Director. The functions of the department chairs limit only to: organizing the teaching loads; conduct monitoring and evaluation of

teacher's teaching performance; endorsing to the concerned the programs and activities set for learnings; facilitating seminars and training workshop for faculty development; and assisting the campus director or the dean in other related tasks in the Campus. Evidently, chairs' need to have more chances of involvement in strategic planning, research and community-based extension services to come across with the expectations of the school constituents and the state in giving sustained quality education. Sadly, it was not visibly practiced in the college or department. The researcher aims to transmit deeper knowledge on a careful and assumed praxis that the academic leader or manager does. This study will serve as an understanding that department chairs are having power to bring success in attaining the vision, mission, goals and objectives of the institution as a whole, if given extra opportunities. If chairs' are inspired, other members in the workforce could possibly go and do beyond their limits that resulting to quality education and services. Angelo (2000) cited that education department chairs, have also been acknowledged as effective culture change agents. The outcome of this analysis can be used to make present academic leaders and managers as well as the faculty members to be prepared for new roles and opportunities as Cooper & Pagotto (2003) pointed out, "The affirmative outcomes of leadership can be best accomplished by appropriately preparing faculty for these new undertakings."

At a practical level, the investigators look further at the valuable resource that could possibly assist and motivate academic bureaucrats, to become more proficient in dealing with the global demands in education, in research, the use and transfer of technology, to sustain development within the college, and in the whole educational system.

Research Methods

Design

Creswell, (2009), Wojnar and Swanson, (2007), the purpose which is to explore and describe the leadership and management praxis of a selected group of department chairs in the respective universities and colleges. The descriptive phenomenological design guided this study and supports to understand the essence, or essences, of a class of phenomena experienced and shared by a group of persons.

Select and Study Site

Given its emphasis for in-depth understanding of a phenomenon, data for qualitative research is drawn from purposefully selected, relatively small but 'information-rich cases' (Patton, 2002, p. 46). To identify and have access to these participants, the researchers used snowball purposive sampling, seeking the assistance of deans and directors to recommend their department chairs whom they consider ideal respondents for this study. Overall, thirty five (35) department chair-respondents met the inclusion criteria and agreed to participate in the study. The inclusion criteria set required that participation be willing and voluntary, and that chair-respondents should be currently serving the office for at least two years. There were Four (4) selected state universities and colleges in the MIMAROPA, Philippines, have been represented in this study, namely: Mindoro State College of Agriculture and Technology, Victoria, Oriental Mindoro; Marinduque State University, Boac, Marinduque; Romblon State University, Tablas Island, Odiongan, Romblon; and Palawan State University, Puerto Princesa, Palawan, respectively.

Instrumentation and Data Collection

The researchers employed qualitative interviewing as the data collection approach. The semi-structured interview guide served as the prime data collection source. A copy was

provided to participants that served as an aide memoire during the in-depth interview process. For the purposes of this study, the participants were asked the following questions: as chair of the college/department, what are the problems you have met in dealing change in a global perspectives with your subordinates? What are the problems you have experienced in dealing with research and the transfer of technology? Could you please elaborate and share your most encountered problems? Individual interviews were then recorded using a digital voice recorder to ensure more accurate data transcription and enable researchers to focus on the interviewee (Patton, 2002). Together with the recording, brief notes were taken to make responses clear and help pose follow-up questions during the focused-group sessions, and to verify the correctness of transcribed data. To lessen the possible for bias, the researchers engaged in active listening strategies with the goal of listening 'not to oneself or one's own inner dialogue' (Ayres, 2008) but rather joining entirely to the speakers in order to precisely hear and interpret what they are trying to express through verbal and nonverbal communication.

Ethical Considerations

Given that very sensitive and confidential information is expected to surface in a study of this type (Cranston et al., 2005), a meeting was held with the participants prior to the conduct of the interview in order to inform them of the nature and purpose of the researchers, the plans for using the results from the interview, and the protocol to be observed to protect the privacy of the participants and the institutions they represents (Creswell, 2009). On the actual day of the interview, the participants were requested to read and sign a letter of consent to participate in the study and for the interview to be recorded. Participants were assured that their participation in the research was strictly voluntary and that they would have the freedom to withdraw their consent at any time. To enhance respondents' openness to share their experiences more freely and vividly (Viernes and de Guzman, 2005), it was further reiterated that participants may – at their discretion – choose not to answer questions posed by the researchers that they deemed to be unpleasant, or request for the recorder to be turned off at any time during the session. These norms were observed by the researchers in a number of cases when recording sessions had to be disturbed upon the request of participants before issuing certain statement that they wished not to be recorded.

Mode of Analysis

Each recorded interview was transcribed by the researchers. Efforts at immersing oneself in the data have been found useful in data analysis to provide the researchers a sense of the data as a whole and intuit emergent insights for their work (Patton, 2009). To ensure accuracy of the transcription, spot-checking procedures are used (Maclean et al., 2004). After modifying transcripts for minor errors, extended text was subject to phenomenological reduction following the seven steps proposed in collaizi's method: 1) read and reread all the participants' verbatim transcripts of the phenomena to acquire a feeling for them; 2) extract \-significant statements or phrases from participants' transcripts pertaining directly to the research phenomena; 3) construct meanings from the significant statements; 4) formulated meanings into themes; 5) incorporation of the results into a rich and exhaustive description of the lived experience; 6) validate the exhaustive description from the participants involved in the research; and 7) incorporate any new or pertinent data obtained from participants' validation, and adapted to attain congruence with the lived experience of the participants' studied (cited in Wojnar and swanson, 2007).

The study is conducted from an emic, or insider, perspective given the researcher's work experience and academic background. On gaining a professional role in relation to

the participants, the researchers acquired access to the world of chair-participants who willingly opened up about their experience of the phenomenon in question. However, the researchers recognize the potential bias that one's professional expertise could bear in the way one views, understands and interprets the outcomes of research. The perspective that the researchers adopt in this study is therefore key to reduce the effect of investigator bias. Appreciating and recognizing the uniqueness of the perspective that only chair-participants could give on the phenomenon under study served as an overall guiding principle for the researchers in the conduct of this study. Finally, to ensure openness to alternative interpretations of data, and hence increase the validity and trustworthiness of findings, investigator triangulation was observed through the use of respondent or member validation strategies (Rothbauer, 2008).

Results and Discussion

After the cool and warm analyses of respondents' verbalizations, the Kits of Change of Academic Bureaucrats (KCAB) (see Figure 1) transpired. Interestingly, the kits depicts the diversity of praxis encountered by the department chairs in the area of leadership and management.

As shown, the innermost part of the Kits describe the three types of change that must be understood and embraced by the academic Bureaucrats, namely: Permissive change, chairperson shall have tolerance in dealing with difficult circumstances, and able to embrace the global demands for quality education; projected change, chairperson shall be research-oriented to supplement and apply the strategic scheme to achieve efficiently the vision, mission, goals and objectives of the college and of the whole institution; elicited change, chairperson shall always bear in mind that certain change could potentially help improve managerial skills, especially in establishing good rapport among members in the college/department. As department chair, the dynamics of duties and responsibilities require resiliency and perseverance. Fascinatingly, chairpersons described themselves as being situated in a stimulating place as they perform; outline the domain of responsibility; confirm shared decisions; and exercise problem-solving and decision making. The extent to which the chairs manage their tasks effectively depends on their attitude and aptitude to facade directly certain praxis, namely: projected change; permissive change; and elicited change. This phenomenological study brought forth the KCAB, which significantly describes the kits of change identified in this study as experienced by the department chairs in the selected State Universities and Colleges in MIMAROPA, Philippines. Although the results may not certainly reflect leadership and management praxis of the academic bureaucrats to a more varied population of educational leaders, the description that KC fosters crucial concepts for accommodating the prompt demands and challenges that beset the praxis of the educational leaders and managers in the Philippine locale. This knowledge and understanding will be of advantaged and will serve as a framework in crafting more appropriate and articulate educational leadership and management programs at the graduate and post graduate studies with a vision to kitting tertiary education teachers with basics of becoming extraordinary, efficient and effective leaders and managers.
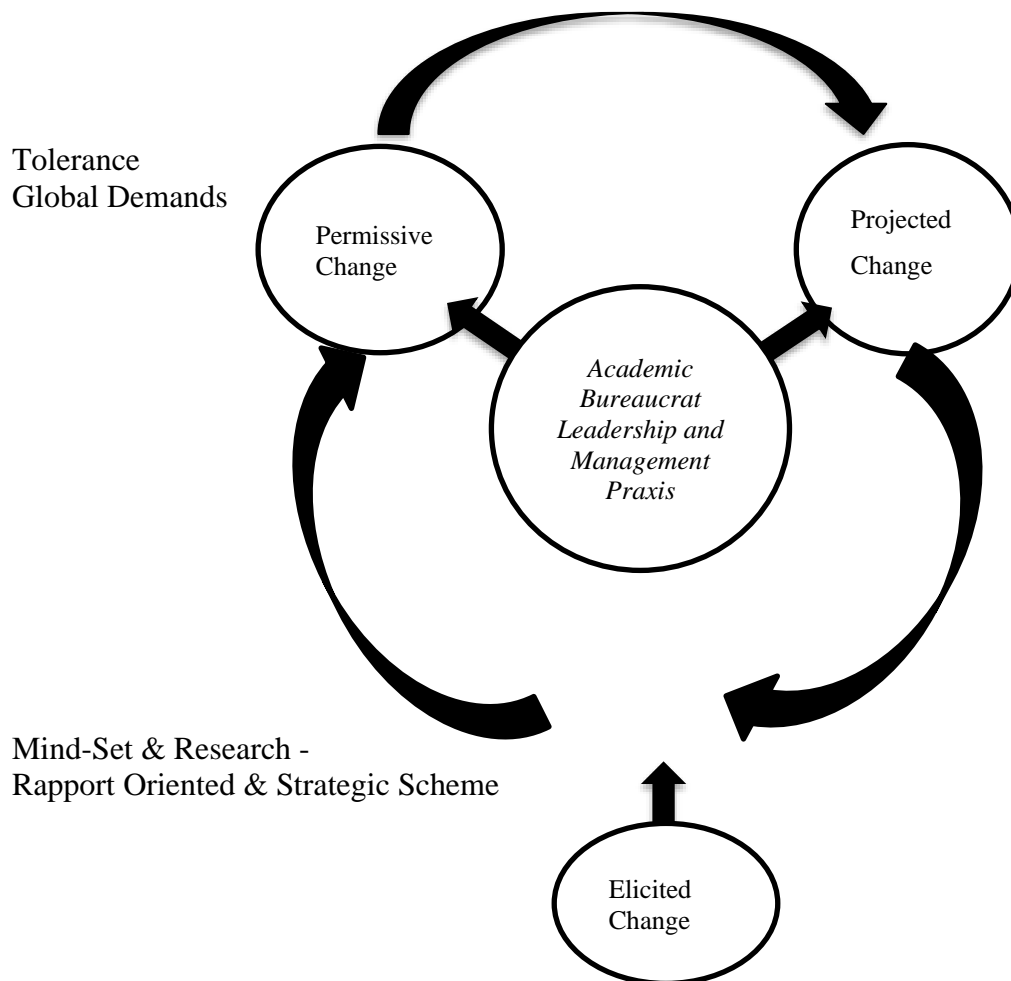
Tolerance
Global Demands

Permissive
Change

Projected
Change

*Academic
Bureaucrat
Leadership and
Management
Praxis*

Mind-Set & Research -
Rapport Oriented & Strategic Scheme

Elicited
Change

Figure 1. *The Kits of Change of Academic Bureaucrats*

Permissive Change

In this study, majority of the respondents have shared problems which tolerance from difficult situations have been tested. Distinct concerns were narrated relate to school discipline, subordinates performance and student's learning environment. In specific, department chairpersons describe being placed in a critical scenario wherein subordinates are not responsive enough to cope up with the global demands for quality education. In many of these circumstances, chairpersons expressed their burden how they were able to motivate their teachers and other school constituents in taking responsibilities without feeling of being pressured or stressed.

As one respondent narrated:

I have conducted a meeting with the faculty members to inform them that the university president had given a memo that the teaching workforce of every department must take advantage the local scholarship grants for advancement, so that the delivery of instruction be uplifted… unfortunately, none of them are interested because of some reasons like: I am not yet ready; I am too old for that, let the young one grabs such opportunity, in other words most of them are so engrossed to their own principles and sometimes they are cloud-minded and are not risk takers

Another respondent verbalized:

Same sentiments, we have in our department, aside from that…through quite inadequate facilities available in the college, plus the poor network connection in the area, these

are serious problems which need strategic intervention, so that we could be able to cope up with the demands for quality service/instruction.

Another have said:

Yes, we need to take action so that we could actually acquire the appropriate and adequate facilities in order to maximize the use of technology in the teaching-learning process; and be able to submit on time the computer generated pertinent reports of faculty online, etc…

Similarly, another chair expressed:

Sadly, but that's a true struggle… particularly, in the implementation of new adopted policies, limited technology available in the college, as well as the attitudes of other concerned towards work and resistance, especially on the part of faculty who are used to old practice. Fascinatingly, we need to consider and be optimistic in dealing with these challenges…

Another respondent said:

One of the problems that we are facing now in our college is… most of the faculty members are soon to retire and there will be a huge need of faculty experts from different fields. However, there are intelligent and smart lecturers, who are willing to take the opportunity of pursuing masterate and doctorate studies… which I think, the best way to address the problem, as we are anticipating the retirement of our señor faculty (PhD Degree Holders).

Another said:

Yes, I am agreeing with you… we should continue motivating our subordinates, especially, the potential lecturers/part-timers by taking advancement for their advantage… If the teaching workforce are masterate and doctorate degree holders, there will be an enormous development in the teaching and learning process, resulting to holistic turn-outs.

Finally, respondents narrated their practices and experiences in dealing with the tough circumstances encountered. Likewise, how they were able to encourage subordinates to embrace the challenges, being confident enough as global teachers to meet the trends for quality education.

Projected Change

Projected change, pertains to department chair's praxis as a research-oriented, strategic leader and manager of the college as identified in this study. Leader's behaviour must be supplemented with grander efficiency in research-focused institutions. It does not mean that there is no significance to other higher learning perspectives, but its impact aims to be greater in locations with a strong research attention. Common among department chairs' responsibilities are to: motivate the faculty to rethink or have that innovation to deliver instruction efficiently and effectively with students; encourage faculty members to grab the opportunity of attending updated seminars and training workshops for skills enhancement; take advancement for personality and professional development; and especially, to get engaged in research and extension to meet the expectations of the stakeholders and of the accrediting agencies for quality services and turnouts. Department chairs describe their experiences under these circumstances, the conflicts, the feud of principles, and about understanding research and extension.

As one mentioned:

Attitude problems of some of the faculty hinders improvement. Most of them are hesitant to attend seminars and training workshops that will potentially improve their skills on research… for research is one of the quadratic functions of the university.

Another candidly shared:

Definitely, if everyone in the college will not cooperate and be part of research and extension services, then it's difficult for us to achieve the vision, mission, goals and objectives of the institution as a whole

Another verbalized:

Nowadays, educational institutions are in determination to produce more research outputs, locally, and internationally for it helps boosts the credibility of the university. Last, quarter of the academic year, the team from research and extension office of the university have visited the campus. They have encouraged everyone to do research which are inclined with our specialization. As chair of the college, I initiated one with the other faculty members, and the team is looking forward that soon the output will be presented to a particular conference and be published internationally

Another relates:

(Sana All) it's a Filipino expressions, hoping that they have the same atmosphere, which everyone in the department is well-motivated to do research… Unfortunately, our señor faculty are not interested anymore to get involved… in its place, they are telling that it's good for the young ones, for they are soon to retire…(lol)! Mind-set really matters…

Another shares:

It is our practice that the ICTSC manages all the evaluation of students, peer and supervisor. The results of evaluation were provided and these will serve as our reference for a certain domain and have a strategic planning for improvement, especially in research and extension areas.

Another have said:

Faculty are obliged to undergo seminars/training workshops which are anchored to the vision, mission, goals and objectives of the institution… and also encouraged everyone to go on post graduate studies, for globally competitive workforce and become research-oriented professionals.

Another respondent shares:

You are absolutely, right! It would be great also if there is enough IT facilities in the college, sufficient budget for research and transfer of technology… Likewise, strong internet connectivity in the school vicinity is a must.

Furthermore, chairs made known their concerns and have come up with a suggestion to develop a strategic scheme to achieve the desired sustainable progress within the educational system.

Elicited Change

The third indicator in the kits of change identified in this study is elicited, pertains to mind-set of leaders or managers wherein change is certain, yet it could bring them potential development towards managerial skills and social rapport. Understanding diverse cultures of workforce employees from which have important influence on the behaviour at work. Fascinatingly, knowing how far it may be opened to influence, that would seem to be important within such progress, while deciding what leaders need to know and be done even it is very stimulating. The global demands in the teaching and learning environment are resulting to increasingly diverse societies, and leaders are encountering multifaceted and thought-provoking school communities.

As one described:

For Three (3) years as chair of the college, I have met different circumstances wherein my self-control was triggered, because most of the faculty members are resistant to change. They are murmuring behind the time that they were given a particular task… but, what I always did is encouraging them, letting them feel that I trust them, that they can do or make it well… fortunately, it worked… (lol)!

Another relates:

I thought, I was just the only one experiencing it. You know… most of our faculty members are señor, and soon to retire, that's why, they are so noisy, every time we have a meeting… as if they need extra attention from the crowd (Kulang sa pansin) I did the same thing, I actually acknowledged them and let them feel free to express their ideas pertaining to what we are discussing and actually, it was effective Much better to understand and recognize their potentials, it boosts their self-esteem and I am happy also if they are happy

Another respondent said:

Absolutely, the working environment will be better if we are the one adjusting for them… it's not easy… possibly… it will be an effective approach that we can use for them to listen to us and be engaged fully in the endeavours that our college is facing

One relates:

Yes, we need to embrace the diverse culture we have in our department… if we could be able to do that, everyone may understand that change is an opportunity and not a threat…

One said:

Yahhh specially, when we are dealing with planning and decision-making…it is actually difficult to decide without our subordinates… that's why, I am always listening to them, to their sentiments, their emotions, knowing their needs and even understanding their principles and beliefs, so that relationships in the department become stronger…and the consensus decision and efforts in solving problem and in accomplishing the common purpose will be observed, resulting to quality education and services.

Another said:

Truth… and possibly these expected changes in the educational system could potentially bring sustainable development in the quadratic functions of the institution: instruction; research; production; and community-based extension services.

Another respondent said:

I am agreeing with what you guys have said, being mindful that change really is constant, which indeed everyone must take it positively, and should look things as brighter chances of improving one self's mind-set and character.

An efficient and effective leadership and management can completely bring unity in the organization, in pursuing and achieving the vision, mission, goals and objectives of the institution toward outstanding and sustained development. This phenomenological study brought forth the KCAB, which significantly explains the Kits of Change as identified in this study as experienced by the academic bureaucrats in the selected state universities and colleges in MIMAROPA, Philippines. This study may not be in a more diverse population of academic bureaucrats, but reflecting their leadership and management praxis, this "KCAB" provides initial yet substantial information and understanding that change is an opportunity to make leadership and management practices in the educational system improved.

Permissive Change

Due to the pressures of globalization, education has become an area of competition as countries follow international trends; thus, they strive to increase the quality and the efficiency of their education. Saudi Arabia is one of the countries that have been striving to increase the quality of the education. For instance, considerable attention is being paid to the advancement of higher education institutions. Although the government is allocating significant funding for the advancement of higher education, money alone is not sufficient to ensure the advancement of Saudi universities (Altbach, 2011). Nor is direct management by the government appropriate, as Delener (2013) indicated in his systematic review of the literature to identify the effective leadership practices in higher educations. Officials of higher education institutions are still striving to develop an academic culture with high standards and to develop universities to be competitive internationally (Altbach, 2011). A fundamental unit for transforming the university's goals into reality is the university department. Hence, the vigorous contribution of each department, which depends in turn largely on the effectiveness of the department chair, is fundamental to the achievement of the university's goals and for the advancement of the entire institution. Department chairs, ironically, are in a critical position that links the administration to faculty members and faculty members to the administration, they are lack of leadership background and preparation which become a source of frustration for the chairs. Furthermore, with the increased responsibilities and pressure on chairs, they can lose their sight of the basic leadership principles (Lees, Malik & Vemuri, 2009). Smith and Abouammoh (2013) in their book Higher Education in Saudi Arabia noted the need for effective leadership that promotes creativity, innovation and collaboration. Furthermore, with increased numbers of faculty having graduated from foreign universities, some chairs attempt to apply foreign approaches to leading their department; in some cases, this approach affects the department negatively consuming time and resources (Alamri, 2011). Although the roles and responsibilities of department chairs is a topic that has been intensively studied in the last 40 years (Murry & Stauffacher, 2001), yet there is little in the literature that investigates effective leadership approaches in departmental leadership in higher education in general (Bryman, 2007; Trocchi & Andrus, 2003) and in higher education in Saudi Arabia in particular. The majority of studies of leadership effectiveness have been conducted at U.S. universities, although some have been done at UK and Australian universities (Bryman, 2007; Dasmalchian, Javidan & Alam, 2001). The encountered challenges of department chairs contributes to the development of different, effective practices to cope with the challenges (Bolden, Petrov, Gosling & Bryman, 2009). Calp, and Doğan (2015) revealed that the organizations now prioritize high technology in production, planning, marketing and competition stages and develop technological globalization. The increased rate of globalization makes it inevitable for a technological innovation emerging anywhere in the world to effect the rest of the world. If the organizations producing goods, service and information cannot adjust with these changes and make the right decisions and implement them at the right time, they may face many problems, including extinction. With the new production technologies emerging each day, organizations may become weaker against their competitors. Nonetheless, the obligation of adjusting to a rapidly changing environment and sufficiently responding to customer demands requires to predict the changes and to adjust with them. In a very fast changing and indefinite atmosphere, organizations need technology management in order to adjust with the technological changes in a way which makes them both competitively superior and sustain such superiority. Technology management gains more importance as the speed of technological progress increases at an astonishingly accelerated rate. It is inevitable for technology management to become a major part of administrative sciences in the future.

Projected Change

Das (2017) cited that in a globalized world, the role of research in an academic institution is important for its sustainability and development, and it is imperious to have knowledge-driven progress based on innovation. The educational system faces a number of restrictions and challenges-quality research is one of them. The pursuit for knowledge is the basic principle behind research. The quality of research work directly converts to the quality of teaching and learning in the classroom, thereby advancing the students, the society and the country. The campaign of research in a vast and different country like India will help the nation evolve as a knowledge reservoir in the international arena. Barring few prominent institutes, most display a dismal image in terms of quality and quantity research. Not many institutions have required research goals for individual faculty, and most do not have adequate systems or infrastructure for quality research. The lack of an encouraging academic environment, ill-equipped libraries, labs and equipment, inadequate infrastructure, lack of funds, faculty crunch, etc, are some of the factors contributing to the depressing picture of research in Indian academic institutions. It is well-acknowledged that academic research had paid enormously to find solutions too many problems encountered by our society and industries. There have been multiple occurrences when industries have turned to academics for finding solutions to vigorous issues. The need for sharing knowledge between research institutions and industry has become increasingly marked. The emerging importance of interdisciplinary fields has given growth to institutional collaborations that allow understanding to be pooled together. Often, it is industry which is the ultimate beneficiary. Research provides basic ideas that can be used for planning and policy decision-making. Stimulatingly, academic research is an integral part of global development.

Leader behaviour tends mainly to be associated with greater effectiveness in research-oriented departments and universities. This does not mean that it has no relevance to other higher education contexts, but that its significance tends to be greater in milieus with a strong research focus. It implies that effective departmental leaders are ones who make research a priority, and who fine-tune workloads to reflect this orientation. Aside from, they take steps to provide resources to sustain a strong research effort. It could be argued that such actions should be considered the domain of management rather than leadership, Bryman (2007). Bland (2005a) noted that managing money, space and people to assist research activities was a mark of leaders of these research-oriented departments. In Lindholm's (2003) research on academic staff at a US research university, good leadership was viewed as securing the resources that allowed them to maximize the congruence between their needs and faculty realities. At a research university like this, the congruence was maximized in terms of 'safeguarding their time for research and scholarly writing' (p. 142). From the point of view of academic staff, leadership is very much to do with creating the conditions for them to pursue their research interests and objectives in a relatively unfettered way. This is most likely to be realized at departmental level through a combination of ensuring that staff acquire the resources they need, and then allowing them to do their work autonomously. The research conducted by Ambrose et al. (2005) suggests a corollary of the general point of this section: those department chairs who encumbered junior faculty with tasks that detracted from their research, such as committee work, were seen as less effective leaders. Benoit and Graham's (2005) conducted a research on being a role model (leading by example in teaching and research) was one of four prominent aspects of the leaders they studied. These findings relating to credibility and role modelling are very much in tune with Goodall's (2006) research using citation patterns. Her investigations suggest that it is important for deans of business schools to have credibility as researchers when leading research-oriented departments.

Elicited Change

Starratt (2009) had proposed the three virtuous acts to realise distribution and recognition as far as sustainable management praxis are concerned: responsibility, presence and authenticity. These acts ought to promote both the academic success of all learners, as well as be visible in the way in which they affect the democratic values of human dignity, equality and freedom. Responsibility and Authenticity are virtues that provide the subjective grounding and moral weight to the praxis of school leaders, who must act justly and fairly towards both those who are marginalised, as well as towards those groups privileged by social constructs (Starratt, 2009). Just and fair acts create a visible mindfulness of discriminatory, marginalising and unjust practices. The virtue of authenticity affirms the school leader's critical presence in the lives of staff and learners, and establishes the required dialogue with the other. To remain authentic, the school leader takes responsibility to express a positive or negative moral response to social injustice. In being present in the lives of teachers and learners, he or she mediates actions of authenticity and responsibility towards a fair and just educational landscape (Starratt, 2009). Those who are focusing on personal and professional actions of respect are School leaders who practice an ethics of care. These ethics involves acts of integrity and cultural enrichment, namely the promotion of individuality, loyalty, human potential, dignity, and empowerment. An ethics of care brings to the fore a moral imperative of improving educational praxis and student outcomes for the marginalised and economically disadvantaged majority, who have not traditionally been served well in schools (Marshall & Oliva, 2010). Ambrose et al. (2005) interviewed current and former academic staff at a US university in depth about issues relating to their satisfaction with their work and the university. The researchers' interviews specifically uncovered aspects of departmental leadership that are relevant to this article. The authors found that one important set of factors in effective departmental leadership was that effective chairs treated people fairly, consistently, inclusively, responsively and were encouraging. In Trocchia and Andrus's (2003) study, evaluating faculty fairly and treating faculty with respect were high on the list of abilities of effective departmental leaders. Angelo (2000) views chairs as the 'natural leaders in transforming departmental cultures' (76) and emphasizes patience, systemic thinking as well as collaborative action. Kotter (1996) highlights strong communication skills and ability to inspire people among requirements for leaders of organizational change. Etzkowitz, Kemelgor, and Uzzi (2000) view the building of coalitions among groups as a particularly important skill that chairs need to cultivate as they work to improve departmental cultures. All agree that chairs must create and sustain a shared, inclusive vision for the department for meaningful change to occur. It is an important role of department chairs to lead culture change and they are more likely to do so with the encouragement and support of their immediate supervisors, college deans. In order to be effective change agents, department chairs need to have access to programs and training resources that will allow them to build inclusive and productive departmental cultures. In this wisdom, effective leaders are those that act as transformational leaders who empower, motivate, teach, and learn from the staff (Blanchard, Carlos & Randolf 2001; Fullan, 2001; and Kouzes & Posner, 2002). An extraordinary leader is always expected to encourage employees to work strongly, so that the workforces would feel inspired, emotionally attached, committed, futuristic and understand the vision thru contribution of the courageous leaders (Kantabutra & Avery, 2011). Similarly, corroboration is an act of affirmation in which subordinates' and students' personal and professional endeavors and accomplishments are recognized. To corroborate is to confirm or backing up one's effort or knowledge and it lessens self-defensiveness (Crocker and Mischkowski 2008), enriches self-integrity, and increases self-esteem or self-worth (Sherman and Cohen 2006). Furthermore, corroboration improves faculty and student performance, modifies their attitudes for a healthier, and develops good connections in an organization.

Conclusion

In this qualitative study, three remarkable themes occurred from the personal practices of the department chairs. Specifically, the kits of change are: a) Permissive Change; b) Projected Change; and c) Elicited Change. The emerged "Kits of Change of Academic Bureaucrats" has described the unavoidable flow of change and development within the college/department as experienced by these academic leaders. These acknowledged authentic kits of change will help guide and establish the unchanging manifestation of what academic leaders considered to be crucial in leadership and management praxis. Academic leaders and managers are anticipated to be all-inclusive in influencing and bringing other school constituents in the pedestal, wherein competitiveness, innovation, economic efficiency, excellent service are extraordinarily sustained in the whole system. Working change frequently involves serving people to overcome obstructions to change and this entails passionate intelligence and nurturing of eloquent relationships (Fullan, 2003). One of the most significant tasks of academic leaders is to efficiently and effectively managing departments. In principle and practice, effectiveness of the college chairs proliferating department's academic status and delivers the necessary conditions for peculiar development of the teaching workforce (Babolan & Rajabi, 2010: 150). Moreover, leaders of educational institutions can stimulate the emergent process, specific proficiencies and as a result is the enriched students' knowledge. Transporting change in the educational system, colleges and universities rest on the level of competency of the department and how it was being achieved and controlled (Hasanian, 2004: 109). This paper advances recent literature by giving department chairs' leadership and management praxis and emphasized the issues and concerns faced in the educational institutions within the MIMAROPA, Philippine setting. Thus, these results could work as an understanding that can possibly assisted the academic leaders using this platform in developing meaningful and related studies, mainly in leadership and management. Lastly, it is recommended that the findings will be further tested and enhanced by expanding research to a greater and more diverse respondents using the mixed methods approach.

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