Quadrant of Change: Phenomenologizing Department Chairs' Leadership and Management Practices

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Abstract

This study explores the analysis of management standards for primary school education in Indonesia and the analysis results. This research is qualitative research with a SWOT analysis approach consisting of (1) strengths, (2) weaknesses, (3) opportunities, and (4) threats. The subject of this research is the Minister of National Education Regulation Number 19 of 2007, which regulates the National Education Standards in Indonesia. The analysis results found several things regarding the management standard's strengths, weaknesses, opportunities, and challenges. Therefore, it is necessary to define several critical steps in primary school education management standards in Indonesia. The stages consist of: (1) school leadership, (2) effective school leadership, (3) standards of school principals in Indonesia, (4) management and information systems, and (5) legal basis for management information systems. Of course, implementing the five critical steps in the management standards of primary school education in Indonesia requires adequate supervision and guidance from various parties to achieve standardizing education management ideals in Indonesia.

Keywords— Policy Analysis, Standard Management, Primary School Education

I. INTRODUCTION

A significant part of research on leadership and management practices include studies that focus on the educational responsibility as important notion that play a more prominent role in analyses of organizing in educational institutions (Connolly, James and Fertig, 2019). In the field of educational eadership, recent literature provide a number of empirical studies that attempt to determine the desirable practices by the department chairs. Conflicts between professional and administrative authorities and unclear goals have contributed to a more confusing state, especially since higher education leadership needs to be exercised in a variety of settings (e.g., administration, academics, scholarship, consultancies, and outreach) Scholars Trivellas and Dargenidou (2009a, 2009b). However, Leadership in higher

education, has been attributed to relationship between those exercising leadership and their supporting colleagues (Novak, 2002). Deans are facing greater challenges. Because of quality assurance systems, new rules and regulations, external accreditation of degree programs, and the improvement or maintenance of global rankings; though several strategies have been formulated by deans to address these expectations, their leadership behaviors are becoming more critical to expedite these outcomes (Askling, 2001; Trivellas & Dargenidou, 2009a). These changes are spearheaded by deans with strong leadership thru designing important, realistic, and achievable objectives as well as by implementing strategies leading to goal accomplishment. Bush (2010) asserted that there is great interest in educational leadership

because of the belief that the quality of leadership makes a significant difference to school and student outcomes.

Today, more than ever, 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). 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).

As cited 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. Assists the campus director in assigning teaching loads and accomplishing the EO forms of faculty; 2. Observes classroom instruction and supervises instructors/professors of the respective department; 3. Collects syllabus/bi for submission for the semester; 4. Coordinates with advisers and coordinators as needed; 5. Submits the list of needed facilities and supplies in the department; 6. Monitors and evaluates performance of the faculty in the department; 7.

Recommends the concerned group of students with the advisers to go on field trip and tours; 8. Plans activities of students within a semester as agreed by the faculty members; 9. Assists the Campus Director in collating, preparing and filling documents needed for accreditation purposes; 10. Conducts/spearheads seminars/meeting for faculty and students for the improvement of the department; and 11. Does related work as requested by the Campus Director. The functions of the department chairs limit only to leading change and leading people. They do not have direct access in managing finances as needed to implement the programs and projects intended for the development of the college/department. It has been observed that Department Chairs have limited functions as: leading change and leading people. Obviously, they are not involved in managing finances to address directly to the immediate needs of the department.

It is really an evident that institutions require effective leaders and managers if they are to achieve success and provide global class education for their clients. The principal reason of focusing the study in teacher education programs alone was based on the principle of the investigator, *"To lead with a heart is the essence that makes leading a form of caring."* The researcher aimed to promulgate deeper knowledge on the exact and supposed practices that a manager or a leader does. In this qualitative study, will serve as one of the uncluttered vessels of empowerment and inspiration among other department chairs for an improved educational leadership and management practices. The result of this analysis can be used to prepare current chairs and prepare faculty members for the future positions as Cooper & Pagotto (2003) pointed out, *"The positive outcomes of leadership can best be achieved by properly preparing faculty for these new roles."*

This research intends to build upon growing body of research on decision-making in leadership and management particularly on the practices of the department chairs. At a practical level, the researcher look further at the

valuable resource that could potentially assist aspiring chairs, as academic bureaucrat, to become more capable of leading and managing people as well as the resources available.

II. RESEARCH METHODS

Design

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

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 researcher 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 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 in office for at least two years. As indicated in Table 1, 21, or 60%, of the respondents were female chairs, and 14 or 40%, were male department chairs. Seven (7) or 20% of the respondents were specialized in Educational Management. Sixteen (16), or 4.57% had worked in the academe for 30 years and above. 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.

Table I. Demographic profile of the respondents (n = 35).

Profile	Number of Respondents	Percent (%)
Gender		
Male	14	40
Female	21	60
Major Field of Specialization		
English	5	14.3
Mathematics	2	5.7
Filipino Linguistics	1	2.9
Edu Mgt	7	**20.0**
Fishery	1	2.9
Science Educa	1	2.9
Fish Processing	1	2.9
Aquaculture	3	8.6
Literature	3	8.6
Educ Psycho	1	2.9
Social Science	1	2.9
Curri Deve & Mgt	1	2.9
P.E.	2	5.7
Reading Educ	1	2.9
School Leadership	1	2.9
Physiology	1	2.9
Animal Science	1	2.9
English Admin	1	2.9
Length of Service		
Less than 25 years	13	3.72
25 – 29 years	6	1.71
30 years and above	16	4.57

Instrumentation and Data Collection

The researchers employed qualitative interviewing as the data collection approach. A two-part research instrument was prepared in this study to gather relevant information. The mixed method design was utilized in the conduct of the research. Frequencies, percentages, weighted means, standard deviations and Pearson Product Moment Correlation were utilized as statistical tools in the interpretation of the results. 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 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 encountered in leading change and people? What are the problems you have met in managing finances, human capital and technology? Could you please elaborate and share your most encountered problem? 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 interview sessions, and to verify the correctness of data transcribed. To lessen the possible for bias, the researchers engaged 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 accurately hear and interpret what they are trying to say through verbal and nonverbal communication.

Ethical Considerations

Give that extremely sensitive and confidential information is likely 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 at al., 2004). After modifying transcripts for minor errors, extended text was subject to phenomenological reduction following the steps proposed in collaizi's method (cited in Wojnar and swanson, 2007). Starting with initial reading and rereading of the field text to get a feel of participations' experiences, field text is organized using within and across case analysis as data reduction technique (Ayres et al., 2003) Cool analyses are then conducted by extracting significant statements from respondents' verbalizations. Next significant statements are subjected to warm analysis by scrutinizing text for similarities and differences from which categories are derived (Ryan and Bernard, 2003). Data categories then undergo further analyses yielding themes and sub-themes that eidetically capture the central phenomenon, which served as the core of this study.

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 recognizes 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).

III.III. RESULTS AND DISCUSSION

From the cool and warm analyses of respondents' verbalizations, the Quadrant of Change of Department Chairs' in Leadership and Management (QCDCLM) (see Figure 1) emerged. Interestingly, the quadrant depicts a variety of practices encountered by the department chairs in the realm of leadership and management.

As shown, the innermost part of the quadrant describe the four types of change that must be understood and embraced by the department chairs, namely: inevitable change, *chairpersons* shall embrace the reality that change is constant which requires resiliency and flexibility to compact the course of action; directional change, *chairperson* shall be a man of vision. He has a far-distance and clear course of direction to realize the projected outcomes and achieve the VMGO; intentional change, *chairperson* shall purposely know and strategically address the demands in the local and global settings to make instructions GLOCAL; and erudition change, *chairperson* shall acquire extensive and diverse knowledge to deal changes, influence people to embrace trends in education and become partners in sustaining development within the college/department of the institutions. As department chair, the dynamics of their work, requires perseverance in dealing the duties and

responsibilities. Fascinatingly, chairs described themselves as being situated in a challenging place as they perform; define the domain of responsibility; ratify shared decisions; and practice problem-solving and decision making. The extent to which the chairs manage their tasks successfully depends in great measure on their attitude and aptitude to facade directly certain practices, namely: financial management; human capital management; technology management; conflict management; leveraging diversity; creativity and innovation; flexibility; and strategic thinking.
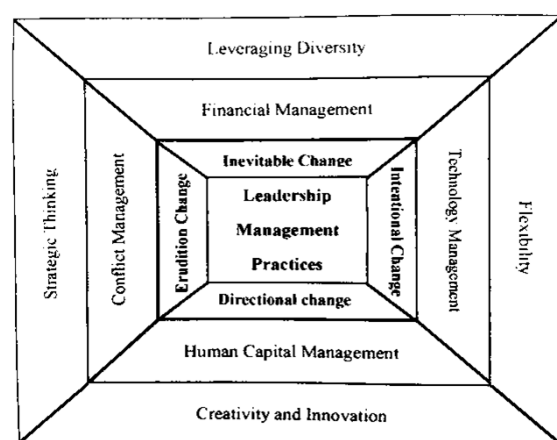

Figure 1. The Quadrant of Change of Department Chairs' in Leadership and Management

Inevitable Change

In this study, the problems met by the department chairs relate to leading change with the behavior of the faculty directly under their supervision. Typical issues and concerns narrated by respondents relate to financial management and leveraging diversity. In particular, department chairs describe being placed in a challenging situations: inadequate facilities to cope up with the current trends in education; conflict mind-set among faculty members; and resistant to change or unwillingness to grip change in leadership. In many of these responsibilities, chairs expressed their concern about the impact of their influence to faculty for them to embrace the constant change in education.

As one respondent narrated:

I had to enlighten the faculty members regarding utilization of new technologies as a demand to enhance the teaching pedagogies. This is to cope up with the trends in the 21st century education.

Another respondent verbalized:

There was a non-formal conversation among teaching staff regarding advancement, and some of them were not open for the opportunities, to continue their masterate and doctorate studies. I intervened and encouraged them to take the local scholarship offered by the University, because that chance/opportunity may not be given again to them tomorrow.

As shared by one of them:

Last conducted seminar workshop, the university president has spoken about the articulation of the degree or specialization of the respective faculties, and even the staff were encouraged to apply for masterate and doctorate scholarship given by CHED and the institution.

Another respondent said:

Some of the faculty are retiring soon and there will be a huge need of faculty who are specialized in different fields. There are smart and talented lecturers who are interested to avail scholarship grants. Sadly, they are afraid to take the risks because of the financial constraints in the family circle, respectively. But, I continually motivated them to not to be frightened of taking advancement, because if they will not give up chasing a better future, they could definitely achieve their goals and dreams, and be able to become masterate and doctorate degree holders. They could possibly perform excellently their profession and potentially contribute for the holistic development of students.

Finally, respondents narrated their experiences in leading change with their respective colleges/departments. Chairs were being triggered when the faculty are not hundred percent driven to embrace the inevitable change. Despite of this challenge, department chairs' understand the individual perspectives and differences in order to create a harmonious relationship and being together as one in achieving the VMGO of the college/university for excellence.

Directional Change

Directional change, pertains to the courses of action guided by one's vision. It is evident that institutions require effective managers and leaders if they are to achieve success and provide global class education for their clients. Issues related to human capital management, and creativity and innovation are among those highlighted by the respondent-chairs. Common among chairs' responsibilities are situations wherein they have to: empower the organic faculty members, motivate everyone to be more engaged in activities/programs that enhances their potential skills, and encourage them to make some innovations in the pedagogies for quality turnouts. It is also essential that a chairperson has a far-distance and clear course of direction to achieve the projected outcomes and the VMGO of the college.

As one shared:

Nowadays, educational institutions are in urgency of accommodating the demands in the educational system. Empowering the pedagogue has something to do for quality service and excellent turnouts. The chair's primary responsibility is to ensure the quality of his department, including its courses, curriculum, teaching, and research. Clear direction and focus are important ingredients to achieve the common goals. Proper coordination, consultation, and collaboration will create a sound relationship among faculty members and will bring huge and sustainable development in the college and in the institution as a whole.

Another relates:

I agree with what he said that, when we aspire quality outcomes, it requires initiative, creativity and innovation among school constituents for an improved teaching learning process and other extension services of the college. Stretching and driving the diverse capacity of the faculty members by sending them to updated seminars, and training workshops. Two of the duties and

responsibilities of the department chairs as written in the operational manual (2019) of the Romblon State University, one of the SUC respondents are: to monitor and evaluate performance of the faculty; and conducts updated seminars, training workshops and conferences/meetings for faculty and students' continuous learning and development.

Reflected also in chairs' narratives are their concerns for financial sustainability of their programs. They do not have direct access in managing finances as needed to implement the programs and projects intended for the development of the college/department. It has been observed that Department Chairs have limited functions as: leading change and leading people. Obviously, they are not involved in managing finances to address directly the immediate needs of the department.

Intentional Change

Intentional change was identified in this study. Issues and concerns related to this indicator are the technology management and flexibility. It is crucial to know and understand the status of the college in terms of new technologies applied in teaching, so that they could actually identify and acquire adequate teaching tools and facilities for more improved learning pedagogies. The *chairperson* shall purposely immersed himself and be updated with the trends in the local and global educational array and facilitate strategically to uplift the pedagogies as well as the pedagogue to become GLOCALLY inclined and competitive.

As one respondent shares:

When I had a dialogue with the faculty in our department, there were some who were resistant to change, especially in utilizing new technologies in teaching. They said that they are too old to use laptop and other available facilities for PowerPoint/lesson presentation. Some of them spoken that they will just use chalk, white board and pen with the other instructional materials for the teaching learning process, because what is in their mind was… they are retiring very soon and they thought that it will be better if the facilities will only be used by younger faculty members who can easily

manipulate them, and that they must be excused with this demand (lol)…

One chair relates:

I am definitely agreeing that for us to achieve the college VMGO, everyone must intentionally embraced that challenge. Flexibility among teaching workforce is encouraged, so that it will not be too difficult to handle new and essential things.

Another respondent verbalized:

The department's confrontation lies on the enhancement of faculty skills in information technology. Likewise, availability of internet connectivity is a must. Proper monitoring and maintenance or even improvement of IT facilities must be given utmost attention.

Furthermore, some chairs have shown their concern coming up with a suggestion to develop strategic planning to attain relevant possibilities of the above issues and concerns.

Erudition Change

The fourth indicator in the quadrant of change identified in this study is *erudition* or those that relate to conflict management and strategic thinking. The department chairs must acquire extensive and diverse knowledge to deal with the various characteristics of individuals within the organization and to become a wholesome decision-maker and problem-solver. They could effectively influence people to embrace tough challenges in the teaching and learning development, and to accomplish the set goals and objectives of the college or the institution as a whole.

As one described:

As chair, I am concerned and particular with what to Prioritize for the college. Unfortunately, one of the meetings we had conducted with our Campus Director and faculty, there are some things which are not clear to everyone like for example when his office had received communication/memorandum inviting all faculty members to attend to scheduled updated seminars, trainings and conferences, the information dissemination was not given clearly in advance, so that all concerned teachers could

prepare and participate attentively to the said events.

One of the respondents share:

In relation to that, it is also a practice that Deans and Directors together with the University Key Officials are only involved in the strategic planning, and in managing finances, that is why most of the time the set programs and projects were not necessarily addressing the immediate needs of the college/department. It is a must that department chairs be part of the planning, so that their voices will be heard. The issues and concerns will be properly and adequately solved, for they are the ones knowing what is best for their department.

Another verbalizes:

I am agreeing with what you have said, Sir. Actually, that is also our problem in our department, not having humane and collaborative dealings with the problem, we are not heard, may be because they thought that they don't need their chair's ideas or suggestions especially in the problem-solving and decision-making. It is about time for us to think about it and make move, so that change may happen. They must understand fully that we have also potential concepts that could help improve the process and implementation of programs and activities for smooth development in our respective colleges/departments.

Another shares:

Practicality speaking, for an efficient and effective outputs, the university president, key officials, deans and directors shall see to it that department chairs are involved in all undertakings and be valued as guided with the policy and protocols, so that the services be rendered promptly and properly.

One respondent relates:

Yes, you are right Sir. If that will happen within the organization, the full blast support of all school constituents will be observed. The department chairs could also feel belongingness and be motivated to perform their tasks greatly with joy. Proper consultation/communication will provide a healthy working environment, not just for deans, directors and chairs but also to all faculty, staff and students.

One says:

Agree… aside from that, when we take a look at change. There shall be innovations to be made for campaigns and advertisement of the programs offered in the satellite campuses to increase the number of students enrolled. The hiring also of articulated and qualified lecturers/part-time instructors to teach in the respective subjects must be observed.

Another shares:

Truth… why? Because, it is given that each program in our respective colleges must be accredited, so that quality services will be given also to our clients. Interestingly, when the requirements are accommodated and the challenges are embraced, there is no possibility not to achieve the college/department's vision, mission, goals and objectives.

Another chair relates:

Likewise, working as a team with streamlined procurement process could extremely impact development in the college. Budget will be intensified. The rules and regulations will be re-enforced. The honesty, politeness and kindness among members in the organization will genuinely and smoothly practiced.

These changes are spearheaded by chairs with strong leadership thru designing important, realistic, and achievable objectives as well as by implementing strategies leading to goal accomplishment.

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.

This phenomenological study brought forth the "Q.C.D.C.L.M.", which significantly describes the quadrant of change identified in this study as experienced by the department chairs in the

selected State Universities and Colleges in MIMAROPA, Philippines. Although the findings may not necessarily reflect leadership and management practices of the chairs' of a more diverse population of academic leaders, the description that "Q.C.D.C.L.M." provides is a crucial starting point for understanding the rapid demands and challenges that beset the practice of the educational leaders and managers in the Philippine setting. This understanding will be of help and serve as a framework in designing more relevant and eloquent educational leadership and management programs at the masterate and doctorate levels with a vision to equipping college chairs with essentials of becoming more efficient and effective leaders and managers.

Inevitable

The welfare of faculty and students are the primary concern to the chairs in this study as experienced that change is inevitable in the educational system. As stated 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 conflicts between professional and administrative authorities and unclear goals have contributed to a more confusing state,

especially since higher education leadership needs to be exercised in a variety of settings (e.g., administration, academics, scholarship, consultancies, and outreach). However, Leadership in higher education, has been attributed to relationship between those exercising leadership and their supporting colleagues (Novak, 2002). Deans are facing greater challenges. Because of quality assurance systems, new rules and regulations, external accreditation of degree programs, and the improvement or maintenance of global rankings; though several strategies have been formulated by deans to address these expectations, their leadership behaviors are becoming more critical to expedite these outcomes (Askling, 2001; Trivellas & Dargenidou, 2009a). These changes are spearheaded by deans with strong leadership thru designing important, realistic, and achievable objectives as well as by implementing strategies leading to goal accomplishment.

Undeniably, that department chairs' have a tough and significant roles in the educational institutions, particularly on their respective colleges/departments. Such would be the case in situations where chairs attempt to determine the extent of their responsibility and accountability in managing finances and other available resources, attending and dealing with diverse characteristics of all members in the unit, as well as in motivating them to embrace the challenges of today. To what extent, would faculty be responsible and responsive in supporting the academic administrators to accommodate and accomplish the vision, mission, goals and objectives in relation to the inevitable demands in the 21st century education? Being mindful of change as constant would greatly impact the leadership and management practices and turns development within the educational sphere.

Directional

Besides inevitable change, chairs in this study highlighted an array of quadrant of change that relates to directional change that are present in

all educational institutions namely: human capital management; and creativity and innovation. 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.

A chair should have a clear sense of direction/strategies vision, in other words, "A man of vision". This implies that effective leaders must provide a clear guidance and directions to achieve the set vision, mission, goals and objectives. A strategic leadership is provided for their department. Trocchia and Andrus (2003) evaluated the abilities and characteristics of effective heads of marketing departments in the USA, as perceived by marketing academics and heads of department. This was done by asking samples of both groups about the abilities that they felt were required for a head of department to be effective. One of these was 'possessing a strategic vision for department'. Stark et al. (2002) examined the role of the head of department in curriculum planning in US departments in which such planning was occurring more or less continuously. These leaders were deemed to be effective by virtue of their encouragement of continuous curriculum planning.

Preparing department arrangements to facilitate the direction set. It means that effective departmental leaders do more than merely set out a direction for their departments—they also make sure that the department is prepared for the direction the leader has set in motion. An example of this notion can be found in Knight and Holen's (1985) study of the leadership styles and effectiveness of 458 US department chairpersons as reported by their faculty members. The authors used measures associated with the Ohio School of Leadership (based at Ohio State University), and emphasized two components of leader behaviour: consideration and initiating structure. Initiating structure denotes an emphasis on goal-directed activity and securing the appropriate structures for getting things done. Knight and Holen found that leaders who scored high on both aspects of leadership were more effective than other leaders. This is consistent with the findings in other Ohio State studies, most of which show that the so-called 'Hi-Hi' combination (high level of both initiating structure and consideration) is associated with higher levels of subordinate performance (Bryman, 1986; Yukl, 1994). It was important for the leader to provide a structure to the overall planning process that was introduced to implement the direction set according to previous investigation of leaders of departments involved in continuous planning of curricula.

Being considerate as department chair. It refers to behaviour indicative of relationships of trust, warmth and mutual respect between the leader and followers. Two studies of Australian academics found consideration to be positively related to organizational commitment, but that it was unrelated to job involvement (Winter et al., 2000; Winter & Sarros, 2002).

Treating academic staff fairly and with integrity. Trusting staff, treating staff equitably and being fair to them are important ingredients in establishing good rapport and truthfulness, 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.

Allowing the opportunity to participate in key decisions/encouraging open communication. Adams (1998) and Evans (2001) found that this factor concerns one of the central values that the literature shows academics hold dear—the ability to be involved in decisions that affect them, and relatedly, to be able to debate issues of concern. The literature repeatedly demonstrates its significance for many academics. It is very much associated with the significance of autonomy for many academics—the ability to be responsible for their own work and to get on with that work in an untrammelled and unconfined way. Evidence that allowing the opportunity to participate in key decisions and encouraging open communication were significant to effective departmental leadership can be found in the following. In Murry and Stauffacher's (2001) investigation, 'encourages open communication between and among faculty and staff' was seen as contributing to department chair effectiveness. Bland et al. (2005a) examined the distinctive characteristics of 37 highly research-productive departments at the University of Minnesota. The identification of the departments was undertaken by deans in their 'colleges', and was based on a mixture of subjective (impact of research on discipline, reputation as a research department) and objective (quantity of research, numbers of grant dollars) indicators. One of the key leadership factors was promoting participative decision making and a structure to support it.

Intentional

In colleges and in academic departments chairs and deans can become agents of culture change because they occupy administrative positions closest to where most significant activity –

research, teaching and service – occurs in academia (Lucas and Associates 2000). College deans and department chairs are faculty administrators engaged in overseeing the operation of their respective units of education. As such, they can influence the manner in which faculty are expected to interact. In particular, Department chairs are well positioned to provide leadership in creating an inclusive and supportive culture for faculty, staff, and students (Fried 2003; Wergin 2003). 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).

Erudition

Last but not the least identified quadrant of change in this study is erudition. The college chairs should be more than knowledgeable in handling various tasks. In line with other studies (Marzano et al., 2005), school leadership is no different than leadership in other educational institutions. Talented leaders, ones who establishes effective leadership, were widely considered as the key factors in determining student learning (Leithwood, Seashore-Lewis, Anderson, & Whalstrom, 2004). Similarly, Zwaagstra, Clifton, and Long (2010) stated that the school leadership affects every faculty factor, which in turn affects every student factor. Fleck (2007) believed the key to successful school leader depends on a healthy balance of theory and practical knowledge. On the other hand, Sergiovanni (1981) believed too much emphasis is placed on leadership activities and leadership theories, and not enough emphasis is placed on the "symbolic and cultural aspects of leadership" (p. 4). Hersey, Blanchard, and Johnson (1996) compared management and leadership, and declared leadership to be a "broader concept than management" (p. 7). Hersey et al. (1996) and Maxwell (1993b) determined that leadership occurs whenever one person influences the behavior of an individual or group. Hersey et al. (1996) believed the ability of leaders was determined by how effectively human organizations could be developed and maintained, pointing out that the success of an organization was directly dependent on using human resources effectively.

As cited by Kouzes and Posner (2010) first began researching and writing about leadership over 3 decades ago, they found "the fundamental behaviors, actions and practices of leaders have remained essentially the same. Much has changed, but there's a whole lot more that's stayed the same" (p. xv). Kouzes and Posner (2010) reported that success as a leader depends on whether people consider you an effective leader: "If people don't believe in you, they won't willingly follow you" (p. xxii). "No fixed set of personality traits can assure good leadership because the most desirable traits depend on the nature of the group being led" (Reicher, 2007, p. 23). Likewise, Davis (1998b) agreed that there was no single model for successful leadership. The effective school leader puts people above the bureaucracy and paperwork of the leadership, understanding that personal interaction between teachers, parents, and students takes precedence (Bonnici, 2011). In addition to understanding the importance of personal interaction, the effective principal realizes the importance of not doing the job alone, but ensuring that essential things get done. The effective school leader is the closer (Fullan, 2007) and "the ultimate problem solver" (Whitaker, 2003, p. 15). The idea that leadership requires a certain personality type must be set aside, according to Kouzes and

Posner (2006). They understood that the more people pointed to a specific set of character traits, or a certain personality is vital for successful leadership, the more they were able to relinquish their responsibility to become better leaders; however, Kouzes and Posner (2006) stated, "leadership is an observable set of skills and abilities that are useful whether one is in the executive suite or on the front line. . ." (p.118). It is not easy to define leadership, "yet most of us know it when we see it."

Biswas (2009) cited that, leadership is the ability to lead others. Leadership is a complex process, containing many subcategories and nuances, yet at its essence, leadership is generally conceived of as the process utilized by leaders to influence followers to contribute to group goals (Kaiser, McGinnis, and Overfield, 2012). The Institute for Educational Leadership's Task Force (2000) pointed out, that exemplary schools shall have effective leaders who set the tone for the rest of the school and engages all stakeholders – teachers, students, parents and other staff around the common goal of improving student learning. The department chairs shall intentionally comprehend the surprising *glocal* (Global and Local) demands, and shall embrace change to foster the holistic praxis. The encountered problems, issues and concerns of the Department Chairs will be the source of DIRECTION and KNOWLEDGE to transport POWER for an improved Leadership and Management Practices.

IV. CONCLUSION

The primary intent of this phenomenological study was to capture and describe the leadership and management practices of department chairs' in the selected State Universities and Colleges in the MIMAROPA, Philippines. The emerged *Quadrant of Change of Department chairs in Leadership and Management* has described the natural flow of development as experienced by these chairs, the reality in the educational institutions that critically trigger their potentials and skills. As a whole, findings from this study have established the routine tasks of academic administration as the

occurrence of what chairs' consider to be indispensable.

Department chairs are expected to be holistic in dealing change, leading people as well as in utilizing and multiplying the available resources to make development sustainable within the institution. Managing change often requires helping people to overcome barriers to change and this requires emotional intelligence and the fostering of meaningful relationships (Fullan, 2003).

In addition, 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). An integral part of management is leadership and if there was only one factor that could distinguish between successful and unsuccessful organizations that would be, without doubt, effective leadership (Bass & Riggio, 2006: 97). Furthermore, managers and leaders of educational organizations can influence process development and individual competencies and, consequently, enhance students' learning. Bringing about change in educational institutions and universities depends on the level of competence of the institute and how it is being managed and led (Hasanian, 2004: 109).

As novel research, this paper also advances current literature by presenting department chairs' leadership and management practices and highlights the issues and concerns encountered in the educational administration within the MIMAROPA, Philippine context. Thus, these findings could serve as a knowledge base that could make chairpersons empowered and could be used as a platform to develop

meaningful and relevant case studies based on real life experiences particularly in leadership and management. Finally, given the inherent limitations of the study, due to its delimited sample size, it is recommended that the study be further tested and findings enhanced by expanding the sample group to more varied respondents and by applying the mixed methods approach in research.

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