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Research Article

The Journey of Exceptional Educational Leaders in Higher Education Institutions in Region III

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ABSTRACT

This study concentrated on the journey of exceptional education leaders in higher education institutions in Region III. This study used the qualitative descriptive, specifically the case study method. This study described and explored the lived experiences of exceptional education leaders. Case analysis, unstructured interviews and observations were used to gather data from the participants. The participants of the study belonged in late adulthood, female, finished their doctorate degree in education and in other disciplines, holding academic position of Professor 7 and was previously appointed as College of Education Dean. The educational background of the participants manifested that they were shaped with the learnings acquired in their academic journey. The knowledge-based, skills and abilities to perform effectively in their demanding roles demonstrated that they were capable to handle various responsibilities, and many challenges evolve within their workplace. They were affiliated to various recognized organization to established network and linkages. In terms of leadership qualities, most of them said that they used servant leadership; they were people oriented and innovative. Moreover, most of them stated that the qualities of a good academic leaders were knowledgeable, motivator, responsible and have good relationship with people. The participants had strong interpersonal relationship with their colleagues because they were team players, active listeners and flexible leaders. Moreover, their short- and long-term vision is to sustain and maintain their accreditation status through compliance to the accreditation indicators that attest their educational quality in pursuit of academic excellence. In terms of best practices in curriculum and instruction, the participants claimed that their curriculum and program of studies meets the requirements and standards of the Commission on Higher Education, Professional Regulations Commission, Professional Organization or Societies and other related agencies which were reflective to national and regional goals, and

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institutional vision and mission, and provide for the development of various competencies. Similarly, all participants stated that they adhere with the National Higher Education Research Agenda and National Unified Health Research Agenda in the formulation of their Institutional Research Agenda which were aligned with priority thrust of regional and national priorities of government agencies and private sectors. All participants stated that they adhere to the importance of extending their services to communities outside their campuses. Specifically, the administration, faculty and students are involved in the identification, planning and implementation of extension programs of the institutions. An office that specifically oversees the operations of the extension services is present in the study, of higher education institutions. These distinct offices ensure that a variety of clientele benefit from well designed and disseminated programs owing to the adoption of a system that makes those programs sustainable, were regularly monitored and evaluated. Finally, the participants encountered problems and challenges related to the “knowledge quadrant” such as curriculum and instruction, research, community extension and other administrative support.

Keywords: *Exceptional education leaders, HEIs, Deans, Exceptional leadership, Lived experiences*

Introduction

In recent years, the role of leaders in higher education institutions was driven in developing learners to become leaders in a society, nurture by higher education to become leaders by themselves in facing challenges in the sector. The leadership in the 21st century manifest that educational leadership makes a significant difference in the education sector to have a better student outcomes and organizational performance (Shibru et al., 2017).

Black (2015) said that academic leadership roles were different compared to other sectors, basically, their appointment was on a three-year basis or on rotating basis. On the other hand, academic roles are given on an honorary basis as “first equals” to senior or established professors.

In this era of significant changes in the higher education, leadership are merely important to guide schools in their academic rigors. The kind of leadership used by the Presidents are of importance when he works with the faculty and staffs to deliver quality services to its stakeholders.

In today’s education landscape, the role of leadership requires cooperation and collaborations to achieve greater achievement in the various aspects of the academic performance, research and community extension activities of the institutions. On the other hand, the leadership role of the academic leaders requires shared leadership among its constituents to achieve organizational effectiveness (Kezar & Holcombe, 2017).

As per Gedminiene and Kaminskiene (2016), because there are so many different people who can be driven in different ways, both leadership styles are vital in educational institutions. Students at the early stages of their educational degrees, for example, will demand a more management, or transactional, approach to their education. This is because they are accustomed to having their whole performance closely monitored by schoolteachers. It may then be argued that as the students have progressed through their educational degrees, they will require more transformative leadership as they consider their future job options. In this situation, transformational leadership will allow people to think about and grasp their true aspirations, allowing them to transform into the person they truly want to be.

Therefore, in higher education, both leadership styles are equally necessary. As a result, the organization can ensure that its students will realize their full potential and will be supported throughout their academic careers (Gedminiene & Kaminskiene, 2016).

Sharma (2016) elaborated that the four pillars of stability leadership are stability, control, documentation, and information management. This orientation emphasizes the leader's monitoring and coordinating skills. The coordinator keeps systems in order, structure, and flow, while the monitor guarantees compliance, monitors progress, and analyzes data. Flexibility and internal processes are at the heart of people leadership. The two main behaviors are mentoring followers and encouraging teamwork. The facilitator stimulates collaboration, creates trust, and fosters cohesiveness and teamwork while the mentor engages with the growing people with empathy and care. Adaptive leadership emphasizes creativity, entrepreneurship, adaptation, and resource procurement. The adaptable leaders' two main behaviors are brokering and innovating. The broker secures resources for the organization, whereas the innovator fosters change by implementing new ideas (Sharma, 2016).

Ultimately, college deans play a very essential role to promote quality education, have sustainable programs for extension and even research that he/she should lead to get the involvement of both students and teachers. The article of Bush (2008), as cited by Shibru et al. (2017), postulated that every learning institution needs quality leaders and managers to run and manage the academic institutions.

Various studies on the leadership effectiveness of college deans in higher education institutions have been undertaken. However, there was little literature linked with exceptional leadership of college deans, such as distinct leadership styles, work execution, and the personal and professional traits of persons involved in higher education institution leadership. Furthermore, it is necessary to identify and investigate the numerous leadership styles that have contributed to college of education deans' leadership effectiveness in reforming higher education institutions through exceptional leadership and management.

The main goal of this research is to see the extent of exceptional leadership and specific personal and professional traits of academic deans of colleges of education which are linked to their ability to lead. The study sought to determine the experiences of the participating deans regarding: (a) contribution to the college; (b) best practices; and (c) problems encountered. In order to accomplish the study's goal, unstructured interview and observation were used to explore and describe the experiences of the subject participants.

This study aimed to investigate the journey of exceptional educational leaders in higher education institutions. With the multiple tasks and obligations of a college dean, this study was anchored to John Maxwell's Law of Leadership that states, "leadership is influence nothing more, nothing less". Specifically, this study sought to answer the following questions:

1. How may the participants be described in terms of their?
 - 1.1. Profile;
 - 1.2. Leadership Component;
 - 1.3. Best Practices as deans of education; and,
 - 1.4. Contributions of the deans to their institutions?
2. What are the problems encountered by the deans in the execution of their job roles?
3. What insights can be drawn based from the study?
4. What framework on exceptional leadership may be formulated based on the findings of the study?
5. What are the implications of the study to Educational Leadership and Management?

Methods

Research Design

The researcher used qualitative descriptive research method for this is the most appropriate means of describing and exploring the experiences of exceptional leaders in Higher Education Institutions of Region III.

Selection Criteria

This study concentrated on the journey of exceptional education leaders in HEIs of Region III. Eight deans were the participants of the

study. The participants were chosen purposively using the following inclusion criteria: (a) Dean from the College of Education of the different HEIs certified by the Commission on Higher Education as Center of Excellence or Center of Development or/and granted with Autonomous Status, (b) must have a minimum of five years of experience as Dean, and, (c) must have significant achievements in their leadership roles. Moreover, they were chosen since they were willing to participate to share their personal and professional experiences and they are committed to ethical standards. Additionally, their diversity helped capture a broad range in describing their exceptional leadership.

The selected participants were interviewed in their vacant period or during their most convenient time, and in a conducive place in which they were able to comfortably express their ideas and opinions.

Data Gathering Procedures

In gathering data for this study, the researcher used unstructured interview by stating one general question so that the participants obtained the major thought of this study. The specific questions were given subsequently which permitted the full exploration of ideas, beliefs, and experiences of the participants about the study. Beforehand, the researcher put the participants at ease by telling them the purpose of the interview and how the researcher would use the data they shared and assured them that these would be kept confidential. Tape recorder was used as means of accurately recording the word for word response of the participants so that the researcher would have a reference. Moreover, note taking was done simultaneously with the interview. Note taking involves making a permanent written record of main points and supporting details to which one may refer later (Cal, 2010). Observation is either an action of a living creature, such as a human being, that consists of receipt of external knowledge by meaning or capturing data using a scientific equipment (Hani, 2009). The use of camera was also utilized for the purpose of documentation and evidence. The use of camera or other electronic devices depended on the participants' preferences.

Data Analysis

Immediately after each interview, the researcher transcribed the gathered data from the conversation in the transcript file. The data were then written into paragraphs and included in them were the dates of the interview, designated colors or codes to each participant, and the verbatim researcher-participant interaction. The themes extracted from the interview is an expression of the participants emotions and behavior. The narrative interpretation by the researcher's thoughts, opinions and reactions were based on the answers of the participants which were documented and summarized. After transcribing this work, the transcript file was photocopied. The first copy was given to the adviser, and the second copy was given to the rater.

For the purpose of reducing bias and improving the accuracy in interpretation of the collected and transcribed information from the participants, the researcher sought assistance of a rater who has had an experience in conducting qualitative study. The rater safeguarded the trustworthiness and quality of the data collected. More importantly, they see to it that the data were properly coded to easily analyze them and derived the various sub-themes to formulate the themes generated from the verbatim of the participants. The researcher clustered similar responses. The participants' responses were analyzed to formulate themes and sub-themes that helped to explore the relationships among the themes. The researcher incorporated new data that emerged to have an exhaustive description of the phenomenon. The outcome of analysis was presented in a conceptual map wherein the themes and sub-themes were presented. Meanwhile, separate copies of the transcript files were given to the rater. The researcher and the rater worked independently in reading, re-reading, and analyzing the responses of the participants. From these would emerge the different themes as gleaned by the rater. The researcher consolidated and compared their analyses and able to come up with a rich thematic and narrative interpretation and presentation of findings. Thematic analysis was widely used in qualitative research like grounded theory, ethnography, and phenomenology. Thematic analysis is a

technique used by the researcher to accurately interpret the various aspect of the research topic (Braun & Clarke, 2006). Similarly, thematic analysis develops the core skills in conducting other forms of qualitative analysis. Various authors discuss that thematic analysis is not a separate method used to assist researchers in the analysis of the narrative and qualitative remarks derived from the transcribed interview from the participants (Holloway & Todres, 2003).

The objective of the researcher in thematic analysis was to identify a limited number of themes that adequately portray their textual material. This is difficult to master, even though identifying few superficial themes is generally quite simple, it does not adequately reflect the required level of analysis. Data familiarization is thus essential for thematic analysis. It is generally advised that researchers conduct their own data collecting and transcription. Researchers are typically advised to conduct their own data collection and transcribe it.

Results and Discussion

Lived Experiences

Most of the participants were within the bracket of 51 – 60 years old. The youngest was White and the oldest were Maroon and Green during the conduct of the study. Female outnumbered male in terms of leadership in the College of Education within the locality of the study. In terms of highest educational attainment all the participants attained Doctor of Philosophy and Doctor of Education. Most of the participants had an academic rank of Professor I and Associate Professor 5, respectively. Likewise, the highest academic rank achieved by the participants was Professor 7 and the lowest was Associate Professor 3. As to professional experiences, most of the participants were previously appointed Dean of the College of Education, Program Head/Chair, Education/MAEd Program, Teacher, Basic Education, Teacher, Tertiary level, Dean Graduate School, Director of the Human Resource, Director, Accreditation/Quality Assurance and Department Head. Most the participants were affiliated with recognized organizations like Philippine Association for Teacher Education, Philippine Association of

Graduate Education and The Deans of the Colleges of Education of Region III. The participants were assigned in various academic job roles such as coordinatorship, program/department chair, educational resources in-charge and principal prior to deanship appointment. Teaching career was the first academic role of the participants. They gained experiences in which they achieved higher level of teacher's effectiveness due to a good academic environment and superior student's outcomes.

In terms of leadership qualities, most of them said that they used servant leadership and that they were people oriented and innovative, listener and committed. Meanwhile, the participants used open communication and convening consultative meeting based on institutions existing policies were the methods of resolving conflicts. In terms of interpersonal skills, the participants described themselves as team player, flexible and active listener. As to qualities of a successful academic leader, most of the participants described themselves as knowledgeable, motivator, responsible, and had good relationship with people. They motivated their teachers and staff through intrinsic and extrinsic motivation. Moreover, most of them used democratic leadership style, combination of leadership, transformational leadership and transactional leadership style.

The best contribution of the participants to the institutions includes sustaining and maintaining accreditation status, aiming for Center of Development/Excellence, maintaining Center of Excellence and maintain high passing rates.

The best practices of the participants as to curriculum and instructions include improvement of curriculum Based on CHED, Professional Regulations Commission, Professional Organization or Societies and other related agencies. Assurance of curriculum reflective to national and regional and institutional vision and mission and content is reflective in professional and technological preparations. As to best practices on research, priorities, relevance, and linkages among them were: it has Research Office which provides research mentoring and services such as statistical analysis, existence of Research Manual and University

Code, budget allocation for the conduct of research, priority thrust based on national priorities of government and private sectors, and adherence to National Higher Education Research Agenda and National Unified Health Research. Finally, the best practices on extension program and linkages of the participants were, extending community services to various community partners, the presence of Community Extension Office as collaborator, budget allocation for the conduct of community extension programs and maintaining strong collaboration and linkages to various government and non-government agencies and international HEIs.

Problems encountered by the deans in the execution of their job roles

On curriculum and instructions, the most common problems are teachers are overloaded and management of teaching preparations. Moreover, few faculty members get involve in research and few had published research as the cited problems by the participants in research and publication. On extension program and linkages, the most cited problems were lack of participation of beneficiaries in the program and limited budget and resources. Finally, they had limited resources and availability of funds and lack of administrative support was cited problems.

Insights Drawn Based from the Findings of the Study

Based on the entire course of this study, the experiences of the participants as an academic icon in the institutions requires strong academic foundation and leadership qualities and traits. Their quest as an academicians begun with their teaching career in basic education to tertiary level. Teaching is their passion because they still teach with dedication and commitment. Their love for teaching, truly contributes to the learning and high level of outcomes of the students in their academic endeavor.

They served the college with the use of leadership qualities which are useful in the sustenance and achieving short-term and long-term visions. They also served as motivator of the faculty members and staff in pursuing continuing education as well as involvement in the

research undertaking and engagement to community extension programs.

They lead in the curriculum revision in accordance with the mandate of the Commission on Higher Education and other agencies links with quality assurance and standards. They involved different stakeholders in the formulation of curriculum through curriculum summit with the help of the committee on curriculum and instruction. Similarly, they used different modalities in which the students can acquire sufficient knowledge and skills while they were taught by qualified and seasoned faculty within the college.

Moreover, the participants serve as role model in terms of research and publication. They have mechanism as to how their faculty can write research individually or collaboratively. In-house training and even attendance to different levels of trainings was supported by the administration to strengthen research capability of the faculty and staff. Furthermore, logistic support and forms of reward and incentives were included in their Research Manual and University Code to motivate faculty and staff in research undertaking.

Finally, the participants also lead the community extension programs of the college in various adopted community. They linkages to different local government units, government agencies and non-government organizations strengthen their networks in the implementation of community extension projects of the college.

The experiences of the participants were truly examples of exceptional leaders in the academe. They used leadership qualities that suits to the different behavior of their colleagues. Their journey towards academic life entails various challenges and problems that they need to overcome. Indeed, their dedication and passion to uplift in the pursuit of academic excellence was truly a facet of their hard work and commitment to serve the best of what they can as an academic leader.

Framework on Exceptional Leadership

The deans are the ones who have the power to take on leadership responsibilities. Educators must also be good leaders in leading students in the correct way and assisting

them in achieving academic objectives. The deans must guarantee that, in addition to providing students with academic principles, they also provide chances for them to practice their leadership abilities. The “I serve” theme generated from this study will contribute to the existing knowledge in the different leadership concept and theories developed by many scholars. This indicates that before

becoming and exceptional leader, you will serve in various capacities as an academician.

The “I lead” theme deals with the various leadership concepts based on the emerging pattern formed from their respective responses. Becoming a leader by example, entails various leadership qualities that can be used in leading others for the better management of the college.

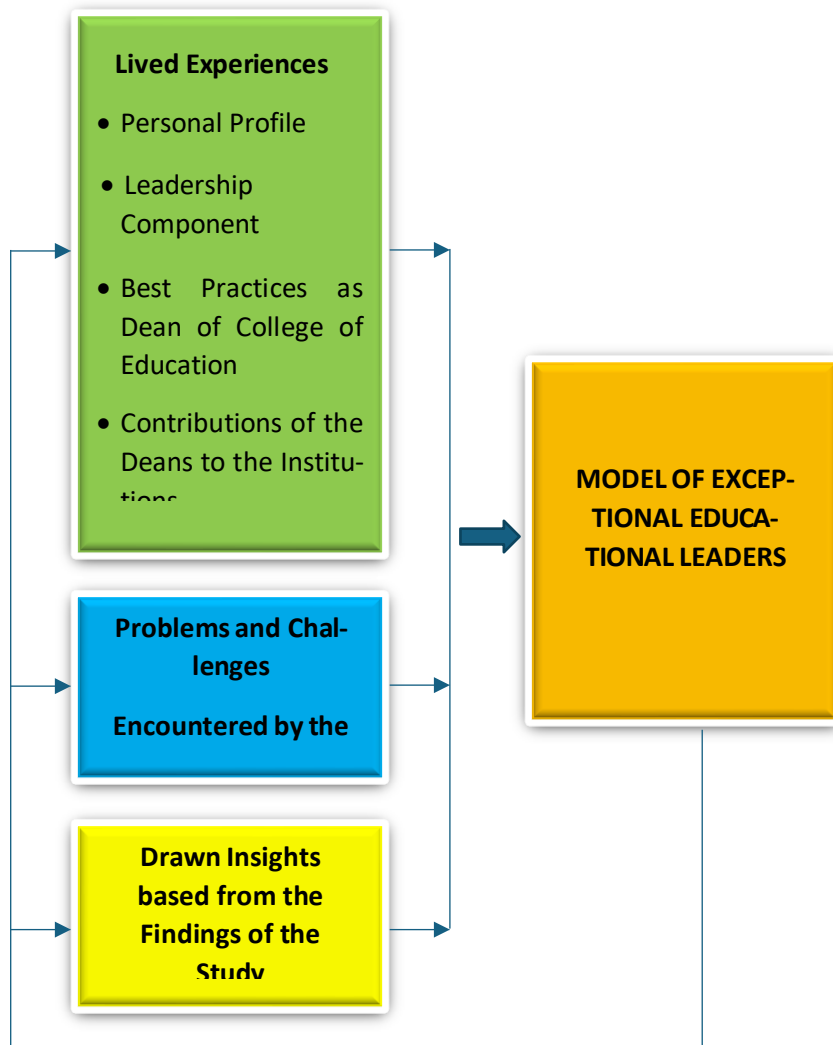


Figure 1. Model of Exceptional Educational Leaders

They shared numerous short-term and long-term visions that they need to sustain and achieved. These visions will cascade to significant others in the academe to make it realistic and attainable. Likewise, the participant’s leadership qualities they used in managing their respective colleges include servant leadership, orientedness and innovativeness. These

leadership qualities according to them are useful in leading teachers, staff, students, and other stakeholders in the various academic activities of the institution. Similarly, they employ ways of resolving conflicts in the college, provided that they follow steps and processes based on the existing policies of the institution.

On the other hand, to become effective leader, the participants used interpersonal skills when communicating and interacting with other. They listen and speak with others effectively to arrive at best decisions. Additionally, their qualities such as becoming knowledgeable, motivator, responsible and has good relationship with people will be used as best qualities in leading colleagues, students and significant others in attaining college vision and mission.

The “I lead” model generated from this study comprised of different qualities and attributes of a leader. Although, some of the qualities mentioned in the study were included in many scholars’ works, the participants are able to execute these qualities in a way that their colleagues can easily adopt to these leadership qualities lived by the participants.

Meanwhile, the “I guide” theme dealt with the different leadership style used by the participants in running their college. Some of them used democratic, transformational leadership, while others used multiple leadership styles according to different situations. These leadership styles are prime factor in making improvements in school effectiveness, facilitates achievements of the desired goals and objectives, and makes improvement in the system of education.

Similarly, these leadership styles played an important role in converting individuals into future leaders by giving them control over their behaviors and personality features. It is critical for them to raise awareness and expand their abilities in order to accomplish their work tasks in a well- organized way in order to assume leadership roles. It is critical for educational leaders to create a culture that encourages the development of leadership qualities not just among heads and instructors, but also among students.

The “I become” generated by this study was consisted of various capacities of the participants in dealing with functions related to curriculum and instructions, research and linkages, and community extension programs. There were many data gathered in this specific model wherein the participants lead and influence their faculty, staff and students to participate in the curriculum development based on

the guidelines of CHED and other bodies related to curriculum development. Likewise, the teachers improve themselves in terms of teaching with the use of different modalities to enhance students learning.

As to research and linkages, the participants find ways to strengthen research capabilities to produce scholarly output. They allow research collaboration between faculty to propose and finish their research with the assistance of University Research Office. Rewards and monetary incentives are given as a form of motivation to the faculty and staff to get involved in this worthwhile academic undertaking. Meanwhile, they establish research linkages to various government and non-government organization for commissioned research and research funding.

In terms of community extension, they had various adopted community partners to do their extension program. They conducted community needs assessment to identify specific programs that will be undertaken to community beneficiaries.

The “I become” model manifested that the participants had various academic roles that they need to attend to. They become exceptional leaders when they execute job roles based on the leadership qualities, style, and ways of motivating people to get involve in different academic endeavor of the institution.

The “I guide” theme motivates faculty, staff and students to excel in their field, while harnessing their potential. The participants have the responsibility to guide and direct them in a way that they can hone their skills and generate knowledge in their specific field.

On the other hand, the short-term and long-term visions of sustaining and maintaining accreditation status, aiming for Center for Development/Excellence, maintaining Center of Excellence, and maintaining high passing rates, are indeed great contributions of the academic leaders to their respective higher education institutions. Maintaining quality and innovative instructions and following the quality standards will surely contribute the short-terms and long- term vision of the participants in pursuit of quality education.

After identifying the exceptional leadership pattern of the participants which include “I

serve," "I lead," "I become," and "I guide," the academic role of the participants was indeed coupled with different challenges and problems encountered. Their quest of becoming an exceptional leader in the academe was formed by their experiences and practices in managing their college/department. As they lead the pioneering vision and mission to achieve academic excellence, they need to be more flexible and develop strong interpersonal relationship with their colleagues.

Their journey would not end when they sustain and achieved higher level of academic recognitions. Likewise, it will begin when they perform the best of what they can do.

Implications of the study to Educational Leadership and Management

Educational management is set in a background where various factors contribute to its performance. Education managers make strategic decisions concerning the entire educational environment they operate in. The environment is comprised of the institution's main activities, its integrated resources, and the people in it. The Higher Education Institutions in Region III promote education according to its major functions such as curriculum and instructions, research, community extension and production. These "knowledge quadrant" manifest the relations of various HEIs in the Region to its stakeholders: the students, faculty, administration, the government and its various agencies and the public. Meanwhile, the various HEIs involved in this study had several ways and processes on how they would appoint College of Education Dean based on CHED standards and other HEIs policies. The current study described and explored the lived experiences of the participants based on their exceptional professional experiences that enhance the academic leadership through their proper execution of their job roles. The continuous linkage to various professional organizations serves as networks between academic exchanges. The different leadership components used by them to continuously uphold high academic standards through academic nurturing and practices contributed to the overall performance of the institutions. Furthermore, the participants Dean

took a lead role to uplift the curriculum and instruction through upgrading its content adherence to CHED standard are reflective to the national and regional goals and institutional vision and mission, provides for the development of various competencies. The deans ensure that they take a lead role in conducting research and make sure that the faculty and staff collaboration are strongly encouraged to get involved in research as an integral part of their academic activities. Similarly, the Deans assured that their research agenda is aligned with the National Higher Education Research Agenda and National Unified Health Research Agenda in the formulation of their Institutional Research Agenda. In terms of extension, the HEIs also maintain linkages with LGUs, government agencies, and church entities that serve as partners, and to a lesser extent, with private corporations, businesses, NGOs and people's organizations. The results indicated that the Deans of the College of Education in Region III leadership and practices contributed significant achievement in their quest to institutional achievement and performance. The capacities in leading and managing the academic institutions require leaders who are willing to share values, vision, competence, and influence with their various stakeholders such as teachers, non-teaching personnel, students, parents and partner communities to improve academic recognition and performance. The deans support academic change by sharing the responsibilities through interaction, planning, monitoring and implementation of various academic and non-academic activities that support institutional performance and productivity.

Conclusions

The participants of the study most likely belonged in late adulthood wherein in this particular stage in life they are more committed, fulfilled with deep sense of life meaning. Female dominated the deanship of College of Education, wherein they were all educationally qualified as they finished their doctorate degree in education and in other discipline. The highest rank achieved by the participants is Professor 7 and the lowest is Associate Professor 3. Previ-

ously they were appointed as College of Education Dean and re-appointed to lead the college. The educational background of the participants manifested that they were shaped with the learnings acquired in their academic journey. The knowledge base, skills, and abilities to perform effectively in their demanding roles demonstrated that they were capable to handle various responsibilities, and many challenges evolve within their workplace. They were professional experienced due to their various academic roles assigned to them in previous year. They were affiliated to various recognize organization to established network and linkages.

Likewise, most of them held a various position like coordinatorship, program/department chair, educational resources in-charge and principal prior to deanship appointment. Meanwhile, teaching career were the first academic role of the participants, they gained experiences in which they achieved higher level of teacher's effectiveness due to a good academic environment and superior student's outcomes.

In terms of leadership qualities most of them said that they used servant leadership, they were people oriented and innovative. Moreover, most of them stated that the qualities of a good academic leader were knowledgeable, motivator, responsible and has good relationship with people. As to ways or resolving conflict they used open communication, convene/consultative meeting, and based on institutions existing policy. The participants had strong interpersonal relationship with their colleagues because they were team player, active listener and flexible.

Similarly, they motivated the teachers, staff and students through intrinsic motivation and extrinsic motivation. On the other hand, the participants stated that they used democratic, transformational leadership and combination of various leadership styles depending on the situation. Moreover, their short- and long-term vision is to sustain and maintain their accreditation status through compliance to the accreditation indicators that attest their educational quality in pursuit of academic excellence.

In terms of best practices in curriculum and instruction, the participants claimed that their curriculum and program of studies meets the requirements and standard of Commission on Higher Education, Professional Regulations Commission, Professional Organization or Societies and other related agencies. Their curriculum, reflective of national and regional goals and institutional vision and mission, provides for the development of various competencies. Similarly, all participants stated that they adhere with the National Higher Education Research Agenda and National Unified Health Research Agenda in the formulation of their Institutional Research Agenda. Similarly, the priority thrust was attuned to the regional and national priorities of government agencies and private sectors.

Consequently, all participants stated that they adhere to the importance of extending their services to communities outside their campuses. Specifically, the administration, faculty and students are involved in the identification, planning and implementation of extension programs of the institutions. An office that specifically oversees the operations of the extension services is present in the in the study higher education institutions. These distinct offices ensure that a variety of clientele benefit from well designed and disseminated programs owing to the adoption of a system that makes those programs sustainable, regularly monitored and evaluated.

Finally, the participants encountered problems and challenges as to curriculum and instruction such as work overload of teachers, change of curriculum and ICT integration in teaching. In terms of research and linkages, the involvement of teachers in research and lacking research output was their problem encountered. As to community extension they experience the lack of participation of the beneficiaries and limited budget and resources. Lastly, they had problems also as to lack of administrative support and limited resources.

Recommendations

Corollary to the data gathered and the conclusion of this research study, the following recommendations are suggested:

1. Similar study may be conducted to other regions to compare and improve the findings of the study. Deeper learning by validating students, school administrators, faculty, and school personnel. Due to risk of COVID 19 the researcher has only interviewed a few.
2. Proper sequencing of load assignment of teachers and other non-academic activities maybe observe to avoid work related stresses that affect their productivity.
3. The seasoned faculty may undergo computer literacy training to enhance their teaching strategies with the use of technology-based instructions.
4. Series of research capability training may be conducted to enhance the research skills of teachers. Collaborative research maybe encourages among teachers to encourage collaboration and research engagement.
5. The HEIs may strengthen community tie-up and relations for the extension programs to be implemented in their adopted community.
6. The HEIs may strengthen their network and linkages to various local government units and private organizations to seek external funds allotted to community extension programs.
7. The HEIs may allot sufficient budget and administrative support to their different academic functions to achieve quality instructions, scholarly output, and sound community extension projects.
8. Since the study has its limitations due to its focus on exceptional leadership, the themes identified may not be applicable to other educational leaders in other regions and/or countries with different premises and environments. It is recommended to gather data from different regions and/or countries if possible.

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