



Pagmakulog: Supererogatory Leadership Style of Bicolano Academic Deans

Jesus S. Huelva III^{1*}

¹Aroroy Municipal College, Aroroy, Masbate, Philippines

*Corresponding author: jesushuelvaiii@gmail.com

Abstract - Academic deanship, through the practice of leadership supererogation, is also a heroic act. To substantiate that claim, this study utilized phenomenological inquiry on the supererogatory leadership practices of 19 academic deans in the six provinces of Bicol Region. Interviews with academic deans having at least two years' experience as such were conducted from December 2024 to January 2025. Results of the inquiry showed that supererogatory leadership practices of academic deans can be classified as organizational, epistemic, and ethical practices characterized by, among others, extra effort, sacrifices, free services, and "pagmakulog" (empathy; deep concern for others). Their reasons can also be categorized as organizational, epistemic, and ethical, ranging from personal level to community level. The enablers to practice can be listed down as organizational, financial and material, personal, epistemic, and external enablers; whereas, the barriers can be regarded as organizational, financial and material, personal, epistemic, and external barriers. The means to addressing barriers can be organized as adversity management, resilience, reflective compassion, psychological counter strategy, and external motivation. The positive consequences in practicing supererogatory leadership can be grouped as institutional, social, personal/professional, and civic consequences. The negative consequences in practicing supererogatory leadership can be clustered as work-related, financial, epistemic, ethical, personal, psychological, and physical consequences. From these results, a supererogatory leadership style framework was drawn consisting of four major parts: a. practices b. reasons, c. enablers and barriers (with means to address them), and d. consequences. Wider scope, leaders in other agencies as participants, and other research methods are recommended.

Keywords: supererogation; supererogatory act; supererogatory leadership practices; supererogatory leadership style; academic deans; Bicol Region

INTRODUCTION

Academic deanship, like teaching, is also a heroic act. This is especially so when responding to Industry or Society 5.0 which challenges educational leaders to reimagine education by expertly co-creating and navigating complex systems, intelligently managing emergent knowledge, and professionally demonstrating empathetic, human-centric, and values-centered approach on consensus and collaboration (Lewis & Trépanier-Bisson, 2022). This reimagining of education towards Education 5.0 or Curriculum 5.0 (Barrot, 2023) calls for actions to overcome "techno-centrism" which overemphasizes smart technology and automation. Education 5.0 requires not only new frames of

leadership but also extends far beyond the traditional confines of effective school management in modern educational institutions (Andrin, 2023). In relation, it challenges educational leaders to place human elements especially in higher education institutions (HEIs) towards fostering sustainable development and operational efficiency for humanity's greater good (Hasim et al., 2024). In the Philippine context, the challenges to higher education which include diversification, marketization, and internationalization force HEIs, specifically the educational leaders, to go beyond their present skills and knowledge to adapt to these pressing needs (SEARCA, 2022). These beyond-normal actions and decisions are tantamount to heroism or so-called supererogation. If academic deans were to adapt successfully and sustainably to these challenges, they must perform supererogatory leadership actions.

Supererogatory acts can be defined as morally good acts though not strictly required or obligatory (Heyd, 2024) or acts which are "commendable but are beyond the call of duty" (Ferry, 2015; Clerigo & Sario, 2016, p.2). They are costly and done without expecting for recognition, reward, or return (Heyd 1982; James et al., 2023). Examples of supererogatory acts are moral heroism (e.g. self-sacrifice), beneficence (e.g. contributing one's resources), volunteering (e.g. offering service), favor (e.g. acts of kindness), forgiveness (e.g. withdrawal of punishment), and forbearance (e.g. giving payment extension) (Heyd, 1982; White et al., 2023).

Clerigo and Sario (2016) argued that supererogation can be observed also in ordinary life and common experience and is not exclusive for heroes and saints. They posited that acting beyond the call of duty (i.e. supererogation), albeit ideal, is also realizable and can be performed by everyone. They added that supererogation needs to be understood and practiced as essentially ethical, without moral or religious undertones. They emphasized that supererogatory acts are realizable based on our moral autonomy and reflective nature as ethical agents. We are capable of supererogation even in our common affairs and practices. Moreover, our virtues can be developed and enhanced through our capacity to self-govern, self-regulate, and self-actualize, thereby adding more depth and meaning to our ordinary lives. They listed examples of supererogatory actions: free tutoring from a teacher, extra care from a parent, principled subscription to societal goods from a law-abiding citizen, excellent academic performance from a student, and genuine presence from a friend.

In relation, organizational supererogation, according to Horvath (2023), can be defined as "a social process through which organizational action comes to exceed externally imposed obligations" (p. 1031). He added that organizational supererogation can be sociologically understood under the dimensions of organizational obligation and ideals. Organizational obligations include institutional mandates, i.e. organizational performance, standards, policies, and structures that must be done and established for continual operation. An organization must fulfill its obligations to the public and other stakeholders, in view of social, financial, and legal sanctions, for continual survival and reputation. But beyond the prescriptive demands of obligations, organizational supererogation happens when an organization pursues an ideal broader than internal and external obligations, yet may find these ideals incompatible with their actual goals and work. They perform these actions that are beyond the standard accountability criteria and external compliance, and these in turn may lead to new practices and values pursued in meaningful ways within the organization.

Whereas, epistemic supererogation is "the idea that in one's search for knowledge one goes beyond some reasonable measure of epistemic responsibility by being more diligent or looking for more evidence than is usually required in such search" (Hedberg, 2014; Heyd, 2024). Extending supererogation to epistemological applicability needs a scale of value (e.g. degrees of epistemic

responsibility) and standard for effort and time. Hedberg (2014) posited that an epistemically supererogatory act (ESA) can only be considered valid if and only if “(1) performing the act fulfills no epistemic duty; (2) performing the act is epistemically praiseworthy, and (3) omitting the act is not epistemically blameworthy” (p.7). Epistemic duty (e.g. accepting criticism and modifying one’s belief thereby) is performed to live a responsible epistemic life, and ESA are beyond epistemic duty. ESA can be praiseworthy if it does not violate epistemic duties and actually bring more benefits. Examples of epistemic benefits are acquisition of true beliefs, elimination of false beliefs, improving one’s cognitive attitude or state (i.e. from belief to knowledge), and cultivation of epistemic virtue (i.e. open-mindedness). Epistemic benefits through ESA can only be achieved at some personal cost (e.g. time or energy).

Examples of ESA are: (1) double-checking beliefs that are supported by evidence (i.e. refraining from doing this is not epistemically blameworthy, unless presented by counter-evidence); (2) critical reflection on day-to-day beliefs (i.e. too demanding cognitively, but would bring no epistemic harm to one’s cognitive state if not performed); (3) reading more sources than is required to gather and evaluate evidence (i.e. not an epistemic duty but praiseworthy); (4) increasing one’s stock of true beliefs (i.e. epistemically praiseworthy and brings benefits, yet no epistemic harm would result when omitted); and (5) coming up personally with authentic or genuine knowledge and understanding despite evidentiary consensus among experts (i.e. not required by epistemic duty but praiseworthy and brings epistemic benefits).

Supererogation relies on a new set of actions “that are good to do, but not wrong not to do.” This is in contrast to the other three sets of actions: i.e. (1) actions that are good to do and bad not to do; (2) actions that are neither good to do nor bad not to do; and (3) actions that are bad to do and good not to do (Chislom, 1963; Heyd, 2024). The omission of supererogatory act is not blameworthy, yet its commission, though not obligatory, is praiseworthy and valuable. Though the omission of supererogatory acts may sometimes lead to bad state of affairs, the value and praiseworthiness of supererogatory acts should be characterized by breaking the commission-omission pair. The intention of the agent and the benefits to others far outweigh the distinction between committing or omitting supererogatory acts. Thus, we can identify supererogatory acts by focusing on the following conditions: “(i) supererogatory acts are neither obligatory nor forbidden, (ii) whose omissions are not wrong, and do not deserve sanction or criticism, (iii) are morally good, both by virtue of their (intended) consequences and by virtue of their intrinsic value, and (iv) are done voluntarily for the sake of someone else’s good, and are thus meritorious” (Heyd 1982; James et al., 2023, p.2).

In relation, the sacrifices made by leaders, which can be interpreted as heroic, are praiseworthy and deserving of appreciation and emulation. Examples of leadership supererogation are withdrawal of (cyanide-containing) Tylenol from the market by Johnson and Johnson’s or continued payment to workers by Malden Mills after factory fire (James et al., 2023). Other examples related to institutional contexts were mentioned such as teachers giving extra credit points and corporations giving “bonuses” out of profit (Hill Jr. & Cureton, 2013). There are also some other means to practicing supererogation such as organizational supererogation (Horvath, 2023) and epistemic supererogation (Hedberg, 2014; Heyd, 2024).

On the other hand, the roles and capabilities of an academic dean can be given greater meaning when performed with supererogation. The roles of academic deans such as goal establishment and strategic resourcing are indispensable to guide an academic institution towards the right direction

(Kapur, 2021). Academic deans also do leadership activities such as setting directions, empowering others, and building academic community (Otara, 2015). They also have various functions including research endeavors and external affairs.

The leadership practices of academic deans also impact the organizational commitment of personnel and the general adequacy of a higher education institution (Quainoo, et al., 2020). In relation, mature ego is at the center of academic deans' effective leadership, and job satisfaction and longevity (Wepner & Henk, 2022). Work experience and leadership competency are also significant factors (Matildo, 2022). The effective leadership efforts of academic deans lead to positive results such as high graduation rate (Johnston, 2021), better academic culture and faculty performance (Gonzales & Yanco, 2022), work commitment (Cortiñas, 2020), work motivation (Nasrun et al., 2019), and job satisfaction (Ballena, 2022).

Supererogation is also demonstrated in the business of education, especially by school leaders, yet somehow there is a lack of theoretical foundation and pedagogical articulation of this leadership practice. In relation to the changing roles and responsibilities of academic deans, their supererogatory efforts may surface as a defining characteristic. It is hoped that this study would contribute to the theoretical understanding and instructional inclusion of supererogatory leadership style in the study and practice of educational leadership.

Objectives of the Study

This research focused on the leadership practices of academic deans in Bicol Region. In particular, this study aimed to:

- inquire about the supererogatory leadership practices of deans, including the reasons, enablers/barriers, & consequences for practicing such; and
- propose “supererogatory leadership” as a name for an educational leadership style.

METHODOLOGY

Research Design

To inquire about the supererogatory leadership practices of academic deans in Bicol Region, this qualitative phenomenological study specifically utilized interpretive phenomenological analysis (IPA). There are few phenomenological methods, and they are effective at focusing on the experiences and perceptions of individuals as opposed to structural or normative assumptions. IPA is a popular educational research method which “attempts to study the meanings of an individual’s lived experience of particular events and/or life-episodes from the point of view of the participant” (Stolz, 2023, p.826). IPA uses appropriately-structured interview questions in data collection from a small number of participants who are purposively sampled, and it analyzes data through thematic analysis and interpretation. The researcher constructs an interpretative account of the meanings inherent in the participants’ experience. In relation, this study used IPA to inquire about the organizational, epistemic, and ethical supererogatory leadership practices as exhibited by the academic deans in Bicol Region. The academic deans were asked also about the reason for doing their supererogatory leadership practices. And they were also interviewed concerning the enabler and barriers they encountered and the positive and negative consequences as they practice supererogation in their leadership. In the context

of supererogation, phenomenology is applicable because it is often used to examine a more expansive concept or idea (Hossain et al., 2024).

Participants and Sampling

There are more or less 163 higher education institutions (HEIs) in Bicol Region. In relation, this study conducted interviews with 19 academic deans in different state, local, and private higher education institutions (HEI) in the six provinces of Region V. Table 1 shows the number of participant per HEI and per province. According to Hossain et al. (2024), “the appropriate sample size for many qualitative types of research is 15-20 interview subjects who are homogeneous” (p.152). There was no age, gender, and academic unit-served requirement, but there was a criterion of at least two years’ length of service as academic dean. Academic deans were selected through purposive, convenient, and snowball sampling. In identifying prospective academic dean/s in a specific college or university, the researcher first asked assistance from the President or from the Vice-President for Academic Affairs because they have direct knowledge as to the competencies and performance of their academic dean/s.

Table 1. Number Academic Deans in Bicol Region Who Participated

Province	Type of Higher Education Institution			Total
	SUC	LUC	PHEI	
Albay	1	2	1	4
Camarines Norte	2	0	0	2
Camarines Sur	1	1	0	2
Catanduanes	2	0	1	3
Masbate	2	1	2	5
Sorsogon	1	1	1	3
Total	9	5	5	19

Purposive, convenient, and snowball sampling was used to identify and ask consent from the participants to this phenomenological inquiry. This study used these sampling methods because: (1) the prospective participating academic deans have authoritative qualification (i.e. purposively selected); (2) transportation and scheduling are important considerations for the interviewer and the interviewee, respectively (i.e. in-person or online interview; according to convenience); and (3) a previously interviewed academic dean may recommend another academic dean who also practices supererogation in leadership. There were 19 academic deans in the six provinces of Region V selected for in-depth interview. An institutionally approved letter or email offering an interview was sent beforehand to prospective participant-academic deans explaining the research objective and problem.

Research Instrument

The main instrument used in this study was a semi-structured interview guide validated by four academic deans and/or research experts. The result of the instrument validation using a Qualitative Research Interview Guide Questions Validation Sheet (Cuizon, 2014; Solanon et al., 2020) had an average of 24.25 (completely accepted).

The instrument was used in order to capture the: (1) types of the supererogatory leadership practices of academic deans in Bicol region; (2) the reasons for doing such supererogatory leadership

practices; (3) enabler and barriers encountered in practicing this leadership style and how they face them; and (4) the positive and negative consequences resulting from such leadership effort. The instrument consisted of 4 major parts: (1) general question and sub-questions about the organizational, epistemic, and ethical supererogatory leadership practices as exhibited by the academic deans in Bicol Region; (2) general question about the reasons for doing their supererogatory leadership practices; (3) general question concerning the enabler and barriers they encountered in practicing supererogatory leadership practices; and (4) general question and sub-questions on the positive and negative consequences as they practice supererogation in their leadership. The responses of the participating academic deans were thematically analyzed and interpreted.

Data Collection Procedure

An institutionally approved letter or email offering an interview was sent beforehand to prospective participant-deans explaining the research objective and problem. After compliance with ethical standards and documentary requirements, interviews were conducted in-person or virtually per province. There was no age, gender, and academic unit-served requirement, but there was a criterion of at least two years' length of service as academic dean. Academic deans were selected through purposive, convenient, and snowball sampling, and in-depth interviews were scheduled according to the availability of the academic dean and transportation convenience of the researcher. The interviews, which lasted for at most one hour per academic dean, were conducted from December 2024 to January 2025; transcription, translation, coding, and thematic analysis were done within the same timeframe. A voice recording device was used to record the answers of the participant-academic deans, and a laptop was used to encode the statements. Below is a diagram (based from Hossain et al., 2024) showing the flow of data collection procedure.

Data Analysis

This study used interpretive phenomenological analysis (IPA) to analyze the data collected from participant-academic deans, specifically: (1) the organizational, epistemic, and ethical supererogatory leadership practices as exhibited by the academic deans in Bicol Region; (2) the reasons for doing their supererogatory leadership practices; (3) the enablers and barriers they encountered and how they face them; and (4) the positive and negative consequences as they practice supererogation in their leadership. After transcription and/or translation of the responses, initial coding was done. Coded statements or meaning units were examined for similarities and for possibility of combination. These coded statements were then categorized according to their similarities or conceptual relation. Thematic analysis was then done to look for general or key themes. If possible, Bikolano equivalent terms were also presented with the resulting themes. The analysis continued until data or theoretical saturation had been attained.

In relation, bracketing (*epoché*) is a necessary step in the beginning of phenomenological analysis. The researcher needs to identify and hold in abeyance the preconceived beliefs and opinions concerning the phenomenon (Greening, 2019), that is, in the present context, the supererogatory leadership practices of academic deans. In doing the bracketing, the researcher also needs to understand the lived experiences as experienced by the participants (intentional analysis) and the role of intuition of essences adds meaning to that experience (eidetic analysis) (Qutoshi, 2018).

The following researcher's preconceived beliefs and opinions have been bracketed:

- As a background, the concept of supererogation was first encountered by the researcher through a former philosophy professor;
- The researcher initially focused on the literature-based application of the concept of supererogation as related to leadership, i.e. organizational and epistemic;
- The researcher thinks in naturalistic and secular manner;
- Bikolano academic deans' reasons for practicing supererogatory leadership may involve religion;
- Hindrances to supererogatory actions involve people; and
- Positive consequences are greater than negative consequences resulting from supererogation.

RESULTS AND DISCUSSION

Supererogatory Leadership Style Framework

The figure shows the proposed general framework for supererogatory leadership style. The framework consists of a circle of three practices (organizational, epistemic, and ethical) radiating from the inner circle of corresponding reasons. These reasons are bases for doing supererogatory leadership practices. The framework also involves the enablers and barriers, with the means to address the former. The enablers help the educational leader to achieve mostly the positive consequences of leadership supererogation. Whereas the barriers may hinder the execution of supererogatory leadership practices, which may result to negative consequences. The positive or negative consequences of supererogatory leadership practices are results of extra effort, sacrifices, and deep concern for others. This educational leadership style framework articulates, appreciates, and emphasizes the leadership practices of educational leaders, e.g. academic deans, which are beyond their normal duties and responsibilities whether it be ethical, epistemic, or organizational. This framework was drawn from the Bikolano deans' supererogatory leadership practices and other factors.

Thus, Leadership Supererogation can be defined as an individual or social process of influencing oneself or other people to achieve goals which are praiseworthy but non-obligatory and beyond the normal or required duties and responsibilities of the leader or the organization. Specifically, Supererogatory Leadership Style is composed of organizational, epistemic, and ethical practices and reasons characterized by extra degree of effort towards excellence, high level of sacrifice, wide range of scope, free services, and deep concern for others resulting to positive as well as negative consequences; it also capitalizes on enablers and addresses barriers.

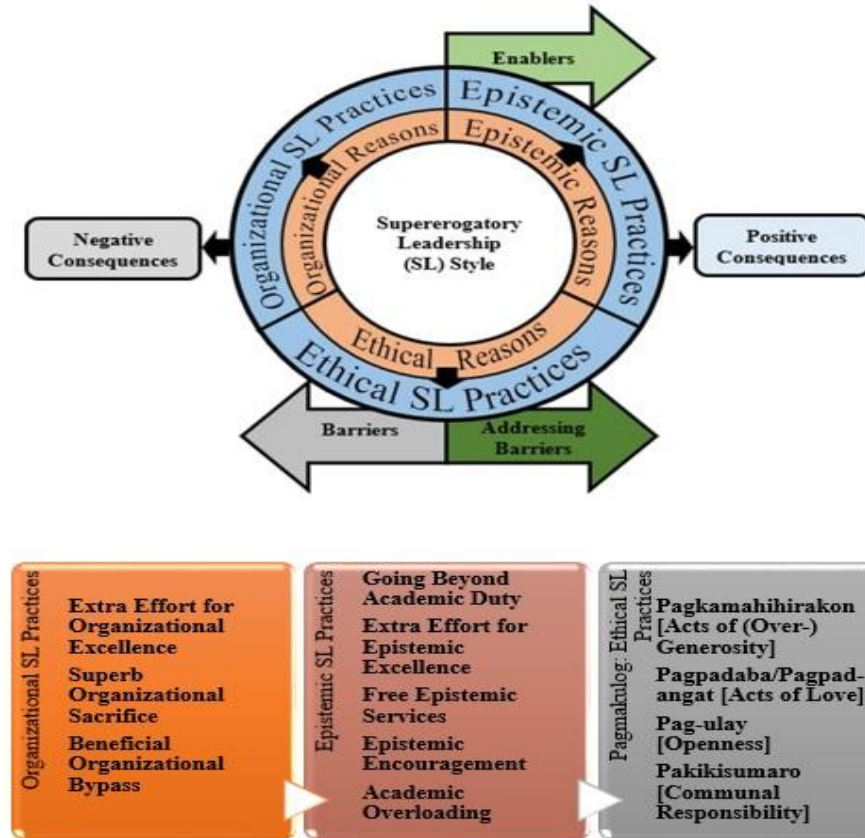


Figure 1. Supererogatory Leadership (SL) Style Framework

Organizational Supererogatory Leadership Practices

Extra Effort for Organizational Excellence. These practices require higher degree of effort and wider scope of work for it to become supererogatory. For instance, the main purpose of educational policy-making is to set purpose and direction towards the attainment of goals (Sarghini et al., 2023). But Bikolano academic deans exert extra effort in policy making which benefited the whole college/university though not included in their main function. It should be underscored that, although policy-making may seem like a normal task of a dean, yet when the benefit of the policy drafted and implemented is inter-college or university-wide, the degree of effort becomes supererogatory. Moreover, when a dean does policy-related tasks such as revision and/updating of school rules and regulations without corresponding compensation, then the act becomes organizational supererogatory. All these actions require higher order thinking skills and benevolent concern for the institution resulting to an execution of an organizational supererogatory leadership practice. Policy-making effort is beyond the prescriptive demands of academic dean’s obligation. As Horvath (2023) specified, this may lead to new practices, for example, in the college/university. In addition, policy-making effort is done voluntarily by the Bikolano academic deans, in this instance, for the sake of the academic unit or the university, and therefore meritorious. This non-obligatory, voluntary, and meritorious actions are supererogatory actions (James et al., 2023).

“Ako na Ngûna” mentality (being the first to do and act, and to show to others) is also another effort by a dean which requires high degree of modeling and mentoring in implementing programs,

projects, and activities. Mentoring is a complex process to boost morale among faculty and staff and to jumpstart an initiative towards positive results in a holistic manner (Manalo & Diño, 2020). This type of leadership mentality can be considered supererogatory because the dean him/herself demonstrate explicitly to his/her faculty what should be done despite the prerogative not to do so. Meaning, this organizational supererogatory leadership practice is an exertion of extra effort in terms of initiative, knowledge- and skills-sharing, and capacity-building. Being the first to do and to act and taking full responsibility, even though not obligatory in this instance, is a praiseworthy action of a dean, hence supererogatory. It is also organizationally beneficial because of its intrinsic value as it adds value of excellence in the academic unit and the university.

Whereas compliance to accreditation requirements may seem a normal duty by a dean, yet in comparison with other deans' effort, the participant-deans highlighted the difference in terms of level of work and types and extent of services. To work extra hard for a higher level of academic quality assurance, the dean's action becomes supererogatory. It should be noted here that, again, high degree of effort makes the difference in contrast to mere compliance. Extra effort for accreditation is supererogatory because it demands too much from the dean, resulting to sacrifices. Organizational sacrifice is a meaningful value that can be pursued by leaders as well as by members of the organization.

Also, extension service is an inherent function of a higher education institution geared towards contextually initiating, catalyzing, and sustaining the development of a community (Bicol University, 2022). Despite challenges in conducting extension services, Bikolano academic deans exert extra effort in providing extension service which are somehow beyond the scope of an educational institution. Extension services such as visiting jails, helping indigenous peoples, and initiating donation drive can be considered supererogatory because they are beyond the normal function of an academic institution. In addition, when an extension service is conducted beyond the normal time of duty, it also becomes supererogatory.

Superb Organizational Sacrifice. These organizational supererogatory leadership practices are characterized by sacrifices for the sake of the organization such as beneficence towards other people in the school, working beyond time of duty, and performing personal or organizational sacrifices. Bikolano deans prioritize advancing programs for school and faculty which require them to spend their own money whenever there is insufficient or unavailable fund. Initiating mentoring programs and professional development opportunities to support faculty growth despite limited resources and employee turnover risks is a supererogatory act. This action is called beneficence, which is considered as a supererogatory act (Heyd, 1982; White et al., 2023).

Another dean tearfully narrated how she "begged" for financial assistance so that the school might survived the threat of closure. This is an exercise of organizational sacrifice for the sake of the institution. The act of saving the institution is more praiseworthy when it is socially humbling. This action is called moral heroism or self-sacrifice, which is also a supererogatory act (Heyd, 1982; White et al., 2023). In another instance, most of the deans have related their experience regarding working beyond the prescribed time and day. Overtime is defined in the Article 87 of the Labor Code of the Philippines as "work performed beyond eight (8) hours a day" (PD 442, 1974). Yet one dean claimed that he received no overtime pay for the extra time he dedicated to work. Working beyond the required time of duty is considered supererogatory because, instead of spending their time for family or other personal matters, Bikolano deans opted to dedicate such time serving the academic institution. This is supererogatory because the level of sacrifice is beyond obligations and work prescriptions. This

supererogatory action is especially more praiseworthy when this sacrifice is done even when having illness, without complaint, and for the sake of smooth operation of the institution.

Bicolano academic deans also practice sacrifice of one's professional promotion or advancement for the sake of colleagues and of one's work as dean. One dean emphasized the act of prioritizing the professional development of faculty. Another dean underscored the act of forgoing promotion just to fulfill the task of dean. Sacrificing professional advancement for the sake of colleagues is supererogatory because it is morally, if not organizationally, heroic. If it is beyond one's obligation and is for the sake of someone else's good, then it is supererogatory (James et al., 2023). This action is a form of self-sacrifice, hence supererogatory act (Heyd, 1982; White et al., 2023).

Beneficial Organizational Bypass. This act of bypassing policies is not strictly against the rules but simply a means to provide beneficial favors for the students, faculty members, and personnel. A couple of deans have divulged their practices that need bending the existing academic rules and policies in order to "save" a student or a faculty from certain grave predicament. This practice also relates to an action of a dean to help a faculty in pursuing advance studies. One dean also exerts extra effort to augment faculty salary by giving them overload or special classes. Another dean applies extra effort to augment faculty salary through stakeholder's support. It should also be noticed that this act of augmenting faculty salary is ultimately an act of kindness or favor (Heyd, 1982; White et al., 2023). This act of beneficence does not actually violate rules; it rather bypasses an existing policy in order to help the faculty. Leaders who are rule-benders are seen to possess greater leadership potential in cooperative and competitive settings (Homan et al., 2024; Young, 2024). This is not to encourage administrative or legal disobedience; this rather highlights the necessity of bestowing compassion more than logical, if not legal, action in some cases. And this is a great organizational supererogatory act. In relation to Horvath's (2023) criteria, these actions are beyond the standard accountability criteria and external compliance, and these in turn may lead to new practices.

Epistemic Supererogatory Leadership Practices

Going Beyond Academic Duty. The normal duty in higher education is to conduct instruction, research, and extension tasks separately, yet when these three are merged into one, as one dean claimed to have done, then that requires a great amount of epistemic effort. What is more praiseworthy is that the integration initiative benefits the whole college and the university. In relation, the Central Visayas Studies Center (2019) successfully conducted a seminar-workshop focused on understanding the logic and practice of integrating the three core functions of teachers in institution of higher learning (i.e. instruction, research, and extension) to the faculty of UP Cebu. Also, this integration initiative is supererogatory because it requires excellent and high degree of performance (Clerigo & Sario, 2016). Moreover, in accordance with Hedberg's (2014) criteria, omitting this kind of act is not blameworthy, and the college and university shall not suffer from such omission.

Academic deans in Bicol Region also exert extra epistemic efforts concerning the establishment of academic linkages which are somehow actually beyond their duty. It should be highlighted here that establishing linkages is not an epistemic duty (Hedberg, 2014) of the academic dean, yet it is praiseworthy. Initiatives by a dean are also supererogatory when it goes beyond the scope of one's job limits. Academic deans also do publication initiatives beyond their scope of work as deans. The epistemic degree of effort should be considered here. Publication initiatives which are somehow beyond the actual publication duty of a dean can be considered supererogatory because they are epistemically praiseworthy and brings benefits, yet no epistemic harm would result when omitted (Hedberg, 2014).

A Bikolano dean also exert extra effort to introduce innovations for the college to improve its research output. Introducing innovations may seem normal to others, but it is actually beyond one's epistemic duty because it is cognitively demanding when done yet would not bring harm to the agent (i.e. academic dean) when omitted (Hedberg, 2014). In addition, the move towards internationalization may be a normal undertaking for some universities, yet it becomes epistemically supererogatory especially when a dean extends knowledge acquisition and sharing beyond the scope of his/her responsibility. Internationalization efforts around the world are a response to the present demands of globalization to epistemic communities (Altbach et al., 2019; Block & Tietjen-Smith, 2021). Again the degree of effort here should be considered. This act requires one to surpass local perspective (i.e. cognitively demanding) and it would actually bring more benefits to the academic institution, i.e. increasing stock of true beliefs (Hedberg, 2014).

Extra Effort for Epistemic Excellence. It should be noted that the amount of time and level of cognitive ability and effort are the main components of epistemic actions such as pursuing and attaining several graduate or post-graduate degrees, passing various professional examinations or conducting and publishing several research. According to World Economic Forum Future of Jobs Report 2020, cognitive effort will be very societally valuable in the coming years as the Industry 4.0 radically change required skills in the workplace involving critical and creative thinking, active learning and self-management, and problem-solving abilities (Clay et al., 2021).

The degree of effort exerted by Bikolano academic deans in conducting and publishing several research is beyond usual practice. This is commendable especially when doing and publishing research becomes a personal rule and on an annual basis. This is somewhat beyond the usual mandate of a normal academic dean. Going beyond the normal epistemic duty of acquiring knowledge, skills, and attitude is supererogatory. Obtaining graduate and post-graduate degrees requires an unquenchable thirst for knowledge. Aside from intellectual progress and widening one's perspective, deans acquiring several degrees have greater chance for salary increase and more job opportunities (Shulsinger, 2024). Also, this epistemic supererogatory practice benefits the learners.

Academic deans in Bicol Region also exert extra time and effort to passing several professional examinations which could help boost their academic as well as administrative capabilities. Exerting extra time and effort to elevate eligibility is supererogatory because, although it is not actually an epistemic duty, it would increase one's cognitive capacity and confidence as well as institution pride. Countless times were also spent to acquire knowledge and skills through various seminars and certificate course attended by Bikolano academic deans. This act is equivalent to Hedberg's (2014) criteria of gathering more information than is usually required, which is not an epistemic duty yet praiseworthy. More so, it is cognitively demanding. Another dean has undergone a tremendous challenge to pursue and attain educational qualification and success. This is supererogatory in the sense that the dean exerts time and effort to pursue epistemic needs such as advance higher education. In addition, the acquisition of epistemic benefits out of epistemic supererogation, in this instance, is achieved through hard labor and some personal costs (Hedberg, 2014).

Free Epistemic Services. Relating to the current economic trends, knowledge-based economy (KBE) focuses on production, commercialization, and utilization of knowledge and information through human capital, technology resources, and innovation towards sustainable development (Giraldo et al., 2022). In a knowledge-based economy, giving free knowledge services is supererogatory.

Bikolano academic deans are also fond of knowledge sharing. This extra effort by deans leads to outstanding performance of learners. Beyond normal knowledge sharing can also be exhibited through re-echo to faculty and personnel alike, informally or formally. This epistemic act is supererogatory because it is a form of beneficence or contributing one's (epistemic) resources (Heyd, 1982; White et al., 2023). They also conduct seminar or training for free. This is much commendable because this free epistemic service is outside the prescribed time of work regardless if it is for students or for faculty. Free research services such as advising and editing are also offered by Bikolano academic deans. Free tutorial or review services are also given by Bikolano deans out of their generosity. They provide remediation and reading or review materials which is beyond their duty as deans. One of the Bikolano deans extend academic service by giving free legal advice albeit through an informal consultation. This can be considered supererogatory because it is beyond one's epistemic or ethical duty yet it is done with a sense of justice and autonomy (Clerigo & Sario, 2016). Another dean also exerted extra effort to analyze data in the college regarding student or faculty performance and overall teaching effectiveness. Analyzing data out of initiative and sense of volunteerism and beyond the dean's scope of work is considered supererogatory.

Epistemic Encouragement. Although it is not necessary for a dean to push faculty towards academic advancement, epistemic encouragement or motivation facilitates an individual's response to complex information (Amit & Sagiv, 2013). Participant-deans made sure that their direct reports are properly mentored and encouraged to pursue higher learning and achieve intellectual and emotional capabilities which would prepare them to be future leaders. This epistemic supererogatory act is done through financial assistance or through motivation to elevate professional growth as well as institutional development. This act of encouraging faculty to attaining advance education is supererogatory because they are neither obligatory nor forbidden in an academic organization (Horvath, 2023; Heyd 1982; James et al., 2023). Thus, epistemically, to encourage somebody to increase one's stock of true beliefs (i.e. advance education) is beneficial yet would not bring academic harm when omitted (Hedberg, 2014) by the academic dean.

Academic Overloading. It is not required of a dean to accept overloading tasks. Although it is quite normal for some leaders to be very meticulous in details, being hands-on with other school matters, which could be otherwise handled by other personnel, is of a level that deserves appreciation and admiration. Taking other academic responsibilities which could somehow be delegated is also supererogatory. This is demonstrated through exceeding the required carrying load of a dean or taking responsibility in writing some modules for the students for a continuous delivery of instruction in the college.

Ethical Supererogatory Leadership Practices [Pagmakulog (Deep Concern for Others)]

Pagkamahihirakon [Acts of (Over-)Generosity]. Beneficence and favor/act of kindness are supererogatory actions (Heyd, 1982; White et al., 2023). Moreover, kindness or generosity of a leader is needed now more than ever because it affects trust among employees, promotes well-being in the workplace, and results to positive job performance (Michel et al., 2024). These acts of generosity such as offering financial or material help to students and faculty, are beyond the duty and accountability of a leader. Again, this should be viewed according to the degree of effort and scope of the action.

Bikolano academic deans practice generosity towards students in a different level. Some deans help deserving students by giving allowance and even donate groceries as ayuda (help). Another dean gives extra effort to attend to students' academic needs in the absence of program chairs. Some deans

fund students' programs or events, extend financial help to student-researchers, or sponsor for the tuition fee of a student/s. One dean offers advice to distressed students in the absence of a guidance counselor; whereas, another one lend financial or material support for the academic requirements of the students. Some deans offer food to hungry students, ride to penniless students, or extra shoes/clothes to underprivileged students. These actions satisfy the criteria set forth by Heyd (1982) and James et al. (2023) for supererogatory behavior: they are neither obligatory nor forbidden, their omissions are not wrong, they are morally good (i.e. consequentially and intrinsically), and they are done for the sake of someone else's good.

Bicolano academic deans also practice generosity towards faculty and other school personnel through various extraordinary means. Some deans share snacks and meal with all the personnel in the school or offer food to the faculty to motivate them to work hard. Other deans offer financial help to the faculty and care for them as if they are part of the family. Some deans go to the extreme of initiating to do the work of other school personnel such as reports or attending to special requests by faculty and personnel. One dean also practices giving assistance in managing the retirement benefits of retired faculty. Other deans are very generous at approving the requests of faculty such as for service credit, compensatory time-off, among others. These practices are beyond the normal duty of an ethical leader thus they are supererogatory. Considering the supererogation criteria by Heyd (1982) and James et al. (2023), these practices are beyond the normal duty of an ethical leader, thus they are supererogatory.

Pagpadaba/Pagpadangat [Acts of Love]. Bicolano academic deans also exhibit parental love to faculty members, maintaining utmost confidentiality, which is quite uncommon among organizational transactions. Where a leader exhibits parental leadership style with almost self-sacrificial service, there is usually a presence of healthy, strong, and profitable organization (Abiye, 2024). According to Clerigo and Sario (2016), extra care from a parent is also considered as supererogatory. Academic deans also deliver forgiveness in a humanly fashion, applying fairness and empathy and utilizing compassion instead of punishment. Forgiveness or withdrawal of punishment is a supererogatory act (Heyd, 1982; White et al., 2023). There is positive relationship between the act of forgiveness of a leader and organizational performance as mediated by radical innovation (Dominguez-Escrig et al., 2018). Upholding student welfare is one of the topmost priority of academic deans. In contrast, one study found out that welfare practices can lead to the blurring of role as teacher and as counsellor and to reinforcement of disadvantages by overemphasizing nurture and care for learners (Cornish, 2019).

Pag-ulay [Openness]. Most academic deans in Bicol Region shared a practice of open communication and connection with the students and faculty. Bicolano academic deans practice openness by personally delivering all vital or relevant communications to the student body and having an open line of communication to students where they can directly raise their concerns regarding crucial issues. Deans also always make sure that the faculty engage with them in direct communication in relation to instruction, research, and extension. Students and faculty freely open up even their smallest sentiments and issues to the deans. Deans also empathize with the struggles of faculty and personnel by joining them in accomplishing their tasks. These actions can be omitted yet Bicolano deans have chosen to act in a supererogatory way. The degree of effort is the basis for this form of supererogation: deans claimed to have an open-line communication with faculty, students, and even parents. Several Bicolano deans claimed to be very accommodating to students and faculty with respect to their concerns, grievances, and personal or professional problems through a free and unprejudiced conversation. To administer effective leadership in an educational institution, it is necessary to have

excellent communication skills and willingness to listen to complaints and to engage in challenging conversations (Salamondra, 2021).

Pakikisumaro [Communal Responsibility]. Pakikisumaro is translated to pakikisama or pakikiisa, which means getting along with others or being one with others, entailing an authentic appreciation of togetherness (Philippine Council for Agriculture and Fisheries, 2022). Being one with the struggle of faculty and personnel is supererogatory. In relation to education, for example, as one dean claimed, pakikisumaro emphasizes going above and beyond social obligations for the collective good. Another dean also stated that she works with faculty and personnel because she empathizes with their struggles. Pakikisumaro, then, means working together with other people to achieve a goal beyond the extent of one's social, academic, or administrative obligations.

Organizational Reasons

Administrative Reasons. One dean admitted that the work of an academic dean, although he had previous experience, is already supererogatory in relation to his plantilla position. In relation, academic deans have various functions including governance, program implementation, research endeavors, and external affairs (Wolverton & Gmelch, 2002; Otara, 2015), and sometimes they usually assume this responsibility with less training, experience, and awareness of the role, yet they are expected to lead the faculty and the students (Otara, 2015). For other deans, their commitment to service, based on a move towards organizational excellence, is one of the reasons for doing leadership supererogation. Organizational commitment is not limited to intention to stay in the institution; it involves, among others, reciprocal considerations, extra effort for the organization, and identification with the goals of the institution (Godbersen, 2024). Other deans also take deanship as a positive challenge towards organizational excellence through leadership supererogation. They also think of the practice of supererogatory leadership as a means to returning the trust given by the administration. Another reason for doing organizational supererogation is generosity with time for others.

Social Reasons. One dean emphasized the social nature of our actions, i.e. ultimately, organizational decisions and actions are geared towards helping and serving others to attain a sense of being with and leaving a legacy to the community. In relation to education, social responsibility can be shown through the individual's affinity with, feeling of belonging to, and willingness to participate in the advancements and prosperity of the community (Radwan, 2019; Alsaeed, 2022). One dean admitted that the sense of social responsibility reflects a principle in life that as long as one lives, one has to help other people. This is demonstrated through ensuring well-being and success of other people in the college, helping other people in the college especially students, and sharing with other people. Deans feel a sense of belong to a community whenever they do something extra for faculty members. They also want the students to be successful in school and in life so they may be able to share their knowledge to the community. Leaving a legacy to the community as an organizational reason means emphasizing going above and beyond usual practices for achieving a collective good in the college. It also means inspiring other people in the college to create a sense of shared destiny.

Epistemic Reasons

Personal Reasons. One dean believed that his subscription to the principle of excellence and perfection is the driving force that leads him to continuously act towards academic excellence, inside or outside work. Whereas both the idea of excellence and perfection are both aimed towards the pursuit of high standards, the former is significantly associated with work engagement and work performance

(Kohli et al., 2024). In fact, one dean admitted that perfection cannot be attained because of human limitations. Hence, deans continuously attempt to overcome their limits through mental discipline. Through self-discipline, the average person becomes extraordinary by rising above one's present intelligence and talent (Walter, 2020).

Bikolano academic deans also attempt to overcome their limits through the law of exercise so that they can widen their perspective. The law of exercise states that the more an individual practices a behavior, the stronger that behavior becomes (Thorndike, 1911; philonotes.com, 2023). Deans also do supererogatory leadership practices so they can foresee problems, and inform their predictions and projections. But all these supererogatory actions are subsumed under their passion for education. Harmonious passion for education leads to several adaptive outcomes in education as well as personal well-being including performance and creativity (Vallerand et al., 2020).

Psychological Reasons. One focus of a dean in practicing leadership supererogation is to reach a sense of fulfillment or self-actualization. Whereas Maslow's self-actualization need level involves lifelong learning, creativity and fulfillment, and meaning and purpose, there is yet another level called self-transcendence which shifts focus such as on fostering a deep connection with others and higher goals, for example, charity works (Copley, 2024). Another reason by a dean is her charitable project which provide psychological and physical presence to the students through food and gift giving to boost academic performance.

Ethical Reasons

Religious Reasons. Religiosity is inherent among most Bikolanos. According to a 2020 census on religious affiliation in Bicol Region, almost 100% Bicolanos are affiliated to a religion, with highest proportion of Roman Catholics in household population (Philippine Statistics Authority, 2023). Thus, it is not surprising that in doing supererogatory leadership practices, their reasons would be related to religious background and religious belief and/or mission. Religious underpinnings such as perception of relationship with a God, an eschatological pursuit, and devotion to a divine being impact leadership practices (Gümüşay, 2019). One dean admitted that doing supererogation in leadership is a religious mission guided by the school's religious culture and mission to serve the poor and provide spiritual guidance to students. One dean's reason for doing leadership supererogation is based from a religious belief that God accounts for human actions and accomplishments. Another dean believes that a Divine Providence influences supererogatory actions. Another dean reasons out that the practice of supererogation is based on one's religious upbringing.

Moral Reasons. Volunteering or offering service is a supererogatory action (Heyd, 1982; White et al., 2023). Being a volunteer as well as being an ethical, servant leader gives the deans moral reasons to continuously do leadership supererogation. Moral fulfillment as a supererogatory reason means aligning personal and professional values. Going beyond the call of duty springs from one's voluntarist efforts. The principle of service, for one dean, is the basis for doing supererogatory leadership practices.

Enablers

Organizational Enablers. Bikolano deans underscored administrative support and trust together with personnel cooperation towards attainment of institutional goal as the foremost enablers to practicing supererogation in deanship. The administration supports through human, financial, and materials resources. Institutional trust and confidence to supererogatory leadership practices also

facilitates the implementation of supererogatory innovations and projects. All these leadership supererogatory actions happen because of the administration's immediate response facilitated by open communication and positive work environment. Effective governance in higher education fundamentally relies on the collaboration between administrator and faculty resulting to shared accountability and improved decision-making (Edu, 2025). Administrative support plays a crucial role in the attainment of work objective, resulting to positive employee satisfaction (Nazim, 2018; Sebullen & Jimenez, 2024). In the present context, the deans are the employees who are the beneficiaries of support from administration. Bikolano deans give premium to the sense of collegiality among personnel in the college/university, allowing for supererogatory leadership practices. The support given by colleagues through encouragement and collaboration, even without supervision, also enables supererogatory leadership practices. For one dean, exerting extra effort comes from the opportunities to attain the goals of the college/university.

Financial and Material Enablers. Financial resources are one of the factors contributing to continued operation and increase in performance of an organization (Sari & Ainum, 2024). In relation, financial resources significantly contribute to the academic performance of a higher education institution (Mukolo, 2023). Most deans rely on the financial resources and budgetary allocation to the college in implementing their supererogatory initiatives.

Personal Enablers. Personal ambition to serve the public is also an enabler for a Bikolano dean. Other deans also see personal commitment and love to the profession to be significant influences in their enduring supererogatory leadership approach. One enabler for a dean to practice supererogation is being able to have a work-life balance. One dean highlighted her single civil status to be a dominant factor in practicing supererogation.

Epistemic Enablers. Cognitive abilities are related to and even considered as best predictor of job performance (ALMamari & Traynor, 2021; Nye et al., 2022). The deans' intellectual capacities and cognitive capabilities also influence their ability to exert extra effort towards epistemic excellence. Dean's power to make decisions gives them the ability to practice supererogation. Being knowledgeable and updated to various information allows them to implement supererogatory leadership practices.

External Enablers. Significant persons make the deans' supererogatory initiatives worthwhile and successful. It is generally accepted that stakeholder' involvement is necessary in the holistic development of the educational institution—although in the Philippine setting, this is less evident (Coronel, 2024). Thus, it is essential to identify properly and create dialogues with stakeholders in order to solicit their involvement towards the implementation of organizational initiatives (Kilonzi et al., 2023). Close friends help deans fund their supererogatory initiatives. The alumni are also very supportive to deans' supererogatory leadership practices. The support and assistance given by the Barangay and other stakeholders help deans to successfully implement supererogatory leadership practices. Deans also use the support and guidance of their family to continue doing supererogatory leadership practices. Most especially, the students and their parents motivate the deans to do supererogatory leadership practices.

Barriers

Organizational Barriers. Organizational conflicts result from various factors including continual change, employee diversity and technology-related miscommunication (Kilag et al., 2024).

Academic deans need to deal with resistance and conflict and with handling of personnel matters to promote positive change (Coll et al., n.d.). In contrast to organizational enablers, conflict with the administration and with faculty and personnel often lead to non-implementation of supererogatory practices. Deans emphasized the role of the top management and the colleagues in the success of supererogatory initiatives. In the Philippine context, there is a demand for development-oriented administrators who can handle effectively management functions in relation to technological advancement and societal change (Dulog, 2024). Conflict with the top management could be organizationally paralyzing and would prevent supererogatory initiatives. Antagonistic and unsupportive faculty members and personnel hinder my supererogatory leadership practices. Other personnel who felt overworked or overburdened hamper the implementation of supererogatory practices. Personnel turnover challenges also hinder a sustainable practice of supererogation in the college/university.

Financial and Material Barriers. Higher education institutions are compelled to do more with limited financial resources, especially in times of crisis (Bukhari, 2024). Limited financial and material resources constrain the implementation of supererogatory leadership practices.

Personal Barriers. Physical exhaustion and burnout risk may be caused by various factors including multi-tasking role and personal sacrifice. Leaders such as deans often encounter these personal problems. Academic deans have challenging multiple and hectic academic roles (Lutaaya, et al., 2024). Deans' multi-tasking role limits their capacity to implement supererogatory leadership practices. Multitasking affects the overall work performance especially in relation to productivity, work quality, and working memory (Butt & Warraich, 2022). Attending to various roles may impact the leader's capacity. Depending on leadership style, the leader experiences a relative level of burnout (Arnold et al., 2015). A number of personal sacrifices increase burnout risk which could limit supererogatory leadership practices. Physical exhaustion/illness hinders the implementation of supererogatory leadership practices.

Epistemic Barrier. One dean mentioned his predicament in fulfilling his academic aspirations as hampered by his present function as dean. Time constraint is a barrier to fully realizing epistemic supererogatory aspirations. This is especially concerning in relation to professionalization demands to academic deanship which requires new skill sets and updated leadership orientation (Arntzen, 2016; Coll & Ruch, 2021). Moreover, personal scholarship is one of the factors in the new model for managerial roles of academic deans (Smethers, 2020).

External Barrier. Fiscal procedural constraint is an impediment to supererogatory leadership practices. Deans are more often financially and politically constrained (Lutaaya et al., 2024). Also, there are other leadership pressures and internal and external demands in higher education institutions especially in response to post-pandemic situations (Coll & Ruch, 2021).

Facing Barriers in Supererogatory Leadership

Adversity Management. Adversity management requires high level of Adversity Quotient (AQ) which points out to the ability of the leader, for example, to resolve and overcome challenges to accomplish something (Roxas, 2021). According to one dean, using downstairs brain means preventing escalation of conflicts and waiting for the right time for rational conversation. In response to changes in higher education such as administrative and faculty demands, academic deans need to develop skillsets in emotional intelligence to lead more effectively (Tabors & Brewer, 2020). Another approach

is to find connection with unsupportive personnel without resort to conflict. Interpersonal and negotiation skills should be developed to cope with these professional burdens (Wepner et al., 2015). In addressing conflict with faculty or personnel resulting from supererogatory leadership practice, deans focus only on the behavior and not on the person. Deans also ensure clear communication with barriers to supererogatory leadership practices.

Resilience. One dean addressed the reality of employee turnover, i.e. employees leaving the institution for other workplace offering better compensation, by encouraging the upper management to offer competitive packages. An effective organization minimizes employee turnover (Milyanto & Kusmaningtyas, 2024) and exemplifies resilience by attaining a positive outcome in a highly adverse environment or situation (Zhang & Liu, 2012; Ladisa, 2019). To clarify, waterlily existence means being able to adapt to challenging situations, which would somehow test the dean's endurance and will to survive in an academic environment ridden by constraints and scarcity. Having a strong adversity quotient means one is able to be resilient and persevering in spite of stress, difficulty, and change (Roxas, 2021).

Reflective Compassion. One dean suggested self-reflection as a way to address uncooperative personnel. Educational leaders need to manage personnel for a transformative change based on conscious reflection on personal, professional, and collective agency (Bieneman, 2011; Lewis & Trépanier-Bisson, 2022). Constant reminder and compassionate approach are also means by other deans to alleviate oppositional views regarding supererogatory leadership practices.

Psychological Counter Strategy. Deans employ strategies to counter negative feelings resulting from supererogatory leadership practices. Deans also ensure that there is no toxic environment resulting from supererogatory leadership practices. Deans also take a break from work and relax so that they could continue doing supererogatory leadership practices. Other deans resort to hobbies to relieve stress resulting from supererogatory leadership practice. These are actually ways to administering adversity management and resilience. At the personal level, resilience means psychological consistency in one's ability to grow under external pressures and to absorb shock and recover from it: that no matter what happens, one keeps going (Chang & Wong, 1998; Reich, 2006; Mowbray, 2011; Sawalha, 2015).

External Motivation. Deans ask support from stakeholders and do other outsourcing activities so that they could continue doing their supererogatory leadership practices. In this context, communicating with stakeholders for external support is significant (Kilonzi et al., 2023).

Positive Consequences

Institutional. Leadership plays a significant role in shaping organizational outcomes (Torres et al., 2024). The leadership practices of academic deans impact the general adequacy of a higher education institution (Quainoo et al., 2020). There is also an increase of enrollment and enhancement of students' academic performance. Relative to the leadership style of the educational leader, student performance is one of the outcomes that is usually affected (Torres et al., 2024). Moreover, the school leader's practices have significant positive influence on the students' academic performance (Chesseret et al., 2024). And because of supererogatory initiatives by deans, camaraderie and solidarity have been generated among faculty and staff. There is a significant relationship among academic dean's leadership style, work commitment, institution's academic culture, and faculty performance in a higher education institution (Cortiñas, 2020; Gonzales & Yanco, 2022).

Bikolano deans get favorable view from the community for the improved outcomes they have made out of supererogatory leadership practices. By exerting extra leadership efforts, the faculty and other personnel become more helpful leading to the attainment of targets in the college/university. Because of supererogatory leadership practices, the college has an excellent performance in terms of instruction, research, and extension, board examination, curriculum enhancement, and educational qualification of the faculty. Because of supererogatory leadership practices, there is an improved academic performance and increased graduation rate among students. Also because of supererogatory sacrifices, school facilities have been improved. Because of supererogatory leadership practices, there is an increase in student enrollment. Lastly, because of supererogatory leadership practices, there is stronger relationship with the students, the faculty and personnel, the administration, and the community.

Social. People appreciate their supererogatory actions for the academic unit they serve. Because of supererogatory leadership practices, there is positive feedback and recognition from others. Because of supererogatory leadership practices, deans received informal recognition from faculty, personnel, and administration.

Personal/Professional. Some deans emphasized the importance of satisfying their need to self-actualize resulting from personal and professional growth. Leadership supererogation also led them towards mature decision-making. One dean also claimed that leadership supererogation created a therapeutic effect: it keeps her active, and she believes it would prevent Alzheimer's disease. Also, because of supererogatory leadership practices, deans feel grateful and happy to be of service.

Civic. Some deans recounted how their supererogatory practices impact other people and how their former students are now giving back service to the community. There is also presence of a positive community relation wherein local and provincial governments appreciate the deans' extra effort and work.

Negative Consequences

Work-Related. Supererogatory leadership practices can result to professional jealousy. Some deans highlighted the negative impact to faculty members exhibited through professional jealousy. In educational context, academic jealousy could come in two forms: institutional jealousy [which could be defined as competition or negative attitude] and individual jealousy [which could be defined as envy or ambition]; and they could result to non-collaboration (Bayar & Koca, 2021). Supererogatory leadership practices can also lead to dependency risk or abuse. Other deans also warned of the resulting dependency among personnel and students in the academic unit, which could also lead to abuse of, for example, one's generosity. Key person dependency risk, i.e. heavy reliance to specific individuals for knowledge, relationship, or critical operation, can lead to operational disruptions and organizational setbacks (Askarov, 2024).

Financial. Supererogatory leadership practices force deans to ask solicitation from faculty and other personnel in the college/university. This is especially so when addressing financial and material constraints hindering the implementation of supererogatory initiative.

Epistemic. Supererogatory leadership practices cause less academic productivity in terms of instruction, research and publication, and extension. Heavy workload is one of the barriers to academic research productivity (Kadikilo et al., 2024).

Ethical. Supererogatory leadership practices can lead to ethical dilemma: doubting whether or not one's supererogatory leadership practices should be continued. This is a classic paradox of supererogation wherein the agent questions whether s/he shall prioritize others more than oneself (Muñoz, 2021).

Personal. Most deans believed that they sometimes forget about themselves, much worse about responsibilities to their families. Supererogatory leadership practices can lead to less time for oneself. Supererogatory leadership practices can also lead to less family time in terms of attending to household chores, family bonding, attending gatherings, and the like.

Psychological. Supererogatory leadership practices can lead to burnout, i.e. physical and emotional exhaustion. Few of the stressors to the work of an academic dean are over-commitment and burnout involving emotional exhaustion and depersonalization (Coll et al., 2019).

Physical. Bad health effect such as hypertension, eye strain, and other physical symptoms can also be caused by supererogatory leadership practice. This is quite concerning, although some deans would claim to risk physical well-being for the service of others.

CONCLUSION AND RECOMMENDATIONS

The results of this study provide an articulation of practices of leaders, specifically academic deans, which are beyond their normal duties and responsibilities. It is the contention of this study that supererogatory leadership practices are necessary to cope with present and future demands of education moving towards global or international standards.

Other academic deans in Bicol Region may emulate the supererogatory leadership practices of the participant-academic deans. The reasons of Bicolano academic deans for doing supererogation in leadership may be considered a source of encouragement to other deans in the region or in the country. Other academic deans in the Bicol Region or in the whole country should add enablers to practicing supererogatory leadership actions and try to address the barriers through adversity management and other means. The positive consequences may be enhanced more, and the negative consequences, especially those related to imbalance of work-life activities and to physical or psychological risks, should be addressed appropriately. The proposed supererogatory leadership style framework may be included among the leadership styles discussed academically and practiced professionally. Higher education institutions, or other academic institutions, may include the supererogatory leadership (or ordinary personnel) practices in their criteria in giving awards or recognition aside from mere documentary evidence. Other researchers may also expand the scope or the locale of the study through a qualitative and/or quantitative method. Other researchers should inquire with the supererogatory leadership practices of other government or non-government agencies.

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