



East African Journal of Education Studies

eajes.eanso.org

Volume 7, Issue 1, 2024

Print ISSN: 2707-3939 | Online ISSN: 2707-3947

Title DOI: <https://doi.org/10.37284/2707-3947>



EAST AFRICAN
NATURE &
SCIENCE
ORGANIZATION

Original Article

Perceived Changing Academic Roles of Deans in Higher Education: A case of Makerere University

Bernadette Lutaaya¹*, Bisaso Ronald¹ & Florence Nakamanya¹

¹ Makerere University, P. O. Box 7072, Kampala, Uganda.

* Author for Correspondence Email: bernalutaaya@gmail.com

Article DOI: <https://doi.org/10.37284/eajes.7.1.1807>

Date Published: ABSTRACT

09 March 2024

Keywords:
*Perceptions,
Changing
Academic Roles,
Bolman and Deal's
Four Frames.*

Existing literature shows that deans in higher education institutions are key in nurturing, facilitating growth, and setting high academic standards for faculty, staff, and students among other stakeholders to be able to achieve the academic goals and objectives in this changing and challenging higher education environment. They are also expected to create a positive work environment within schools, colleges, or departments. However, not much has been written on how these deans perceive their changing academic roles and how they reframe the same in the context of Makerere University. This qualitative and case study therefore set out to explore the perceived changing academic roles of deans in Makerere University. Findings reveal that deans perceive their changing academic roles as hectic, multiple, financially constraining, and politically constrained. The study concludes that the perceptions of deans are attributed to the growth and strategic direction of the university, the needs of the market, and the transformation of Makerere University to a collegiate system of governance and increased technology among others. The study recommends that deans can gradually draw on the associated benefits of the political frame including networking and partnerships to be able to manage financially and overcome financial constraints. Deans should leverage committees to establish grants and partnerships. The university and its governing body should withdraw or relieve the teaching loads from the deans to enable them to concentrate on curbing financial constraints.

APA CITATION

Lutaaya, B., Bisaso, R. & Nakamanya, F. (2024). Perceived Changing Academic Roles of Deans in Higher Education: A case of Makerere University *East African Journal of Education Studies*, 7(1), 417-436. <https://doi.org/10.37284/eajes.7.1.1807>.

CHICAGO CITATION

Lutaaya, Bernadette, Ronald Bisaso and Florence Nakamanya. 2024. "Perceived Changing Academic Roles of Deans in Higher Education: A case of Makerere University". *East African Journal of Education Studies* 7 (1), 417-436. <https://doi.org/10.37284/eajes.7.1.1807>

HARVARD CITATION

Lutaaya, B., Bisaso, R. & Nakamanya, F. (2024) "Perceived Changing Academic Roles of Deans in Higher Education: A case of Makerere University", *East African Journal of Education Studies*, 7(1), pp. 417-436. doi: 10.37284/eajes.7.1.1807.

IEEE CITATION

B. Lutaaya, R. Bisaso & F. Nakamanya "Perceived Changing Academic Roles of Deans in Higher Education: A case of Makerere University" *EAJES*, vol. 7, no. 1, pp. 417-436, Mar. 2024.

MLA CITATION

Lutaaya, Bernadette, Ronald Bisaso & Florence Nakamanya. "Perceived Changing Academic Roles of Deans in Higher Education: A case of Makerere University". *East African Journal of Education Studies*, Vol. 7, no. 1, Mar. 2024, pp. 417-436, doi:10.37284/eajes.7.1.1807

INTRODUCTION

Higher education is undergoing a paradigm shift due to factors such as the evolving needs of the job market, the rise of private education, and the fee-paying culture has added more pressure on the leadership of higher education Institutions and the impact of Covid-19 among others. These and other factors have increased the importance of academic leaders specifically the deans in higher education because of the academic roles they play (Bush, 2022). The reasons for the paradigm shift in education have been attributed to technology, the increasing number of students joining universities, the internet, the strategic direction of the university, the return of people from outside countries or abroad, and the demand for relevancy, globalization of academic and education markets, and new participants entering the education industry or business, both as stand-alone institutions and as companies training their own (Bush, 2022).

Due to some of the factors identified above, the options left for deans are to do multiple academic roles and responsibilities yet they are expected to be relevant and fulfill various expectations of the people they serve including faculty, students, staff, and top administrators or their immediate supervisors (Smethers, 2020). This means that while they are important, deans are pressed hard from all angle's contradictory cultures, stresses, and concerns. Constrained by traditions and tensions integrated in their roles, they are increasingly accountable for outcomes over which they have little influence and less control (Patton, 2021). The Dean of a university is a senior member of the University's academic administration and is therefore directly responsible for the recruitment, training, and capacity development of the University faculty as well as supervising, monitoring, and guiding of the same University faculty. The dean oversees departments and curriculum development and implementation programs within a college or university (Patton, 2021). Therefore, the Dean of the Faculty is significant and impacts greatly the University's intellectual life and academic future through faculty support, networking, mobilization

of financial resources, and strategic initiative. The dean supervises and approves all faculty searches and departmental hiring plans; and works with university governance committees in hiring, reappointment, promotion, and tenure. The dean convenes small discussion groups of departments, and attends and chairs senate meetings. Not only that, deans guide and counsel both faculty and students to be able to achieve the goals of higher education (Smethers, 2020).

The academic deanship is the most misunderstood position in the academy. And because of this, deans burn out from the pressure of trying to be efficient administrators, on the one hand, and attempting to protect academic relevancy on the other. Most of the academic work in universities gets done at spaces including academic departmental and faculty level. These spaces are under the jurisdiction of deans. However, most institutions of higher learning pay little attention to supporting financially the works that deans do or even acknowledge the multiple roles that Deans play (White-Lewis, 2022). They are also elected into these positions right from the academic spaces to their positions without clearly understanding the ambiguity of their changing roles, without anticipation of the changes that occur, and without an awareness of the weight their new position may take on their academic and personal lives. Despite all these the deans are expected to steer the academic leadership and offer direction to both students and lecturers to their satisfaction. They are therefore expected to promote scholarship, protect higher learning from stagnation and interference, and provide a sound basis for hiring and advancing faculty in meeting the demands of the economy and yet remain relevant in all these endeavours.

Statement of the Problem

Deans are important in higher education institutions (Simala, (2019). They nurture, facilitate growth and development, and set, and uphold high standards for faculty, staff, and students (Kasozi & Mamdani, 2016). They create a positive work atmosphere and learning environment within the schools that they head.

However, the changing and complex environment in which they are working is financially constrained, and politically influenced yet faced with hectic, multiple, and complex academic roles. Conditions such as these affect the effective and efficient management of academic roles for deans yet they have to remain relevant (Mamdani, 2019; Muriisa, 2018). They are also not empowered financially by the institution to manage budgets which is likely to compromise the quality of academic services the fact that all academic responsibilities are concentrated within schools that deans head (Muriisa, 2018). Such conditions would necessitate understanding how deans perceive their changing academic roles and how they reframe their perceived changing academic roles at Makerere University. This may contribute to understanding the deans' perceptions regarding their changing academic roles and their reframing strategies amidst the changing academic roles in a challenging and complex environment.

Research Question

How do deans perceive their changing academic roles at Makerere University?

RELATED LITERATURE

Theoretical Review

The present study uses the Four Leadership Frames of Bolman and Deal (1984) which is a model leaders use for interpreting organizational problems and analysing decisions accordingly and to discern a problem. This theory is used in this study to explore how deans reframe their perceived changing academic roles in the Context of Makerere University. The four frames are structural, human resource, political, and symbolic frames. The structural frame focuses on a clear division of labour, policies, rules, goals, procedures, and analysis (Bolman & Deal, 2017). The human resource frame assumes that organizations operate as families and leaders using this frame value teamwork, interpersonal relationships, and peoples' feelings while striving to empower group members. The symbolic frame allows its users to focus less on rules and procedures and instead operate according to

culture, shared beliefs, and ceremonies, and finally the political frame emphasizes the importance of addressing conflicts between individuals or different interest groups (Sriram & Farley, 2014).

Bolman & Deal (2017) asserted that it is important for leaders not to stand within one frame but to walk within all four frames to give themselves a broader mindset by which to reframe their view of the organization and be more effective in their leadership and decision-making. Other studies indicate that deans as academic leaders stick to the symbol of a family (human resource), others approach it as a political struggle (political frame), others need clarity of their responsibilities (structural) yet others seek meaning out of a chaotic situation (symbolic) (Sriram & Farley, 2014). While the reframing theory was exploited by academic leaders in the higher education environment as indicated above, the same theory has never been exploited by scholars in the context of Makerere University, and this registers a theoretical research gap, hence the need to carry out this study.

According to a study carried out by Henning (2022), deans work in a changing and challenging higher education environment that is characterized by increased technology, internet, transformation to the collegiate system of governance, the strategic direction of the university, and an increasing number of students enrolling for higher education among other factors. Further still, Henning (2022) continues to state that the same factors have resulted in multiple academic roles and responsibilities which are also hectic and complex. Yet at the same time, the same deans are also faced with financial constraints. Working under such conditions was the reason for the use of the four leadership frames of Bolman & Deal (2017) to help in showing direction to deans faced with such complexities to be able to resolve all organizational issues.. The context of Makerere as far as the theory of reframing is concerned has never been explored by studies although deans work in the same challenging environment as those identified by scholars from the diverse

studies. And this creates both theoretical and geographical gap.

While the deans perceive or view their changing academic roles as hectic, multiple, financially constraining, and politically influenced, the same deans needed the reframing theory to be able to see their schools with its members as a family where they need a great deal of teamwork and interpersonal relationships (human resource frame). Similarly, some deans used the approach of networking and negotiations with faculty to accomplish a political struggle (political frame). Some deans sought meaning through organizing ceremonies where faculty interact with each other and this is within the realm of the symbolic frame. Finally, other deans needed clarity of their roles and responsibilities for effective leadership and this is integrated within the structural frame. Therefore, using them together makes it possible for deans to reframe their perceived changing academic roles to remain relevant in the changing and complex situation.

In summary, reframing theory is the process in which leaders and in this case, the deans view a particular decision through four lenses before selecting the best approach. Deans who reframe situations are successful because all four frames are needed for effective leadership and management in higher education.

Reframing is one strategy utilized to improve organizations (Bolman & Deal, 2013). Frames are lenses through which to view a strategic plan, or windows, maps, and tools that capture pieces of the whole that need to be communicated. A frame is a mental model or a set of ideas and expectations that an individual carries in their head to help one comprehend and negotiate a specific space. Bolman and Deal believe that frames are vital because organizations do not come with direction-finding systems to guide them turn by turn to a specific space. This kind of thinking requires transforming beyond the thin, mechanical approaches used to understand organizations, and looking at the same thing from multiple perspectives or viewpoints. The four-framed approaches are the structural frame,

human resource frame, political frame, and symbolic frame (Bolman & Deal, 2013).

Application of The Reframing Theory in the Study

The structural frame focuses on the architectural development of the organizational, technology, environment, goals, policies, rules, strategies, and laws among others (Fruehauf, Al-Khalifa, & Coniker, 2015). In another study, study deans used the structural frame to seek administrative support, support from structures, setting agendas and targets, and using it for proper planning. Relatedly, in another study, deans were seen as focusing on garnering support from the faculty under the deans' supervision (Holmes, 2019). In another study, some of the faculty were identified to use knowledge and skills in leadership. Yet other deans expressed that they were able to cope through the SWOT analysis as stated by Li, (2021). While this theory was applicable in higher education settings, studies employed mixed methods unlike in the current study that is qualitative in nature. And this registers a methodological gap, hence the need for the study.

The second frame which is the human resource frame, the emphasis for the leaders is to exhibit an understanding of people their giftedness and imperfections, their reason and emotions, desires and reservations or fears (Kats et al., 2022). This frame focuses on what organizations and individuals do to and for one another. It shows the relationship between individuals and organizations (Uzarski & Broome, 2019). Yet in a different study carried out by Monahan & Shah (2011), deans as participants used the human resource-related elements in sharing responsibilities, using teamwork and team spirit, creating interpersonal relationships, cooperation, collaboration, and participative leadership. However, in another study carried out by Henning (2022), at the school level, deans as heads of their respective schools made use of the human resource frame found different human resource elements as reframing strategies including sharing responsibilities where faculty felt appreciated and trusted for their good work Different still, Li,

(2022) found , teamwork, and team spirit important elements in the human resource framework. these studies were carried out outside the context of Uganda, specifically not in the context of Makerere University and this registers a research gap.

In the third position is the political frame that focuses on and sees organizations as arenas or spaces of scarce resources specifically financial, competing interests among individuals, and struggles for power (Al-Omari, 2013). Those who are politically shrewd are effective in setting agendas, understanding the political environment, networking, coalition-building, negotiating, and balancing competing interests. The participants in the other studies study exhibited politically related elements such as networking and making partnerships with both local and international organizations, negotiations amidst different conflicting faculty and students, mobilization of financial resources from local and international communities, gambling, and bargaining among others (Quainoo et al, 2020). The study above focused on middle managers in general without focusing on academic deans specifically and this pauses a research gap.

Finally, is the symbolic frame which focuses on meaning and faith. It places ritual, ceremony, story, play, and culture at the heart of organizational life (Gallos & Bolman, 2021). Imaging and symbols create a long-lasting message because they have relevance to persons as humans (Gallos & Bolman, 2021). This study too was carried outside the context in question, this registers a gap.

Empirical Review

The higher education sector has undergone significant changes for instance the English further education sector has undergone significant change since the Further and Higher Education Act (1992) that encouraged a culture of entrepreneurship, competition, and commercialization sector. As a result, research shows that many managers especially academic deans' roles have evolved so that they are undertaking a range of activities such as working

as entrepreneurs (Wolstencroft & Lloyd, 2019). One of the factors that has caused these changes is neo-liberalism meaning that the production of quantitative data to prove that targets have been achieved has become a key focus for the middle managers such as the deans. As a result of neoliberalism, the deans' roles have become diverse and complex yet these academic leaders' needs have been neglected which is also related to the downplaying of the importance of the position (Peter Wolstencroft & Lloyd, 2019).

Deans' co-ordinate a multitude of tasks whilst being held accountable for the performance of their department. The role of the middle manager has proved to be a difficult one to define due to the fluid nature of the tasks performed and the varied or mixed understanding that exists for the term dean (Thompson & Wolstencroft, 2018). It is important to note that the study above focused on middle managers in general, yet the current study focused on deans. This too registers a conceptual gap.

In recent years, deanship in universities has become more complex and challenging. Deans in South African universities take up their positions without appropriate training and prior executive experience, and with no clear understanding of the ambiguity and complexity of their roles (Seale & Cross, 2016). This complexity of the deanship roles has been explained by the global and local context of universities that have changed drastically, with associated levels of complexity. These changes within the changing environment have diverse effects on the conception and practice of leadership and management of academic roles for the deans. It is also true that the contexts of the institutions determine leadership and management behaviour, and provide the background for leadership development for deans.

Similarly, the evolving nature of deans and their changing academic roles in the present-day setting in the higher academic environment is characterized by complexities of change for instance deans nowadays are required to be more than collegial, intellectual leaders (Seale & Cross, 2016). This is exhibited in the findings in the

current study where deans are expected to do the mobilization of both financial and human resources to be relevant in the changing higher environment. They are also meant to be financial and human resource experts, fundraisers, politicians, and diplomats and all these roles appear to be overwhelming on the side of these academic middle leaders. Likewise, as intellectual leaders, the participants said that before imparting any academic skills to learners, a lot of guidance and counseling have to be done.. Relatedly, research undertaken on leadership development for deans at universities in the Gauteng province in South Africa indicates that deans face the complexities of change, challenging demands from the various stakeholders such as the top administrators, students, faculty, staff, and the community they serve (Seale & Cross, 2016).

In connection to the above, the rapidly changing higher education environment has become increasingly constraining and hectic for effective leadership and management specifically for academic leaders such as the deans. This situation seems to have been intensified by global, national, and institutional factors that have reshaped and changed the face of deanship as understood and practiced in South African universities, Europe Asia, and elsewhere in the world (Sukoco, Lestari, Susanto, Nasution, & Usman, 2021). However, the South African complexities expressed by the deans are thought to have been influenced by its strange colonial and apartheid legacy. While in the current study, these complexities seem to have been influenced by the strategic direction of the university, transformation to the collegiate system of governance, decreasing financial resources, and the return of people from abroad among others as expressed by the participants during the sharing by all the participants.

Equally important is another complexity that was identified in the literature was that most deans have not been adequately prepared nor are they supported by the expectations versus the lived realities of deanship (Seale & Cross, 2016).

The declining financial sector of the Further English sector has caused an increase in the

number of mergers across the sector, where two colleges join together for financial or quality reasons (Beresford & Michels, 2014). The declining finances are also exhibited in the research undertaken on leadership development for deans at universities in the Gauteng province in South Africa where deans face the complexities of inadequate and decreasing resources that are both financial and human in nature as well as inadequate capacity. The general view from the findings of the study that was carried out in South Africa in the province of Gauteng was that deans are not coping with such contesting demands. What is more complicated for the deans is the fact that, their current general and institutional or academic environment may not be sufficiently enabling or supportive for individual and organizational success (Seale & Cross, 2016).

In another study, deans are mentioned to lack money which seemed to destabilize their roles. As a participant said they always have the feeling that there isn't enough money and time to get things done as they are up against financial- and time-related constraints and we are always feeling vulnerable to cuts and restructuring (Thompson & Wolstencroft, 2018). Given the need for the university to expand, there is a need for deans to generate additional income, in the light of decreasing state funding. Internal competition for decreasing specifically financial resources and increased demands for doing more with less complicates the leadership and management complexities of the deans even further. Financial challenges have been identified in another study to have been reduced and never have been in abundance as public institutions must compete with other requests for State funding (Monahan & Shah, 2011). The above findings are related to what was shared and mentioned by seven out of the eight participants as far as inadequate finances are concerned. Participants said that lack of facilitation for their work makes most of them deliver appropriate services as expected. They mentioned that, while Makerere University claims to be managed on a collegiate system, issues of finances were not smoothly decentralized.

Another perception that has been mentioned in the literature as well as found to be mentioned in the present study is hectic work. In a study, the perception of hectic academic roles has been exhibited in a multilingual population, which impact on teaching, learning, and output rates (Quainoo, Chunga, & Lukoko, 2020). This is similar to the findings of the current study where deans discussed the stressed students that join universities yet ill-prepared due to cramming as they did in high school. Relatedly, as documented elsewhere, deans work extraordinarily long hours, some for up to 16 hours a day, have limited vacations, and often work over weekends to keep up with their work requirements and all these are hectic in their own right (Seale and Cross).

Likewise, Benedict, Blanton, Brownell, and West (2022) in their study about Deans as Agents of Change for Inclusive Teacher Education, found that the day-to-day experience of deans shows a greater emphasis on their administrative tasks like checking emails or student queries, often at the cost of strategic academic leadership. This experience matches that of the deans in the current study where participants identified that they are always organizing academic board meetings, chairing them, or even attending and participating in such meetings. This similar experience still matches that of deans in other higher education systems such as Australia, where scholars have identified the various administrative tasks that are performed by deans at the cost of attending to community engagements, teaching, and research as the core functions of the academic leaders. In the same way, Sharon Kruse in her study of deanship in the United States cites Buller's (2012) comment that chairing a department in higher education is the most important, least appreciated, and toughest administrative position in higher education. In another study by Tony Bush (2022) about middle leadership in higher education: challenges and opportunities, findings show that drawing on 45 interviews with department chairs, Bush centres on deans' perceptions of their role. Her findings indicate that deans struggle to balance their methods to the work, in an unavoidable and often overwhelming political

landscape, with limited institutional authority and this seems to be a lot more hectic (middle leadership in higher education: challenges and opportunities. Tony Bush, 2022).

The hectic nature of the academic middle managers' roles is due to the fact that Colleges and Universities have long been noted as organizations with ambiguous and unclear goals and purposes, spread power, and decentralized systems (Al Khaja & Dammak, 2021). Such unclear and endless goals have made academic leaders such as the deans spread their wings in all directions despite being a hectic venture. Additionally, Mwangi (2020) in his study on middle-level academics as institutional managers concluded that the complexity and hectic nature of the work of academic leaders like deans in higher education institutions is due to the increasing pressure to deliver on numerous fronts. Indeed, they are expected to pursue funding strategies whether they operate in the public or the private sectors, developing and maintaining wide-ranging networks of collaborative local, regional, and international partnerships in addition to answering to growing examination from quality assurance and regulatory bodies. Finally, Pekkola, Siekkinen, Kivistö, and Lyytinen (2018) cited other factors that have led to the hectic nature of the deans' academic roles including the fast traditional and technological changes that have complicated matters further for middle leaders such as the deans, calling for universities to exhibit greater flexibility and relevancy in all that they do. Relevancy according to these authors means performing multiple tasks on the part of deans. These dialogues above have brought out what has caused the hectic nature of the deans' academic roles including traditional and technological changes, increasing pressure to deliver on numerous fronts, ambiguous and unclear goals.

The above factors in the discourses are in line with those that have been shared by participants in the present study in the context of Makerere University for instance overseeing the component of curriculum development, performing the multiplicity of roles, deanship becoming a

political position, and financial constraints. It is also true that some deans by the virtue of heading specific schools, are tasked with other national responsibilities which they have to attend to in addition to their academic tasks. It is also true that deans engage in faculty activities on top of their deanship responsibilities. One can also conclude that these many changing academic roles in the current study have been attributed to many factors including the transformation of Makerere University to the collegiate system of governance, the return of academic leaders from abroad, increasing technology, and the increasing population of students joining universities and inadequate financial support by the government to higher institutions among other factors.

It should be noted that literature from different scholars indicates that deans perceive their changing academic roles as multiple including being responsible for curriculum design, delivery resourcing, and teaching. The role has moved away from a focus on academic issues towards managerial and administrative tasks (Snyder, 2018). However, despite this shift, they remain responsible for the student experience within their areas, from initial recruitment through to achievement and everything in between (Snyder, 2018). Furthermore, conclusions from a study carried out by Wolstencroft and Lloyd (2018) in English Further Education Colleges stress that the role of academic middle leaders has changed to include designing and delivering the curriculum within parameters set both externally and internally, and these leaders are held accountable for all education performance measures. Also, Thompson and Wolstencroft (2018) acknowledge that the variety of middle manager roles has expanded to include tasks like generating income, innovativeness, and relevancy, alongside the more traditional roles of heads of departments, curriculum managers, and cross-college managers with academic responsibilities. The above discourse was shared by the participants in the existing study where the dean is expected to be all to the people. This means that a dean is wrongly perceived as omniscient, omnipotent the alpha and omega. Faculty and student bring in their

personal as well as institutional and academic challenges to the deans for solutions. This could be because there are no easily accessible or earmarked places where faculty and students can go to address their concerns.

In another study carried out by Corbett (2022), findings indicate that middle managers such as deans had no clear job description, basically, they make it up as long as the faculty, students, and other stake holders are happy. More to that the education teaching loads were taught more than 10 hours a week and a number of responses highlighted the tensions experienced as a result of juggling multiple academic roles including teaching commitments and management roles. This appeared to be something academic leaders as managers were not prepared for as many expressed that they get only two extra free periods compared to a standard teacher to do their management and administrative work. This matches with what was discussed by van Niekerk and Jansen van Rensburg (2022) that there is a mismatch between the expectations of the deans' roles and the actuality of it and this frustration was felt deeply by deans who pointed out that there were excessive workloads. Deans and associate deans are responsible for the managerial aspects of multiple academic departments and their multiple associated academic roles, including budgets, faculty, and staff personnel issues, fundraising, and engaging external stakeholders (White-Lewis, 2022). The discourse is in line with what has been established by the study in progress where the eight participants identified a multiplicity of academic roles as the most outstanding perception. They stated that their roles include: publishing and promoting the idea of publications, teaching both undergraduate and post graduate students, promoting community engagements, networking with both international and local collaborations, monitoring, and supervising school activities among others. The above studies were carried out from European countries focusing on quantitative methods without paying attention to qualitative design and this too registers a gap.

Strenuous work and dynamism are other perceptions that have been shared in the current study by six out of the eight participants. Deans in this study mentioned how draining it is to transform students into mature people who can do without cram-work. Another aspect is conflicting information from the various bosses, yet other participants made mention of how aggressive and compelling. This is in mutual agreement with discoveries from other scholars where in many respects, academic deans are considered the first among equals in academic departments because they take on additional administrative responsibilities pursuant to departmental and institutional goals yet this puts and places them in a dangerous role by balancing between faculty and administrative demands (White-Lewis, 2022). The same scholar says that deans are also responsible for setting their unit's strategic vision, allocating resources and incentives toward attaining goals, connecting supportive personnel to groups, and monitoring the progress of the academics to their respective constituents.

The strenuous work and dynamism approach is similar to what has been discovered by Branson, Franken, and Penney (2016) in their study that the duality of roles has led to challenges that the intellectual and academic leadership role of deans has been exceeded by supervisory and administrative tasks that, in some instances, have led to separation from intellectual life specifically writing and publishing papers due to the stressful situations. This is consistent with the findings of the studies on academic leadership undertaken by Gallos and Bolman (2021) which point out that academic deans are challenged and interfaced with strenuous roles because they are representatives of their faculty and caretakers of their academic project on the one hand, and as implementers of the goals of the executive on the other hand. Maintaining the academic/executive balance is a key skill that strains the deans as well as taking their time they would have rather used to attend to other academic functions.

Perceiving their changing academic roles as politically influenced or roles being integrated with situational politics has been acknowledged

by scholars in the literature. Deans recognized that very often they are dropped into the deep end where they either have to develop the necessary skills very quickly or risk failure. At all the universities investigated, there was very little preparation of deans for this critical role, if any and therefore they mentioned gambling in all ways to be relevant. For instance, in some situations support is simply forgotten for deans to run their colleges and schools, resulting in quite a traumatizing experience. Some deans derive support from their political peers who share similar positions and contexts (Cetin & Kinik, 2015). Snyder (2018) reports similar findings that due to the political nature of the deanship position, the roles and responsibilities of the educational leader are broad and demanding because of the requirements from the state, as well as expectations from parents, students, and faculty frequently pull deans in competing directions that requires negotiations amidst the conflicting parties. This approach is similar to what has been shared by the participants in the current study where participants said that there is a lot of politics in the day today running of academic activities which complicates and stirs up conflicts. Deans further mentioned that they find it difficult to pursue a useful strategy because of the politics involved in their daily services. Similarly, politics involves the notions of mobilizing financial resources through networking and research for publications among others. Today, it appears that the dean's position carries more political and greater social shades than in the past the reason for this is the act of balancing the different but inter-related roles between an academic leader and executive manager which appears to be the hardest part of the job as most deans refer to themselves as well-known meat in the sandwich, or neither fish nor fowl (Seale & Cross, 2016).

In summary, what emerges from the empirical evidence generated in the dialogues above is that the conception and practice of leadership and management in the present-day setting for deans have changed radically, with consequent impacts on their preparation and support for this critical role. It is also important to note that the studies

above registers many gaps including methodology, contextual, conceptual and geographical gaps, hence the need for the current study.

METHODOLOGY

The study was conducted in Makerere University in the Colleges of; Education and External Studies, Computing and Information Science, Natural Sciences, Health Sciences, Engineering, Design, Art and Technology, and College of Humanities and Social Sciences. The study was grounded in the interpretivism paradigm guided by the transcendental phenomenology of Edmund Husserl which states that only those who have lived a phenomenon can have an experience to it. In this study, we used the deans as participants because they have experienced the phenomenon under study. This therefore answers the questions of meaning in understanding an experience from those who have experienced it. A case study design was used because of a small number of participants and this enabled us to yield the effective amount of data to be analysed and the need to get deeper and richer information as regards the perceptions of deans as far as their changing academic roles in the context of Makerere University was concerned. And so, the a need to explore their lived experiences in their respective and diverse contexts on this issue. It is also true that the case study design that we used in the study helped us to collect in-depth data as well as the ability to capture the actual context and the lived realities of the participants' experiences.

The participants of the study were the deans who were the heads of the different Schools under the nine Colleges. Eight participants were selected purposively using Biglan Becher's typology of academic disciplines including soft pure, hard pure, hard applied, and soft applied to cater to all deans as indicated that participants chosen from the different fields have the same characteristics.

The researchers used semi-structured interview guide to solicit data from the eight participants through verbal interaction which helped us in getting different views from them as they freely expressed. The same semi-structured interview

guide also helped the researchers in controlling the line of inquiring and kept track of the same to avoid losing focus in order to achieve the relevant information on the objective of the study. To ensure anonymity, pseudonyms were used for participants for instance SD=SCHOOL DEAN. Each participant was either contacted via mobile phone or physically contacted to take part in the interviews. The researchers went along with a sheet that spelt out the aims of the research and highlighted key ethical issues including informed consent.

In addition, all participants were asked for their informed consent to record their voices during sharing in the interview sessions to which all consented. All interviews were conducted in the participants' offices with each lasting on average 45 minutes to an hour. The interviews were semi-structured and based on an interview guide with prompts and probes. There was no strict fixed order of questions which allowed for more flexibility and this enabled us to probe for more information or clarity.

Regarding data quality control, we the researchers adhered to the four standards of judging the quality of data collection instruments which included credibility, transferability, dependability, and conformability. We ensured credibility by interviewing participants who provided relevant information and we kept the field notes throughout the study process. Consent for recording their voices was sought which was accepted and this helped us to transcribe verbatim all their voices. Additionally, we ensured the transferability of the research by providing an exhaustive description of the methodologies to enable those who would later like to carry out the same study to follow the same procedure. For dependability, we documented the whole procedure for checking and rechecking the data throughout the study process to enable other researchers to reuse the same procedure in case they were interested in confirming the results of the study. Finally, we ensured confirmability by member checks where we asked the participants to review their transcripts to make alterations, omissions, or additions to the data to ensure

accuracy. This was justified to ensure that all findings in the study were given by participants and not our own concoctions.

Regarding data analysis, we followed the four stages of data analysis of qualitative research including data preparation, data identification, data manipulation, and data analysis (Braun & Clarke, 2012). During the preparation stage, we organized data from the interviews during data collection by taking notes and recording all interviews verbatim to avoid missing out on any details. We transcribed the interviews verbatim. We created files for each interview where the name of the participant, gender, college, school, field, rank, and number of years of deanship experience were recorded. This information was later useful in the interpretation of the data.

We then read and re-read all the transcripts during the identification stage to make sense and meaning out of the data where we came out with similar responses from participants. We used open coding and came out with labels from the chunks of data where we uncovered meaning which helped us categorize for accessibility during reference in the analysis. In addition to that during the manipulation stage, we searched for ideas that were similar to each participant's shared story and we came up with different categories from codes that appeared most popular. From these, we developed sub-themes which were later merged to create themes.

Finally, was the data analysis stage where we described the participants' bio-data and combined ideas together to make a story that showed the deans' perceptions as regards their perceived changing academic roles in the context of Makerere University. We dragged strings together which we called sub-themes, and later these were merged to create themes. Data results were interpreted through the themes and in summary, data analysis followed thematic analysis.

FINDINGS / RESULTS

Our findings were narrowed to four basic sub-themes including; hectic, multiple, financially constrained, and politically influenced to cater to

the question thus, how do deans in Makerere University perceive their changing academic roles? The sub-themes are herein discussed below:

Hectic

Based on the participants' voices shared, despite the workload attached to the deanship position, it is as well strenuous, stressful, and hectic. For example, SD2 a participant from the College of Computing and Information Sciences said:

It is so hectic and stressing to work with faculty who are ignorant of some of the academic policies. You can have an academic meeting and inform staff to attend. Some of them will think attending such meetings is optional and they choose not to attend. Until you pull out a policy and let them know they will never appear for meetings.

Ideally, any academic leader would expect that when students join higher education institutions, they are mature enough to compete favourably because the assumption is that students at this stage know what their future entails. However, according to some participants, this assumption has been proven false making the work of deans even more hectic. For instance, SD4 from the College of Natural Sciences, a hard pure discipline had this to say:

It is stressing and hectic to deal with ill-prepared students from high school. The kind of students we receive in the university are those used to cram work and cramming does not apply at university due to wide content coverage. As deans, we find it hard to transform such students into people who should be reasoning maturely.

Further still, participant SD8 from the College of Business and Management Sciences, a soft applied discipline shared that:

I carry out routine academic activities as a dean like attending daily meetings and chairing meetings at the senate, and academic boards. I also have a teaching load and research that have to be attended to. It

requires us to again do counseling before the actual teaching and learning to get positive results.

Multiple

The work overload and multiple academic roles and responsibilities were exhibited by the deans. It is part of the job expectations for deans to see to the initiation of new as well as the development of existing curricular. SD3 a participant from the College of Health Sciences, a hard-applied discipline intimated that:

I oversee the huge component of curriculum development and implementation with the several elements integrated therein such as the admission of students, orienting them, and supervising the teaching to see to it that students are taught and examined.

The process of curriculum development is such a huge component that requires expertise which some deans may lack, but are expected of them to fulfil. There are also other unstated responsibilities embedded therein in the stipulated deanship duties. SD7 a participant from the College of Engineering, Design, Art and Technology said that:

I was given 13 responsibilities to perform not only that, when you practically do these responsibilities, there are other tasks integrated within that require the dean's hand directly if you do not want students to strike and destroy the school property.

Another participant SD6 from the College of Natural Sciences, a hard-applied discipline expressed that:

I am expected to be aware of all the activities both direct and indirect that take place within the school. At the end of the day, I have to supervise, monitor, and get students' marks because that is my responsibility as well.

Financially Constraining

While it seems to be true that deans are “purely” academic leaders, the academic activities they perform need financial backup. However, this

seems to be a night mare for the deans at Makerere University who declared that they lack financial resources. For instance, SD8, a participant from the College of Business and Management Sciences, a softly applied discipline shared that:

We have challenges with finances from the centre because the schools we head to do not have budgets because budgets are run by colleges. We lack computers for both staff and students to experience teaching and learning respectively.

Deans lack the facilitation for their work, which makes most of them fail to deliver appropriate services as expected. Even if Makerere University claims to be managed on a collegiate system, issues of finances were smoothly decentralized. For instance, SD6 a participant from the College of Natural Sciences a hard pure discipline said that:

The schools have no budgets for the budgets are run by colleges and with that I find it hard to implement policies that align with academic roles because of limited finances. You cannot hold anybody accountable when you have not provided enough financial resources.

Politically Influenced

Deanship is becoming a political position. In some units, it is almost a do or die and, in several others, the electoral process is influenced by tribal as well as political affiliations. This affects the performance of the elected person. Some leaders are not trusted by the led due to who supported them and where their allegiance is. SD2 a participant from the College of Computing and information Sciences lamented that:

The office of a dean is political because one is not appointed but elected so the a need to play one's cards well in handling issues. It becomes hard to play a useful strategy because of the dirty politics of the led and their political thinking. One staff openly told me that I was not supposed to be a dean and that that position was to be taken up by their preferred candidate.

This makes hard the deanship because of the resistance from some faculty and maybe spill over to students and other support staff. SD5 a participant from the College of Humanities and Social Sciences, a soft pure discipline shared that:

Politics in my school complicates every academic activity that I do because it begins at the departmental level. It stirs up conflicts among departmental members showing clear divisions. As a result of this, the faculty feels they need a neutral person who should be the dean to solve such issues.

It becomes inevitable that where support is lacking, some deans take hard decisions that are perceived by others as being dictatorial. SD1 a participant from the College of Education and External Studies, a softly applied discipline said that:

Politics is inevitable in this current era and as a dean, I end up making hard decisions all the time. I can say that there is no way you can separate politics from the day today running of academic activities although politics complicates everything further.

DISCUSSION OF FINDINGS

The study findings established that deans at Makerere University perceive their changing academic roles as hectic, multiple, financially constraining, and politically influenced. These findings are herein discussed alongside other studies by various scholars.

Hectic

The perception of a hectic workload including the work of administration and scholarly activities that deans in higher education do has resulted in situations that cause many academic leaders to burn out due to the strain of trying to be effective administrators on one hand, and attempting to protect the academic sovereignty and independence of the faculty on the other. This is in line with what was found out in the current study as indicated by participant SD7 from the College of Engineering, Design, Art, and Technology a hard-applied discipline. He shared

the stressful nature of his work including having gray hair as a result of burn-out from the multiple academic responsibilities he has had to perform throughout his entire deanship tenure. He further cited the weak heads of departments who only appear to sign papers and leave. As deans, SD7 mentioned they ended up doing most of the administrative work, research teaching, and supervision among others.

Perceiving their changing academic roles as hectic has been further expressed by Seale and Cross (2018) in the context of South Africa that deanship in universities has become more stressful, difficult, complex, and challenging. In their study, they established that deans are faced with a heavy and hectic workload as a result of multilingual student populations with their endless diverse demands which impact teaching and learning. Similarly, in the context of Finland specifically among program directors at the Finnish University of Applied Sciences, Vuori (2018) findings indicate that deans as part of the university leadership team also appear to be increasingly challenged by complexities of management of student issues from the academe. For instance, deans are confronted with role ambiguity as a result of being representatives of their faculty and custodians of their academic project on the one hand and also addressing students' multiple concerns on the other hand. Based on the current study, it seems clear that hectic work as a result of role ambiguities and complexities is faced by the deans in the context of Makerere University. A case in point is participants SD1 and SD5 who made mention of the many students that are admitted to their respective schools with multiple demands like lack of school fees and being under age. Such demands need attention from deans who are at the same time engrossed in so many other academic tasks.

Furthermore, still on the perception of hectic work, Arquisola, Zutshi, Rentschler, and Billsberry (2019) study discoveries show that in the context of Indonesia, academic leaders complained about heavy administrative workloads, judging it as the top least satisfying

aspect of their job. Further findings also showed that academic leaders said that their roles were burdensome and unpleasant, others confirmed that the administrative load was spent on management which resulted in physical exhaustion. Likewise, in the same study, it was found that academic leaders such as deans did a lot of coordination and monitoring of academic work. In the long run, there were conflicts between their administrative duties and teaching which is how academic leaders in this study view their work, rather than management or the effective and efficient use of resources of which they do not have much control and influence. Additionally, academic leaders believe that in Indonesia there is no separation of management and academic responsibilities, unlike in other countries where academic leaders must direct inner operations according to governing procedures that repeatedly change (Arquisola et al., 2019). The heavy workload and ambiguities of academic roles have also been identified in this current study. Makerere University having transformed to research led university, even the academic roles have become general and many to suit the direction of the research led university, making it hectic for the deans in general.,

Another example was given by a participant. Similarly, another participant SD1 from the College of Education and External Studies acknowledged that the hectic work load and stress were associated with the unhealthy competition right from secondary schools bringing with it negative elements like cram work and only training students to pass national exams. This has been found to cause stress as well as mental breakdown among students and therefore cause more hectic workload to academic leaders in getting back those students to good learning suitable for university students.

However, scholars from the contexts of Finland Vuorri, (2018) and others from South Africa like Seale and Cross, (2016) attribute the challenges of hectic workload to the fact that deans take up their positions without appropriate training and prior executive experience, and with no clear understanding of the ambiguity and complexity of

their roles. Yet, in the context of Indonesian universities, findings indicate that the hectic nature of the deans' academic roles has been attributed to their commitment to the Islamic religion puts a lot of emphasis that academic leaders' roles must reflect a commitment to altruistic service shaped by belief in Amanah (Islamic belief). Amanah signifies the selfless service of helping others. It is an entrusted leadership that must be fulfilled and the individual is expected to have ownership of that responsibility by doing all the responsibilities that make it possible to serve humanity in all academic spheres of life (Arquisola et al., 2019). The above is different from the current study's findings that attribute the hectic and other related perceptions to improved and uncontrolled technology among the student users and the changing environment in which deans work including the transformation to the collegiate system of governance with its associated multiple roles. And finally, the financial constraints that deans face due to a lack of budgets within schools.

Financially Constraining

In the context of Makerere University as per the present study, findings show that seven participants unanimously agreed that they perceive their changing academic roles as financially constraining. He continued to say that lack of finances made it hard to hold anybody responsible or accountable for the performance of specific tasks when a dean had not provided adequate financial resources to them. Similarly, another participant SD8 from the College of Business and Management Science, a softly applied discipline reported that as a school they have challenges that relate to a lack of budgets and financing from the centre and the fact that budgets are run by the colleges. The above discourse relating to inadequate financial resources resonates with the discoveries from the research undertaken on leadership development for deans at universities in the Gauteng province in South Africa. The discoveries revealed that deans face decreasing financial resources due to the complexities of change leading to challenging demands from many stakeholders and an ever-

increasing requirement for operational efficiency and effectiveness as a result of decreasing financial resources (Uzaraski & Broom, 2019). Along similar lines, in Kenya, Simala (2014) study found that reduced funding posed a big challenge to universities in Kenya in general specifically deans from all social science disciplines because these deans do not have both the freedom and the capacity to manage available human and financial resources. The above discourses are supported by a study carried out by Bisaso (2017) that indicated that the decreasing total quantity of money from the state treasury was noted as a key factor that impacts the operations of the university due to the fact that the World Bank lifted its emphasis towards the lower levels of education. Additionally, authors have highlighted that the findings of the study on the impact of managerialism on the strategy work of university middle managers show that university academic middle managers face challenges resulting from declining state funding (Davis, Jansen van Rensburg, & Venter, 2016).

As regards the above dialogues, one can say that while these studies were carried out at different times, in different contexts, and using different participants as middle managers, the different environments in which academic middle managers operate are financially constrained with either lack of or faced with inadequate financial resources and this leaves a lot to be desired. Therefore, since the academic environment has become financially challenging, there is a need to embrace the role of resource mobilization as a key academic role in addition to research, teaching, and community engagements or services among other changing academic duties. It should be noted that all deans' responsibilities cannot be effectively done without financial resources in place. In a nut shell, academic middle managers including deans all-over the globe should respond to the financially constraining environment by resorting to corporate-like tactics and strategies to support leadership and management which are increasingly to be suitable in their respective universities.

Similarly, more evidence was highlighted relating to financial challenges by authors including Hunsaker and Aldous (2018) highlighting more evidence on financial constraints faced by academic deans. In their study, they found out that immediately academic deans assume their role and positions as deans, they must deal with strained financial resources that restrain their role in curriculum change, implementation of relevant programs, and curriculum review among other key academic roles. This is related to findings from Mamdani (2016) on the Makerere Visitation Committee search on the problems of Makerere University while interviewing the respondents who included academic staff, the deans reported inadequate finances that have led to poor quality services. These poor-quality services were because of a lack of or due to shared projectors, visual aids, and public address systems to be used especially with post graduate students. Such facilities were seen to be shared and moved from one lecture room to another room which inconvenienced and wasted a lot of valuable time for teaching. In Indonesia, government financial support for higher education especially the work of academic middle managers in their sector is burdened with many limitations and mandatory rules preventing many from keeping in stride with rapidly changing needs and circumstances, especially for private universities that do not traditionally receive public funding from government (Wang, 2019). It has also been established in the current study by SD3 from the College of Natural Sciences, a hard applied discipline that the school lacks a laptop for the dean to do academic school activities as well as a projector for post graduate students to use while sharing their work with their supervisors. This same participant further confirmed that his school keeps on sharing the same projector from another college leading to delays in the delivery of teaching and learning.

Along similar lines, authors like Arquisola et al. (2019) have highlighted with evidence that there is a problem with inadequate financial resources allocated to public and private universities' academic middle leaders. Academic leaders feel

this problem presents another unnecessary hurdle to effective leadership. A participant who also doubled as an academic leader has been quoted by Arquisola et al. (2019) to have said that: “How can we manoeuvre freely if these funding problems are controlling us?” However, amid increasing student numbers, Indonesian universities often suffer from huge funding shortfalls making academic leaders’ roles complicated and, at times, complex a reality that troubles Indonesian government officials who are concerned about the implementation and sustainability of educational reforms. Nevertheless, the financial web poses a challenge to academic leaders as they are caught between a rock and a hard place in terms of achieving their goals with limited resources, and limited authority to dispose of these resources. Relatedly, in another context Makerere University, the visitation committee to Makerere University as found by Mamdani (2016) clearly identified more visible financial challenges that were exhibited by the dilapidated buildings and old-fashioned equipment that limited the support of quality research, teaching, and learning. The above discourses resonate with what was shared and discovered in this present study by a participant SD4 from the College of Health Sciences, a hard applied discipline who said that her school has a ram-shackled and small laboratory that is also not big enough to accommodate the growing number of post graduate students to support effective teaching and learning due to lack of funds to construct bigger ones. She also mentioned other dilapidated buildings that the school used in teaching and learning. This too supports the findings of the current study, specifically, participant SD7 from the College of Engineering, Design, and Art a hard applied discipline claims that he lacks furniture in his office and the fact that chairs, and tables in the dean’s office were all worn out. He too mentioned the anti-hills that were growing in the students’ toilets but the school lacked the money to renovate proper latrines that were important in supporting the learning environment of the students.

Multiple Roles

Another finding as regards the perceptions of the deans as concerns their changing academic roles that took centre stage by participants was the insight of the multiplicity of changing academic roles. Findings indicate that all eight participants as deans at Makerere University perform numerous routine activities, numerous responsibilities, and multifaceted tasks including chairing and attending numerous meetings and boards, teaching research, engaging with communities, guiding, and counseling, networking, recruiting, and training new faculty, curriculum development and review among others. She too made mention of running from one meeting to another and in a way, this consumes most of one’s time. Due to these many repetitive activities, it is even harder for deans to think of doing other things and as a result, all other important academic activities are left pending. The findings above are in line with those from a study carried out by Lavigne (2019) indicating that academic leaders face multiple academic work as a result of the evolving managerial nature of work in both legal and chartered universities. This approach is supported by findings by Creaton and Heard-Lauréote (2021) who discovered an increasing amount of administration and bureaucratic work at the cost of the deans’ teaching and research tasks. This is consistent with the findings of the study by Croucher, Wen, Coates, and Goedegebuure (2020) whose results indicated that the roles of academic middle managers are just wide-ranging and all-encompassing to point a figure at a specific role. Moreover, these multiple pressures seem to have impacted both academic management and leadership of the deans.

What emerges from the empirical evidence generated from all the studies mentioned above seems clear that, whether the university is research-led, private, public, legal, chartered, or otherwise, academic leaders such as deans are confronted with diverse academic roles and this is a challenge as well as a perception faced by all deans world-wide. It is also observed that, while deans perform their academic roles from different

spaces in many universities, what remains constant is that their academic roles evolve and are dictated by the needs of the time meaning that also they do not do similar or exact academic roles but these roles are multiple to all.

Similarly, it was also found by Quainoo et al. (2020) that academic leaders including deans face multiple academic demands from many stakeholders and complexities of change and as a result, they are not coping with such opposing strains because their current and institutional environment may not be effectively supportive for individual and organizational success. This is in line with the findings from the current study for instance as stated by Similarly, SD7 shared the above and supports the notion of a lack of budgets as academic leaders have not controlled finances since the inception of the collegiate system of governance came into play in 2012. However, what is different in the findings of the above two contexts is that, in the current study as per the current study, findings indicate that deans at Makerere University have managed to perform their multiple roles using the multi-frame strategy unlike in the study as indicated by McKenna (2020) where deans have been shown as not coping with the strains of a multiplicity of academic roles.

CONCLUSION

While the perceptions of the deans as regards their changing academic roles in the context of Makerere University included hectic, multiple, financially constrained, and politically influenced, these perceptions have been attributed to the strategic direction of the university, transformation of Makerere University to the collegiate system of governance, the changing higher education environment, growth of the university, improved technology, the dynamics of the population, changing global policies, contemporary changes in the environment and finally the needs of the market. Similarly, the financially constrained perception was found to be attributed to the transformation of the collegiate system of governance where deans as heads of schools do not run budgets but rather, budgets are

run by the principals who are the heads of the colleges. This has been a general concern among the seven participants. However, a participant School Dean 3 was found to have fully exploited the political frame with its elements like networking and searching out for partnerships and it was found that 50% of all the university grants belonged to her school, unlike other schools that were grappling with inadequate finances.

Recommendations

As regards the perceptions of deans as far as their changing academic roles are concerned, we recommended that there is a need for the university to periodically rethink the roles of the deans over strategic periods. This may entail concrete performance targets and support mechanisms. Such a recommendation was in response to the deans perceiving their roles as hectic, multiple, strenuous, complex, and financially constraining.

In addition to that, the study recommended that all deans should provide leadership in the development of school-level strategic plans that are aligned to the college and university strategic plan. The school-level plans may be short-term or medium-term with clear targets. The implication is that there will be more involvement of staff in strategic thinking and therefore gradually contributing to reframing capacities of both current and prospective deans.

More still, we recommended that the deans of schools should leverage the committees they create to establish grants and partnerships committees or coordinators with clear mandates to search for opportunities to guide the schools to think of alternative engagements with their respective current and prospective networks or partners

Finally, the study also recommended that the university and its governing body should relieve the deans from all the teaching loads to enable them to concentrate on the administrative duties including writing proposals for funding academic activities to curb the problem of financial constraints.

Areas for Further Research

Some recommendations for further research should focus on the following: In this study, the perceptions of the deans were attributed to the transformation of Makerere University to the collegiate system of governance. There is a need to extend the scope of the study to other public or private universities under the faculty-based system and explore the deans' perceptions as regards their roles. The scope of the study can be extended to generate additional empirical insights in a comparative way by expanding the number of universities to be included in the study. Some of these universities would be those that are chartered, profit-oriented private universities among others.

The findings of this study show the use of the political frame more in science-based disciplines which are hard applied disciplines. It would be interesting to carry out a comparative study in universities that are science-based and explore how deans reframe their academic roles using the political frame. The use of the symbolic frame in this study has been the least used reframing strategy and has been linked to faith and strong beliefs in God. I suggest that other researchers conduct a study and focus on this symbolic frame in detail.

REFERENCES

- Al-Omari, A. A. (2013). Leadership frame preference of Jordanian schools principals' as perceived by their teachers: The Bolman and Deal Four Frames model. *European Journal of Social Sciences*, 38(2), 252-262.
- Al Khaja, A., & Dammak, H. (2021). *Researching Leadership Styles in Higher Education in the Arab World Using Bolman and Deal's Four-Frame Framework: A Literature Review*. Paper presented at the 2021 Sustainable Leadership and Academic Excellence International Conference (SLAE).
- Arquisola, M. J., Zutshi, A., Rentschler, R., & Billsberry, J. (2019). Academic leaders' double bind: challenges from an Indonesian perspective. *International Journal of Educational Management*.
- Benedict, A., Blanton, L., Brownell, M., & West, J. (2022). Deans as Agents of Change for Inclusive Teacher Education. *The Teacher Educator*, 1-21.
- Beresford, R., & Michels, N. (2014). Embedding change through the entrepreneurial role of middle managers in the UK further education sector. *Research in Post-Compulsory Education*, 19(2), 147-164.
- Bisaso, R. (2017). Makerere University as a flagship institution: Sustaining the quest for relevance. In *Flagship universities in Africa* (pp. 425-466): Springer.
- Branson, C. M., Franken, M., & Penney, D. (2016). Middle leadership in higher education: A relational analysis. *Educational Management Administration & Leadership*, 44(1), 128-145.
- Braun, V., & Clarke, V. (2012). *Thematic analysis: American Psychological Association*.
- Bush, T. (2022). Middle leadership in higher education: Challenges and opportunities. *Educational Management Administration & Leadership*, 50(5), 737-738.
- Cetin, M. O., & Kinik, F. S. F. (2015). An analysis of academic leadership behavior from the perspective of transformational leadership. *Procedia-Social and Behavioral Sciences*, 207, 519-527.
- Corbett, S. (2022). Establishing professional expectations in further education middle management: The human resource manager's perspective. *Educational Management Administration & Leadership*, 50(6), 911-927.
- Creton, J., & Heard-Lauréote, K. (2021). Rhetoric and reality in middle management: the role of heads of academic departments in UK universities. *Higher Education Policy*, 34(1), 195-217.

- Croucher, G., Wen, W., Coates, H., & Goedegebuure, L. (2020). Framing research into university governance and leadership: Formative insights from a case study of Australian higher education. *Educational Management Administration & Leadership*, 48(2), 248-269.
- Fruehauf, J., Al-Khalifa, F., & Coniker, J. (2015). Using The Bolman And Deal's Four Frames In Developing A Data Governance Strategy. *Issues in Information Systems*, 16(2).
- Gallos, J. V., & Bolman, L. G. (2021). *Reframing academic leadership*: John Wiley & sons.
- Hunsaker, R. C., & Aldous, A. (2018). The fundraising role of academic deans: A qualitative study. *Philanthropy & Education*, 2(1), 75-96.
- Lavigne, E. (2019). The collegial and managerial roles and qualifications of Canadian university deans. *Studies in Higher Education*, 44(12), 2304-2317.
- Mamdani, M. (2016). Undoing the effects of neoliberal reform: The experience of Uganda's Makerere Institute of Social Research. *North-South Knowledge Networks*.
- McKenna, S. (2020). The rise of the executive dean and the slide into managerialism. *Educational Research for Social Change*, 9(SPE), 78-91.
- Monahan, M. L., & Shah, A. J. (2011). Having the right tools: The leadership frames of university presidents. *The Coastal Business Journal*, 10(1), 2.
- Mwangu, A. R. (2020). Middle-level Academics as Institutional Managers. *Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique*, 18(2), 29-54.
- Patton, W. (2021). The many faces of leadership: leading people and change in Australian higher education. *Journal of Educational Administration and History*, 53(2), 121-131.
- Pekkola, E., Siekkinen, T., Kivistö, J., & Lyytinen, A. (2018). Management and academic profession: comparing the Finnish professors with and without management positions. *Studies in Higher Education*, 43(11), 1949-1963.
- Quainoo, E. A., Chunga, J. O., & Lukoko, H. O. (2020). Deans' leadership and organizational commitment in higher education; A review of literature. *International Journal of Social Science and Humanities Research*, 8(3), 167-174.
- Seale, O., & Cross, M. (2016). Leading and managing in complexity: the case of South African deans. *Studies in Higher Education*, 41(8), 1514-1532.
- Seale, O., & Cross, M. (2018). Executivism and deanship in selected South African universities. *Oxford Review of Education*, 44(3), 275-290.
- Simala, K. I. (2014). Deanship, leadership dilemmas and management challenges facing the social sciences in public university education in Kenya. *Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique*, 12(1), 1-26.
- Smethers, J. D. (2020). The Role of the Academic Dean in Higher Education in the United States.
- Snyder, R. R. (2018). Show Me the Resources: Teachers' Perceptions of Educational Leader Responsibilities. *International Journal of Educational Leadership Preparation*, 13(1), 152-164.
- Sriram, R., & Farley, J. H. (2014). Circular framing: A model for applying Bolman and Deal's four frames in student affairs administration. *Student Affairs*, 23, 103.
- Sukoco, B. M., Lestari, Y. D., Susanto, E., Nasution, R. A., & Usman, I. (2021). Middle manager capabilities and organisational performance: The mediating effect of organisational capacity for change.

International Journal of Productivity and Performance Management.

- Thompson, C., & Wolstencroft, P. (2018). Trust into mistrust: the uncertain marriage between public and private sector practice for middle managers in education. *Research in Post-Compulsory Education*, 23(2), 213-230.
- Uzarski, D., & Broome, M. E. (2019). A leadership framework for implementation of an organization's strategic plan. *Journal of Professional Nursing*, 35(1), 12-17.
- van Niekerk, K., & Jansen van Rensburg, M. (2022). Middle managers' strategising practices to effect strategic change. *Journal of Change Management*, 1-19.
- Vuori, J. (2018). Understanding academic leadership using the four-frame model. *Theoretical and Methodological Perspectives on Higher Education Management and Transformation-An advanced reader for PhD students.*
- Wang, H. (2019). The New Development Bank and the Asian Infrastructure Investment Bank: China's Ambiguous Approach to Global Financial Governance. *Development and Change*, 50(1), 221-244.
- White-Lewis, D. K. (2022). The Role of Administrative and Academic Leadership in Advancing Faculty Diversity. *The Review of Higher Education.*
- Wolstencroft, P., & Lloyd, C. (2018). *Process to Practice: The Evolving Role of the Middle Manager in English Further Education.* Paper presented at the 3rd International ARPCE Conference.
- Wolstencroft, P., & Lloyd, C. (2019). Process to practice: The evolving role of the academic middle manager in English further education colleges. *Management in Education*, 33(3), 118-125.