6-30-2021

Ambiguity, Agility, and Leadership—Not Rudderless, but Principled

Romeo B. Lee
De La Salle University, Manila, Philippines, romeo.lee@dlsu.edu.ph
The Asia-Pacific Social Science Review (APSSR) is an internationally refereed journal published four times in a year—March (online edition), June (online and print editions), September (online edition), and December (online and print editions), by De La Salle University, 2401 Taft Avenue, Manila, 1004 Philippines (c/o Dr. David Jonathan Y. Bayot, Executive Publisher, david.bayot@dlsu.edu.ph and +632-8524-4611 local 271). The APSSR aims to be a leading venue for authors seeking to share their data and perspectives on compelling and emerging topics in the social sciences with, and to create an impact on, the region’s communities of academics, researchers, students, civil society, policymakers, and development specialists, among others. Topics related to or with implications for the region that are pursued employing sound methodologies and comparative, and inter, multi, and transdisciplinary approaches are of particular interest. Overall, the APSSR seeks to glocalize knowledge towards developing a body of regional perspectives on key global issues. All manuscripts submitted to the journal are reviewed by the editorial team and by nominated and/or Publons-based (https://publons.com/about/home/) referees. The APSSR is listed in the Elsevier’s Scopus, the ASEAN Citation Index, and EBSCO, and is a Category A journal based on the Philippines’ Commission on Higher Education list. The APSSR has both printed and online (https://apssr.com) editions and a Facebook page at https://www.facebook.com/DLSUAPSSR/. The journal’s online submission platform, ScholarOne, is found at https://mc04.manuscriptcentral.com/apssr.

Annual Subscription Rates: Foreign libraries and institutions: US$60 (airmail). Individuals: US$50 (airmail). Philippine domestic subscription rates for libraries and institutions: Php1,800, individuals: Php1,300. Contact Ms. Joanne Castañares at dlsupublishinghouse@dlsu.edu.ph and +632-8523-4281.

Copyright © 2021 by De La Salle University

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means—electronic, mechanical, photocopying, recording, or otherwise—without written permission from the copyright owner.

ISSN (Print): 0119-8386, ISSN (Online): 2350-8329

Published by De La Salle University Publishing House
2401 Taft Avenue, 0922 Manila, Philippines
Telefax: (63 2) 523-4281
Email: dlsupublishinghouse@dlsu.edu.ph
Websites: http://www.dlsu.edu.ph/offices/publishing-house/default.asp
http://www.ejournals.ph

The De La Salle University Publishing House is the publications office of De La Salle University, Manila, Philippines.
### FROM THE EDITOR

**Ambiguity, Agility, and Leadership—Not Rudderless, but Principled**  
*Romeo B. Lee*

### RESEARCH ARTICLES

**Death in Haruki Murakami’s Novels: Shadow, Soul, and Sex**  
*Le Thi Diem Hang*

**Women on Boards of Philippine Publicly Traded Firms:**  
**Does Gender Diversity Affect Corporate Risk-Taking Behavior?**  
*Ailyn A. Shi, Michelle Kris A. Ong Yiu, Louie Angelo S. Ricafrente, Angelo A. Unite, and Michael J. Sullivan*

**Integrating Trialability and Compatibility with UTAUT to Assess Canvas Usage During COVID-19 Quarantine Period**  
*Solomon Oluyinka, Anatalia N. Endozo, and Maria N. Cusipag*

**Role of Behavioral Determinants for Investment Decision Making**  
*Zaheer Ahmed and Umara Noreen*

**Exploring ASEAN Teachers’ Practices and Perceived Benefits on the Use of Web Applications in ELT Classrooms**  
*Mark B. Ulla, William F. Perales, and Veronico N. Tarrayo*

**Innovativeness in the Chinese Hotel Industry as Affected by Social Networking Site Behavior and Customer Orientation**  
*Nuntasaree Sukato and Sid Terason*

**Negotiating Vegetarianism as a Complementary Therapy for NCDs in Myanmar Using Communication Accommodation Theory (CAT)**  
*Tun Zayar Min, Mark Stephan Felix, Francois Rene Lamy and Natthani Meemon*

**Intercultural Communication and Barriers in Malaysian Public Universities:**  
**The Mediating Effect of Intercultural Willingness to Communicate**  
*Pragash Muthu Rajan, Sultana Alam, Khor Kheng Kia, and Charles Ramendran SPR Subramaniam*
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considering the Responsiveness, Accountability and Transparency Implications of Hybrid Organization in Local Governance: A Comparison of Public Service Provision Approaches in Myanmar and Thailand</td>
<td>125</td>
</tr>
<tr>
<td>Saw Khine Thet Tun, Grichawat Lowatcharin, Peerasit Kumnuansilpa, and Charles David Crumpton</td>
<td></td>
</tr>
<tr>
<td>Consumer Intention to Adopt Dockless Bike Sharing Scheme in Southern China Based on Value-Attitude-Behavior Model</td>
<td>143</td>
</tr>
<tr>
<td>Bing Zhu</td>
<td></td>
</tr>
<tr>
<td>A Research of the Operational Status of Information-Education Programs for the Elderly Individuals in Korea, Using Correspondence Analysis</td>
<td>160</td>
</tr>
<tr>
<td>Ha-yeon Jang and Young-min Lee</td>
<td></td>
</tr>
<tr>
<td>Empirical Evidence from NARDL Analysis: An Asymmetric Effect of Exchange Rate Volatility on Agricultural Sector in Pakistan</td>
<td>171</td>
</tr>
<tr>
<td>Asma Fiaz, Shahid Waseem Malik, Nabila Khurshid, and Ahsan ul Haq Satti</td>
<td></td>
</tr>
<tr>
<td>Community of Care Amid Pandemic Inequality: The Case of Filipino Migrant Domestic Workers in the UK, Italy, and Hong Kong</td>
<td>184</td>
</tr>
<tr>
<td>Ron Bridget T. Vilog and Carlos M. Piocos III</td>
<td></td>
</tr>
<tr>
<td>An Integrated Model to Explain How Intellectual Capital Affects Earnings Quality: Some Evidence from Asian Emerging Economies</td>
<td>202</td>
</tr>
<tr>
<td>Eugene B. Mutuc</td>
<td></td>
</tr>
<tr>
<td>RESEARCH BRIEF</td>
<td></td>
</tr>
<tr>
<td>Which Clients Are Top Quality: A Tour Guide Perspective</td>
<td>222</td>
</tr>
<tr>
<td>Chidchanok Anantamongkolkul and Ken Butcher</td>
<td></td>
</tr>
<tr>
<td>Lived Experience of Buddhist Spiritual Caregivers from the Gilanadhamma Volunteer Group</td>
<td>231</td>
</tr>
<tr>
<td>Paveesuda Nutsathapana</td>
<td></td>
</tr>
<tr>
<td>Library Space Design Framework: A Conceptual Analysis</td>
<td>240</td>
</tr>
<tr>
<td>Roana Marie Flores, Simon V. De Leon, and Marita G. Valerio</td>
<td></td>
</tr>
</tbody>
</table>
Ambiguity, Agility, and Leadership—Not Rudderless, but Principled

There is so much ambiguity nowadays. Psychology Today author, Jim Taylor, Ph.D., describes our world as ever-changing, unfamiliar, unpredictable, uncertain, uncomfortable, and uncontrollable. In plain terms, our world is restless, agitated, and seemingly incapable of possessing a reliable mind or of standing on the same spot. Incessantly, our world voices out numerous prescriptions and dumps them at the same time in one day, and then alters or expunges them the next day, only to introduce or resurrect some other versions a few weeks or days after. These prescriptions revolve around a wide spectrum of human life areas, of which leadership is one in its broadest sense. We citizens receive innumerable prescriptions on leadership from varied source, and, although these prescriptions are attracting a great deal of public attention for the truth, hype, noise, controversy, or confusion that they help create, these are failing to truly provide us with principled prescriptions. Our world is blabbering so intensely about leadership, but with nary a marked provision of any related principled guideposts, it mainly creates ambiguity. Ambiguity prevents us from seeing through our futures, thereby constricting our capacity to lead ourselves and others effectively.

How must we citizens respond to ambiguity? Must we stop the world—and everybody else in it—from rattling? Impossible. Must we censor human expressions? Only to an extent, but hardly totally. Must we block all these prescriptions from assaulting our senses, 24/7? Unsustainable. Must we give in to a global power, such as China, to turn off the internet and allow the State to be the sole source of prescriptions? Unlikely. Many of us are simply in a quandary as to what to do with ambiguity. Some of us even help entrench its foothold by adding our own unrefined cacophonies about these leadership prescriptions into the world’s social spaces. Is our joining the fray a sign of our utter surrender, that ambiguity is here to stay? Some authors would point out that ambiguity is part of the world’s current drama and is a good thing in that, it offers everyone a chance of having their me-too moment, akin to being under the spotlight, having a license to say something—and to be heard. Rather than be discombobulated by ambiguity, these authors suggest that we can ride these constant flows of prescription, by becoming agile—that is, by thinking, deciding, and acting quickly and easily. Agility, they add, will enable us citizens, to swiftly adjust to the demands of these multi-tiered guideposts and then help us better lead our own and other people’s lives. Because agility—or to be agile—has the potential to give us citizens a social mileage, this trait is now widely prescribed.

Young people are the demographic sector who are advised to be agile. They are the natives of this present-day ambiguity—breathing and living with it—in the vast social spaces comprising epic masses of leadership prescriptions. Also, young people are the next cohort of leaders—for example, as parents, teachers, researchers, government executives, corporate managers, entrepreneurs, capitalists, editors, medical professionals, and social media influencers—who will have their respective sets of human groups to govern. Young people have to prepare themselves, therefore, as leaders. Such a preparation is not so much about upgrading their technological expertise as it is about guiding them to internalize, own—and live with—the core essences (i.e., the major inherent qualities) of leaderships. Contrary to popular notion, agility is not about thinking, deciding and acting on, and adapting to,
just about anything that comes one’s way, or that one sees, as a leader. Agility requires forethought and calibration, not as a floating or an anchor-less behavioral trait, but one grounded on the age-old essences of leaderships.

At universities where copious amounts of information on leaderships are taught, many young people are not fully grasping the position-specific essences of leadership, because these essences are either not given prominence or they get drowned in the grand scheme of the daily instruction provided thereat. Many universities seem in a quandary as to what to do with the information overload in their midst (although even if they do, they are likely to abandon any attempt at funneling it, because the attendant workload to fulfill it, in the purview of the non-stop surge of information, is just too onerous). In their own style of institutional governance, therefore, universities tend to leave young people to discern for themselves, based on the information supplied to them, about the essences of leaderships (universities tend to cloak this convenient approach, of giving young people the freedom of choice, in the pretext that it is a part of the liberal, democratic, or laissez-faire approach to education). Leaving many young people to their own devices is absolutely unwise. This demographic sector, with its expansive, dispersed mind-sets, is cognitively unprepared to fathom the authentic essences of leaderships. Born in an era of ambiguity, young people are more likely inclined than not to devise their own platform, thereby diluting or eradicating the original essences of leaderships that are as age-old—as they are universal—as time. Relegating the responsibility of information sifting to young people is tantamount to universities weakening their principled governance—becoming ambiguous themselves, thereby also effectively perpetuating ambiguity.

Universities need to make themselves less ambiguous by professing a more principled leadership; that is, helping young people build a personal foundation on the true essences of leaderships, contingent upon the type of leaders these young people would aspire to be. For example, should young people want to become a president or a prime minister, they must learn that this leadership will essentially call for them to be service-oriented—as servants of the people; should they want to become teachers, they must learn that this leadership will demand them, essentially, to be communicators of knowledge; or should they want to become medical doctors, they must learn that the real essence of this particular leadership is to provide holistic treatment to patients. With these leadership-based essences, young people will be equipped with principled platforms to start self-governing themselves in their current status as learners towards governing others in their eventual status as leaders.

Presently, many universities rarely use these authentic essences as their over-arching platforms to develop leaderships among young people. Instead, the learning of leaderships is anchored on a myriad of disparate issues that are chosen rather whimsically, thereby making the learning too detached from the true essence of every leadership. For example, in developing leadership in teaching, the current practice is to over-emphasize the use of learning-teaching technologies. As such, teaching leadership tends to gravitate so much around the mastering of a number as well as of the varying types of technologies (among many other things), which is pursued independently from the mastering of the leadership’s real essence—of being inherently communicative. Furthermore, in developing leadership in public office, the approach is replete with hasty, non-authentic efforts at mastering how to be popular with as many voters as possible, without connecting such efforts with the true essence of political leadership—of being a true public servant. In the same vein, in developing leadership in the medical profession, the overwhelming focus, as well as the default action, is bestowed more on the patients’ pharmacological treatment rather than on the true essence of medicine—of providing services for the patients’ holistic well-being. Other leaderships are also portrayed in much similar, unprincipled ways—for example, parents excessively supplying their children with material resources rather than with proper guidance and warmth, or company executives expanding aimlessly for more profits rather than optimizing the products germane to their mission. With their rudderless adaptations, these leaderships similarly serve as effective purveyors of ambiguity.

When ambiguity pervades every nook and cranny of the world, it behooves the social institutions such as the university system—as a major source of knowledge—to intensify the formation of principled leaderships among young people. It is on the true essences of leaderships that young people need to kick- in their agility. Universities are far from formative in this mission: for centuries, they have been the bastion for the propagation of principled leaderships. However, in their impulse to be agile in a rapidly-shifting world, many have eventually veered so far away from the very essence of their leadership—of providing young people with the moral, socially- upright foundations of various leaderships. The appointments of non-academics as top university administrators have only
further diluted the leadership of universities in this regard. Apart from some fundamental variations, therefore, many universities at present are undifferentiated from other non-academic establishment, in terms of the use of teaching technologies, being populist, and being non-holistic in their medical and health services for young people. The extended meaning of this is that, for having become just like everybody else, these universities have lessened their significance as the go-to institutions in which to learn about authentic leaderships. Re-embodying the inherent essences of leaderships back into their educational approaches could aid universities to re-discover their distinctive competence in the world that is, glaringly, in constant flux. Overall, universities must be a prominent voice on true leaderships in this era of relentless ambiguity.

I checked the internet and gathered that several universities and institutes in the U.S. offer curricular programs in servant leadership (https://www.modernservantleader.com/academic-programs-list/, and that a number of higher educational institutions in China have academic programs in holistic treatment (http://www.besteduchina.com/tcm_universities_in_china.html). We need to mainstream more curricular offerings of these kinds to benefit the vast numbers of our young leaders worldwide.

For manuscript preparation guidelines, visit our website at https://apssr.com, and for submission, go to https://mc04.manuscriptcentral.com/apssr.

Romeo B. Lee
Guidelines for Authors

1. Original and unpublished quantitative and qualitative manuscripts discussing any topics in the social sciences, related to or with implications for the Asia-Pacific, are considered. Systematic reviews are also welcome.

2. A manuscript contained in a single MS Word file must be submitted, bearing the title, abstract and keywords, introduction, methods, results, discussion, and conclusion; acknowledgments including declarations of funding source/s, manuscript ownership and originality, conflict of interest and ethical clearance; and references. The abstract (not more than 500 words) must state the rationale, objectives, methods, results, and conclusion of the study reported in the manuscript. A maximum of five tables and high-resolution figures should be placed in their exact locations within the manuscript rather than at its end or in a separate file. When preparing a manuscript, including tables, figures, in-text citations, and references, authors should abide by the rules of the American Psychological Association (APA) Style. References in non-Roman scripts and non-English languages must have their English translations. Include the URL or DOI of each of the cited sources in the references. Complete author information, such as name, affiliation, city/town, country, and email address, has to be supplied separately from the manuscript during the submission process. Only manuscripts that follow the above guidelines shall be entertained.

3. Register, login, and submit manuscripts at the ScholarOne platform of the APSSR (https://mc04.manuscriptcentral.com/apssr). Once received, a manuscript goes through the first-tier evaluation performed by the editorial team, comprising a similarity/overlap check employing Turnitin (https://www.turnitin.com/); and an assessment of quality of the manuscript’s data and perspectives (is the topic compelling or emerging, and is it supported by sound and rigorous data?); writing (is the English language expression correct and clear?); and organization (does it have all the required sections, and are the sections appropriately done according to the rules of the APA Style?). This phase, which likewise involves the decision to reject a manuscript—due to unique similarity/overlap (>15%) and low quality—is usually completed within 1-3 days from the submission date.

4. All manuscripts meeting the first-tier evaluation criteria will be sent for peer review. Reviews are performed by two referees nominated by the corresponding author or identified and invited by the APSSR from Publons (https://publons.com/about/home/). Once review results are available, these are sent immediately to the corresponding authors. Review results may mean a tentative acceptance or a rejection of a manuscript. Acceptance of a manuscript for publication is tentative until the required revisions have been fully complied with. Non-compliance and non-completion of revision requirements may result in outright rejection. This review phase commonly takes up to 5 months from the date of submission.

5. The APSSR is governed by an equitable publishing access policy in which all authors, regardless of their institutional affiliations, are given a chance to submit their manuscripts for publication consideration in the journal. Members of the APSSR’s editorial team and the editorial board are thus allowed to submit to the APSSR; however, they can only have one manuscript published in the journal every year. Their manuscripts, just like others, are subjected to the usual first-tier evaluation and peer review.

6. After passing and complying with the peer review phase, manuscripts are assigned and queued on a first-come, first-served basis, for the March edition, the June edition, the September edition, and the December edition. It is here that authors have to wait for up to 6 months before the edition, for which their manuscripts are to be featured, will be processed and prepared for publication.

7. The APSSR processes and prepares every edition 2 months before the edition’s scheduled publication date. For every March edition, the APSSR starts working on it in January, and for every December edition, the journal’s work starts in October. The journal first sends the batch of manuscripts for copy editing, and then, the copy-edited versions, with the track changes shown, are emailed to the corresponding authors for appropriate action, based on the suggested changes of the copy editor. After that, the copy-edited and author-checked versions are formatted. Finally, the proof, along with instructions on accessing and completing the Copyright Agreement, is emailed to the corresponding authors for proper action. The Copyright Agreement requires the corresponding authors to formally agree, among others, that their manuscripts are original and unpublished, and with no plagiarized contents and other unethical infractions. Once the Copyright Agreement is signed, only then that the APSSR accepts their manuscripts for definite publication.

8. Overall, more than 95% of the accepted manuscripts are published in the APSSR within the year from their submission dates.

9. All published manuscripts are made fully available at the journal website (https://apssr.com) and their abstracts are featured on the journal’s Facebook page (https://www.facebook.com/DLSUAPSSR/). The APSSR has no article publication charge.

If you have further questions, email us at apssr@dlsu.edu.ph.