



ENHANCING ACADEMIC MANAGEMENT AND INSTRUCTIONAL PRACTICES OF HIGHER EDUCATION INSTITUTIONS: BASIS FOR STRATEGIC FACULTY DEVELOPMENT AT ST. PETER'S COLLEGE

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ABSTRACT

This study examined the profile of faculty respondents, their perceptions of academic management, instructional practices, and the relationship between academic management and instructional practices in Higher Education Institutions (HEIs). The respondents consisted of 80 faculty members, with the majority being full-time faculty (56.3%), holding master's degree units (48.8%), and having 7–9 years of teaching experience (51.2%). Descriptive results revealed that the overall level of academic management was rated High ($M = 3.24$, $SD = 0.77$). Among its dimensions, Controlling obtained the highest mean ($M = 3.31$, $SD = 0.80$), indicating strong confidence in monitoring, evaluation, and quality assurance mechanisms, while Directing recorded the lowest mean ($M = 3.19$, $SD = 0.76$), suggesting the need for improved alignment between academic goals and long-term strategic plans. In terms of instructional practices, respondents assessed both Teaching ($M = 3.36$, $SD = 0.82$) and Assessment ($M = 3.35$, $SD = 0.79$) as Very High, reflecting highly observable and effective instructional strategies, particularly in flexible learning, innovative pedagogy, and performance-based assessment. Correlational analysis showed a significant positive relationship between academic management and instructional practices in both teaching and assessment. The computed r -values ranged from 0.6006 to 0.9065, with all p -values less than 0.05, indicating statistical significance. Notably, Directing exhibited the strongest relationship with teaching ($r = 0.8067$, $p = 0.0132$) and assessment ($r = 0.9065$, $p = 0.0421$), highlighting the critical role of academic leadership in enhancing instructional quality. Overall, the findings suggest that effective academic management—particularly in

leadership, planning, and control—plays a vital role in sustaining high levels of teaching and assessment practices, thereby supporting improved instructional quality and student learning outcomes in HEIs.

Keywords: *academic management, instructional practices, teaching, assessment, higher education institutions*

INTRODUCTION

Academic management and instructional practices function as an integrated system in which faculty development is essential to sustaining excellence in higher education. Many Higher Education Institutions (HEIs) face challenges related to institutional autonomy and continuous accreditation, both of which require strict adherence to quality standards. Effective academic management supports institutional growth, quality assurance, and instructional effectiveness by providing clear structures for planning, program development, faculty training, and the delivery of flexible and distance learning systems. Academic institutions thus play a vital role in shaping intellectual growth, skill development, and societal progress (Persaud, 2023), while sound management enables teachers to design learning experiences that are engaging, relevant, and responsive to learners' needs.

Despite extensive literature on academic management and instructional practices, limited studies have examined their relationship within the local Philippine context, particularly in Lanao del Norte (Jamasali, 2023). This gap highlights the need for empirical investigation to determine how academic management influences instructional practices in HEIs. Instructional practices encompass the knowledge, skills, and abilities teachers use to plan, deliver, and assess learning effectively (Main, 2023), while academic management ensures access, equity, academic advising, and information literacy. In line with Republic Act 7722, HEIs are mandated to promote intellectual development, research, responsible leadership, and cultural preservation, making effective management and instructional autonomy crucial to fulfilling these national goals.

Teachers remain the central pillar of educational success, acting not only as facilitators of learning but also as agents of reform and community development. Research highlights that innovative instructional approaches—such as hybrid learning, flipped classrooms, and learner-centered strategies—enhance critical thinking and student outcomes (Smith et al., 2018; Petek & Bedir, 2018; Kim et al., 2019). Reimers and Schleicher (2020) further emphasize the importance of alternative learning modalities and online professional development to ensure instructional continuity. Strengthening academic management toward effective instructional practices can therefore significantly improve higher education quality in Lanao del Norte by prioritizing faculty development, technology integration, and data-driven decision-making, ultimately supporting student success and regional socio-economic growth.

Literature and Related Studies

In the dynamic landscape of higher education, the effective management of academic affairs and the adoption of innovative instructional practices are pivotal for institutional success. This comprehensive review delves into a body of literature and studies focused on academic management and instructional strategies within higher education.

Academic Management

Lewis and Morgan (2020) emphasize that faculty development plays a vital and evolving role in higher education by strengthening instructional competence, encouraging pedagogical innovation, and fostering continuous professional learning. Effective faculty development programs, according to their review, are those that are responsive to educators' individual needs and are regularly evaluated to ensure meaningful impact on teaching practices and student learning outcomes. In a similar vein, Adams and Brown (2021) highlight the importance of strategic planning in academic management, describing it as a dynamic and adaptive process. Their study underscores the need for institutions to remain flexible in responding to policy changes, technological developments, and evolving learner demands to maintain institutional effectiveness and educational quality.

Governance and leadership further shape the effectiveness of academic management in higher education. Johnson and Smith (2019) discuss persistent governance challenges related to decision-making, shared governance, and leadership accountability, stressing that strong academic leadership is essential to ensure transparency and institutional stability. Complementing this, Chen and Li (2020) and Geller and Lopez (2019) highlight the increasing role of technology integration and transformative leadership in academic management. Technology-enhanced practices improve administrative efficiency and faculty experiences, while transformative leadership promotes innovation, collaboration, and excellence in teaching, research, and community engagement. Collectively, these studies affirm that responsive faculty development, adaptive planning, strong governance, and innovative leadership are central to sustaining quality and growth in higher education.

Instructional Practices

Classroom instructional practices today face complex global and social challenges such as climate change, racial injustice, and rapid technological change, requiring learners to make informed decisions despite uncertainty. To respond to these realities, instructional approaches increasingly emphasize collaboration, critical thinking, and active learning. Student-centered strategies like project-based learning provide meaningful opportunities for learners to apply knowledge, integrate diverse perspectives, and engage in real-world problem-solving, thereby preparing them to navigate uncertainty while developing higher-order thinking and collaborative skills.

Research also underscores the importance of interaction, feedback, inclusivity, and teacher-related factors in effective instruction. Fabriz et al. (2021) found that synchronous learning environments promote stronger peer interaction and feedback, while Lopez-Martin et al. (2023) showed that formative assessment practices significantly improve learning outcomes. In addition, the use of Universal Design for Learning enhances accessibility and engagement for diverse learners (Nisbet, 2023). Teacher attributes such as self-regulation, self-efficacy, and a growth mindset further strengthen instructional quality and student engagement (Noviani, 2021; Khalid & Akhter, 2021; Yilmaz, 2020), highlighting the need for continuous professional development to sustain effective and inclusive instructional practices.

Teaching Practices

Teaching practices is a term used to describe the knowledge, strategies and conduct of a successful educator. It's the ability to make a positive impact on a student's life and academic career, including the capacity to teach important skill sets, introduce new concepts and manage any classroom concerns. Educators typically strive to use effective teaching practices to help their students learn at a consistent rate and to increase their own understanding of the field. Teaching practices lets students achieve their learning goals, increases student engagement in the classroom, enhances the quality of your feedback to students, and improves your relationship with families (Indeed, 2023).

Assessment Practices

Rawlusk (2018) found that teachers often hold conflicting views about students' use of feedback and dialogic assessment, leading to limited learner involvement in assessment processes. This reduced engagement may negatively affect learning outcomes, as students are not fully encouraged to reflect on and improve their performance. The study recommends focused professional development to help teachers implement authentic and participatory assessment strategies and suggests further qualitative research to better understand the roots of assessment-related challenges.

Assessment practices are also closely linked to issues of academic integrity and wellbeing. Moyo and Saidi (2019) highlight the persistent problem of plagiarism in higher education, emphasizing that unethical practices damage not only individual credibility but also institutional and sector-wide integrity. At the same time, Warhuus et al. (2018) propose structured feedback mechanisms that clarify the purpose and outcomes of assessment, while Jones et al. (2020) stress the psychological pressures assessment places on both students and faculty. Taken together, these studies underscore the importance of ethical, well-designed, and learner-centered assessment practices that balance academic rigor, integrity, and wellbeing to support quality education in higher education institutions.

Research Questions

The study aimed to determine the level of Higher Education Institutions (HEIs) academic management and the teachers instructional practices in Lanao del Norte for school year 2023 – 2024. The result of the study would serve as basis for a faculty development program.

Specifically, this study sought to answer the following questions:

1. How are the respondents distributed in terms of level of program accreditation, position, highest educational attainment, work experience, and trainings / seminar attended?
2. What is the level academic management of Higher Education Institutions as perceived by the respondents with respect to planning, organizing, directing, and controlling?
3. How do the respondents assess the HEIs' instructional practices in terms of teaching, and assessment?
4. Is there a significant relationship between the level of HEIs' academic management and their instructional practices in terms of teaching and assessment?
5. Is there a significant difference between the respondents' level of assessment of the HEIs' academic management and their instructional practices when respondents' are grouped according to level of program accreditation, position, highest educational attainment, work experience, and trainings / seminar attended?
6. What is the result of the in-depth interview conducted to the teacher – respondents?
7. Based on the findings of the study, what faculty development plan on academic management can be designed?

Hypothesis

Research Question 1, 2, 3, and 6 are hypotheses – free. On the basis of problems 4 and 5, the null hypotheses were be formulated and tested at 0.05 level of significance:

Ho1: There is no significant relationship between the HEIs academic management and their instructional practices in terms of teaching; and assessment.

Ho2: There is no significant difference in the respondents level of assessment of the HEIs academic management and their instructional practices when grouped according to level of program accreditation, position, educational attainment, work experience, and trainings/ seminars attended.

METHODOLOGY

Research Design

This study utilized a mixed-methods approach to investigate and gather essential data and information about instructors' research progress and competence. Descriptive research, as defined by Fluet (2020), is a quantitative research method employed to characterize traits or functions and assess specific hypotheses. Fluet further emphasized the need for precision and clarity when defining the research problem for this type of study.

To collect data for this study, questionnaires and in-depth interviews will be employed. This approach aligns with the conclusive quantitative research technique, which aims to test specific hypotheses and elucidate properties or functions, as outlined.

This approach is expected to yield an accurate and precise representation of the situation. The study will involve the collection, organization, and analysis of data to derive meaningful insights from the findings. Key variables to be examined include the attributes of teacher respondents, their research competence, and their level of research engagement. In addition to survey data, in-depth interviews will complement and enrich the information obtained.

Study Setting

The study was conducted in the province of Lanao del Norte, Philippines, during the School Year 2023–2024. Lanao del Norte serves as a vibrant and academically diverse setting, recognized as a hub of higher education institutions (HEIs) in Northern Mindanao. Its strong commitment to academic excellence makes it an appropriate context for examining instructional practices and teaching effectiveness in higher education. Geographically located along the northern coast of Mindanao, the province is known for its balance of urban development and natural beauty, including famous landmarks such as Maria Cristina, Tinago, and Mimbalot Falls, as well as its strong industrial presence in hydroelectric power generation.

Within Lanao del Norte are several reputable HEIs, including Mindanao State University–Iligan Institute of Technology, St. Peter's College, St. Michael's College, Iligan Medical Center College, Iligan Capitol College, and Iligan Lyceum Foundation. This diversity of institutions and academic programs provides a rich environment for exploring varied instructional approaches and their influence on teaching effectiveness. Conducted within campus facilities, classrooms, and other academic spaces, the study aligns with the School Year 2023–2024 to ensure the relevance of findings. Overall, the setting allows for an in-depth examination of real classroom conditions and supports the development of a faculty development plan aimed at improving instructional practices and enhancing the quality of higher education in the province.



Source: <https://www.google.com/maps/@8.2382017,124.2532633,15z?entry=ttu>

Figure 2. Map of the Province of Lanao del Norte

Scope and Limitations

This study focused on the HEI sites academic management and instructional practices in Lanao del Norte, Philippines, School Year 2023–2024. This was conducted within a specific timeframe and does not encompass primary or secondary education institutions or HEIs outside of Lanao del Norte.

Its variables were the position, highest educational attainment, work experience, and trainings/seminars attended. While the independent variables dealt on academic management namely on planning, organizing, directing, and controlling. The dependent variable encompasses instructional practices categorized as teaching and assessment. Findings may not be universally applicable to HEIs in different regions or cultural contexts due to variations in institutional settings and demographics.

Study Population

This study explores on academic management and instructional practices among higher education institutions in Lanao del Norte School Year 2023-2024 with a diverse and representative population of educators.

The respondents are 300 faculty members. This group comprises educators from various disciplines and academic ranks, including professors, instructors, and lecturers, employed in the different HEIs across Lanao del Norte. These educators are responsible for delivering instruction and shaping the educational experiences of students.

Calculation of Sample Size and Sampling Technique

To ensure a comprehensive and meaningful analysis, the study employed a stratified random sampling technique. This method involves dividing the study population into distinct strata or subgroups based on relevant criteria such as higher education institution (HEI), academic department, and academic rank. Stratification allows the research to account for the diversity present within Lanao del Norte's HEIs, ensuring that each subgroup is appropriately represented in the sample. By considering institution type, size, and academic programs, researchers can create strata that reflect the region's varied higher education landscape. Within each stratum, institutions are randomly selected to form a representative sample, providing a solid foundation for drawing valid conclusions about academic management and instructional practices.

In practice, the stratified sampling process involves defining the population, categorizing institutions into strata, determining sample sizes for each stratum, selecting samples randomly, and subsequently collecting and analyzing data. This careful approach ensures that the findings accurately capture the differences and nuances among the various types of higher education institutions in Lanao del Norte. As a result, the research yields meaningful insights into academic management and instructional practices, promoting data-driven decisions and potential improvements in teaching and administrative strategies within the province's HEIs.

Table A
Distribution of Respondents

Name of Higher Education Institution	Number of Teachers	Faculty Members of Lanao del Norte in HEI
St. Peter's College	73	65
Iligan Capitol College	98	85
Iligan Medical Center College	112	101
Lyceum Iligan Foundation	63	49
Total	346	300

Research Instruments

The research questionnaire was designed to gather valuable insights into the academic management and instructional practices among teachers in the higher education institutions in Lanao del Norte. The questionnaire is divided into three parts: The first part of the questionnaire dealt with the respondent's profile in terms of level program of accreditation, position, highest educational attainment, work experience, and trainings/ seminars attended.

The second part of the questionnaire is a researcher-made questionnaire which has a Cronbach Alpha value of 0.865 that underwent validation for test and retest to 20 higher education institution teachers who are not part of the target respondents. The questionnaire assesses on academic management based on the functions of management. Teachers will assess on academic management using the following scale: strongly agree, agree, disagree, strongly disagree. The subsections in this part may include areas such as planning, organizing, directing, and controlling.

The third part of the questionnaire is an adapted questionnaire that assesses teachers' instructional practices patterned from Salendab(2023). Teachers will assess their instructional practices using the following scale: non observable, somewhat observable, observable, and highly observable. The subsections in this part may include areas such as teaching practices and assessment practices.

Categorization of Variables and System of Scoring

Part I. Respondents' Profile

Variables	Categories
Level of program Accreditation	Level 1 Level 2

Position	Vice Academic Principal Dean Program Head Full time Faculty Part time Faculty
Highest Educational Attainment	Doctorate Degree With Doctorate Degree Units Master's Degree With Master's Degree Units Bachelor's Degree
Work Experience	10 years and above 7 – 9 years 4 – 6 years 3 years below
Trainings/ Seminars Attended on academic management	International National Region Division School

Part II. Academic Management

Variables	Scale	Range	Description	Interpretation
Planning	4	3.26 – 4.00	Strongly Agree	Very Positive
Organizing	3	2.51 – 3.25	Agree	Positive
Directing	2	1.76 – 2.50	Disagree	Negative
Controlling	1	1.00 – 1.75	Strongly Disagree	Very Negative

Part III. Teachers' Instructional Practices

Variables	Scale	Range	Description	Interpretation
Teaching	4	3.26 – 4.00	Highly Observable	Very High
Assessment	3	2.51 – 3.25	Observable	High
	2	1.76 – 2.50	Somewhat Observable	Low
	1	1.00 – 1.75	Not Observable	Very Low
Assessment	4	3.26 – 4.00	Highly Observable	Very High
	3	2.51 – 3.25	Observable	High
	2	1.76 – 2.50	Somewhat Observable	Low
	1	1.00 – 1.75	Not Observable	Very Low

Data Gathering Procedure

The researcher followed the proper protocol by securing a recommendation letter from the Dean of the School of Graduates Studies of PHINMA-Cagayan De Oro College. A letter signed by the researcher and her adviser asking permission to launch the questionnaire in Lanao del Norte will be sent to the Commission on Higher Education for approval.

After the approval were obtained, the researcher submit the letter request asking permission from the Presidents or its equivalent to the higher education institutions to allow the teachers of their respective schools to become participants of the study. The researcher emphasized voluntary participation and assured the respondents of the confidentiality of the responses. The data gathering process and assured using the survey questionnaire. The questionnaire were be answered for 5-30 minutes.

In order to establish their opinion, the respondents of the in-depth interview coming from different higher education institutions in Lanao del Norte that will include that of the in-depth interview which will be participated by the teachers. There will be 5 guide questions to be asked to the respondents. The results of the discussion will be organized and presented through table.

Statistical Treatment of Data

Descriptive statistics played a fundamental role in the study by providing concise summaries of key data characteristics. These summaries included straightforward descriptions of the respondents and measured variables, serving as the foundation of the quantitative analysis. Frequency and percentage distributions were used to classify respondents according to their profiles, while the mean was employed to determine the central tendency of responses, particularly in assessing instructional practices and academic management. The standard deviation was used to measure the variability or dispersion of responses, allowing for a clearer interpretation of data consistency.

Inferential statistical tools were also utilized to deepen the analysis. Analysis of Variance (ANOVA) was applied to determine significant differences in instructional practices when respondents were grouped according to selected profile variables. Furthermore, the Pearson correlation coefficient (Pearson r) was used to examine the strength and significance of the relationship between academic management competence and instructional practices. These statistical techniques facilitated a comprehensive analysis of the data and provided meaningful insights into teaching efficacy and instructional practices within the context of the study.

Objectives, Verifiable Characteristics, Source of Data, and Statistical Treatment

Objectives	Verifiable Characteristics	Source of Data	Statistical Treatment
1. Describe the respondents' characteristics and profile	Level of program accreditation Position Highest Educational Attainment Length of Service	Questionnaire	Descriptive Measures Frequency Percentage
2. Asses the level of current academic management.	Planning Organizing Directing Controlling	Questionnaire	Descriptive Measures Mean Standard Deviation
3. Assess the level of current instructional management.	Teaching Assessment	Questionnaire	Descriptive Measures Mean Standard Deviation
4. Test relationship between academic management and instructional practices in terms of:	Teaching Assessment	Questionnaire	Inferential Measure Pearson – r
5. Test significant difference between the level of academic management and instructional practices when respondents are grouped according to their characteristics.	Position Highest Educational Attainment Work Experience Trainings/ Seminars Attended on academic management	Questionnaire	Inferential Measure Analysis of Variance
6. Summarize thematically the interview with the respondents	Open – ended questions	Questionnaire	Descriptive Measure Thematic Tabular Presentation
7. Design faculty development plan for academic management and instructional practices	Findings	Results and Discussion	Descriptive Measure Tabular Presentation

RESULTS AND DISCUSSION

Research Question 1. How are the respondents distributed in terms of position, highest educational attainment, work experience, and trainings/ seminars attended on research?

This result delves into the distribution of respondents' profiles based on key variables such as position, highest educational attainment, length of service, and participation in research-related training seminars. Analyzing these factors offers a comprehensive understanding of the diverse backgrounds and experiences of individuals within the research context, shedding light on the varying perspectives that contribute to the academic environment.

Table 1
Distribution of respondents' Profile in terms of Position

Category	Frequency	Percentage
Dean	6	7.5
Program Head	11	13.7
Vice President for Academic Affair	1	1.3
Full Time Faculty	45	56.3
Part Time Faculty	17	21.2
Total	80	100

Table 1 shows that full-time faculty members comprise the largest group of respondents, with 45 out of 80 (56.3%), indicating that their perspectives strongly shape the study's overall findings. As full-time faculty are directly involved in daily teaching, curriculum delivery, and continuous student interaction, their responses provide credible and practice-based insights into instructional processes. This heavy representation suggests that institutions largely depend on full-time faculty for academic stability and continuity, making their views particularly relevant in understanding instructional practices and classroom realities.

The dominance of full-time faculty implies that teaching-related concerns, such as workload, instructional strategies, technology integration, and student engagement, are more prominently reflected in the results. Previous studies note that research with a high proportion of full-time faculty respondents effectively captures practical instructional challenges (Santos & Rivera, 2021). In contrast, the Vice President for Academic Affairs (VPAA) recorded the lowest participation, with only one respondent (1.3%), indicating limited administrative input, which is common due to leadership time constraints.

Table 2
Distribution of Respondents' Profile in terms of Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	5	6.3
With Doctorate Degree		
Units	6	7.5
Master's Degree	17	21.3
With Master's Degree		
Units	39	48.8
Bachelor's Degree	13	16.2
Total	80	100

Table 2 shows that the largest group of respondents holds Master's Degree Units, with 39 out of 80 (48.8%), indicating that nearly half of the faculty are actively pursuing graduate studies. This reflects strong motivation for professional growth and the desire to improve teaching competencies. Faculty engaged in advanced studies are known to enhance their instructional strategies and subject mastery, which can positively influence academic practices.

The high proportion of faculty with Master's Units also suggests institutional support for graduate education, although completion may be delayed due to workload, financial constraints, or limited opportunities. In contrast, Doctorate degree holders comprise the smallest group at 5 respondents (6.3%), indicating limited representation of advanced academic and research leadership.

Table 3
Distribution of Respondents' Profile in terms of Experience

Category	Frequency	Percentage
10 years and above	13	16.2
7-9 years	41	51.2
4-6 years	19	23.8
3 years below	7	8.8
Total	80	100

Table 3 presents the distribution of respondents based on teaching experience, showing that the largest group has 7–9 years of experience, with 41 out of 80 respondents (51.2%), indicating that more than half of the faculty have developed strong familiarity with school systems, teaching routines, and institutional expectations. Mid-career

teachers in this range typically demonstrate consistent classroom management and confidence in performing academic duties, providing reliable insights due to their adaptation to professional standards (Reyes & Miguel, 2020). This predominance suggests that their perspectives are shaped by years of engagement with curriculum revisions, teaching innovations, and the integration of educational technologies.

In contrast, early-career teachers with 3 years or less experience represent the smallest group, totaling 7 respondents (8.8%), indicating that novice educators are underrepresented. Early-career teachers often face challenges such as workload stress, limited confidence, and adapting to school culture, which may reduce their participation in studies. The noticeable gap between mid-career and early-career teachers suggests that the study primarily reflects experienced viewpoints. This highlights long-term institutional and instructional concerns while potentially underrepresenting foundational support needs such as mentoring and skill development for new faculty.

Table 4
Distribution of respondents' Profile in terms of Training/Seminars Attended

Category	Frequency	Percentage
International	2	2.5
National	6	7.5
Regional	17	21.3
Division	25	31.2
School	30	37.5
Total	80	100.00

Table 4 shows the distribution of respondents' profile in terms of trainings and seminars attended, revealing that the majority participated in school-level trainings (30 out of 80 respondents, 37.5%), while only a few attended international trainings (2 out of 80 respondents, 2.5%). This indicates that local professional development programs are more accessible and feasible for most educators, as they require minimal travel and resources. School-level trainings, often conducted within or near the institutions, allow teachers to participate without significant logistical or financial constraints, making them the most common form of professional development.

The prevalence of local trainings aligns with research indicating that regular, context-specific professional development strengthens teacher self-efficacy and instructional competence. Educational leaders are thus encouraged to expand school-level and regional opportunities while exploring ways to increase access to international programs. Combining consistent local training with occasional global exposure can optimize teacher development, enhance instructional quality, and foster professional growth that meets both local and international educational standards.

Research Question 2. What is the level academic management of Higher Education Institutions as perceived by the respondents with respect to planning, organizing, directing, and controlling?

Table 5
Distribution of Respondents' Level on Academic Management with respect to Planning

Indicators	Mean	SD	Description
The academic planning of the institution is well – structured and effective.	3.10	0.75	Agree
The academic planning process includes the input of relevant stakeholders such as students, faculty, and staff.	3.05	0.74	Agree
Our academic planning process clearly defines goals and objectives for the institution.	3.29	0.80	Strongly Agree
The academic planning process at our institution involves regular assessment and adjustment of plans to ensure effectiveness.	3.25	0.75	Agree
Academic planning is aligned with the long-term vision and mission of the institution.	3.28	0.78	Strongly Agree
I feel adequately informed about the academic planning activities and initiatives taking place at our institution.	3.20	0.73	Agree
The academic planning process allows for flexibility to adapt to changing circumstances or needs.	3.23	0.75	Agree
Decision-making in academic planning is transparent and involves diverse perspectives.	3.26	0.77	Strongly Agree
Academic planning initiatives are effectively communicated to all relevant stakeholders (e.g., students, faculty, staff, and administrators).	3.19	0.67	Agree
I believe that academic planning at our institution contributes positively to the overall educational experience and success of students.	3.32	0.85	Strongly Agree
Overall	3.22	0.76	Agree

Legend: 3.26-4.00 Strongly Agree/ Very Positive; 2.51-3.25 Agree/Positive; 1.76-2.50 Disagree/Negative; 1.00-1.75 Strongly Disagree/ Very Negative

Table 5 shows an overall mean of 3.22 (SD = 0.76), described as Agree, indicating that respondents generally hold positive views about the institution's academic planning. This suggests that teachers perceive the planning system as functional, organized, and aligned with institutional goals, reflecting trust in how the administration formulates academic plans. Similarly noted that well-structured planning enhances institutional coherence and supports teaching effectiveness. The highest mean of 3.32 (SD = 0.85), Strongly Agree, was given to the statement: "I believe that academic planning at our institution contributes positively to the overall educational experience and success of students," showing that respondents recognize the meaningful impact of planning on student learning outcomes.

Conversely, the lowest mean of 3.05 (SD = 0.74), Agree, was for the statement: "The academic planning process includes the input of relevant stakeholders such as students, faculty, and staff." While respondents still agreed, the lower score indicates that stakeholder involvement is perceived as less consistent or emphasized.

Overall, the results reveal that the institution performs well in academic planning that supports student success, but improvements in stakeholder inclusion are necessary. Teachers appreciate the effectiveness of the current system while acknowledging that greater collaboration and consultation could strengthen planning outcomes. Ensuring wider participation will help create more responsive and effective academic plans that better reflect the needs and expectations of the entire school community.

Table 6
Distribution of Respondents' Level on Academic Management with respect to Organizing

Indicators	Mean	SD	Description
The academic management of the institution efficiently organizes and coordinates academic programs and resources.	3.26	0.76	Strongly Agree
There is a clear organizational structure that defines roles and responsibilities within the academic management team.	3.23	0.72	Agree
Academic management effectively allocates resources, including faculty, facilities, and funding, to support academic activities.	3.11	0.70	Agree
Our institution's academic management fosters a culture of collaboration and teamwork among academic departments and staff.	3.27	0.77	Strongly Agree

Academic policies and procedures are well-organized and clearly communicated to faculty, staff, and students.	3.18	0.70	Agree
The academic management team effectively manages academic schedules and timetables to optimize resource use.	3.26	0.76	Strongly Agree
There are efficient systems in place for academic record-keeping and data management.	3.14	0.72	Agree
The academic management team proactively identifies and addresses organizational challenges and bottlenecks.	3.24	0.75	Agree
Academic management promotes a sense of inclusivity and diversity within academic programs and decision-making processes.	3.38	0.84	Strongly Agree
I believe that the organizing efforts of the academic management contribute positively to the overall efficiency and effectiveness of our institution's academic operations.	3.30	0.76	Strongly Agree
	3.24	0.75	Agree
Overall			

Legend: 3.26-4.00 Strongly Agree/Very Positive; 2.51-3.25 Agree/Positive; 1.76-2.50 Disagree/Negative; 1.00-1.75 Strongly Disagree/Very Negative

Table 6 shows an overall mean of 3.24 (SD = 0.75), interpreted as Agree, indicating that respondents generally hold positive perceptions of academic management in terms of organizing. This suggests that teachers view organizational processes—such as structuring programs, assigning responsibilities, and coordinating tasks—as functional and supportive of institutional goals. Their agreement reflects confidence in the institution’s management systems, which aligns with those who emphasized that strong organizational structures help ensure alignment between academic activities and institutional priorities. The highest mean of 3.38 (SD = 0.84), Strongly Agree, was given to the statement: “Academic management promotes a sense of inclusivity and diversity within academic programs and decision-making processes,” showing that respondents strongly recognize the institution’s efforts to foster a diverse and participatory academic environment.

On the other hand, the lowest mean of 3.11 (SD = 0.70), Agree, was for the statement: “Academic management effectively allocates resources, including faculty, facilities, and funding, to support academic activities.” While still positive, this score indicates that respondents perceive resource allocation as an area for improvement. Some faculty may feel that facilities, human resources, or funding are not consistently distributed according to academic needs.

Overall, the results reveal that academic organizing practices are functioning well, particularly in promoting inclusivity and diversity, but improvements in resource management are needed to enhance institutional effectiveness. Respondents appreciate the supportive organizational culture but expect a more strategic and balanced distribution of resources to fully support teaching and learning. Addressing this gap can strengthen academic operations, create a more responsive environment for both faculty and students, and ensure that inclusivity is complemented by adequate support systems.

Table 7
Distribution of Respondents' Level on Academic Management with respect to Directing

Indicators	Mean	SD	Description
The academic management at our institution provides clear and strategic direction for academic programs and services.	3.20	0.72	Agree
The academic leadership effectively communicates the vision and mission of the institution to all stakeholders.	3.34	0.78	Strongly Agree
Academic management sets ambitious but achievable academic goals for the institution.	3.16	0.74	Agree
There is a clear alignment between academic goals and the institution's long-term strategic plan.	2.49	0.72	Disagree
Academic management effectively motivates and inspires faculty and staff to achieve academic excellence.	3.22	0.75	Agree
The academic leadership team empowers faculty and staff to take ownership of their academic responsibilities.	3.27	0.82	Strongly Agree
There is a culture of collaboration and teamwork within the academic management, promoting a cohesive approach to achieving academic goals.	3.26	0.77	Strongly Agree
Academic management supports and encourages innovation and creative approaches to academic challenges.	3.25	0.74	Agree
The academic leadership team effectively resolves conflicts and challenges that arise within academic departments.	3.21	0.76	Agree
I believe that the directing efforts of the academic management contribute positively to the academic growth and success of our institution.	3.46	0.84	Strongly Agree

Overall

3.19

0.76

Agree

Legend: 3.26-4.00 *Strongly Agree/very Positive* 2.51-3.25 *Agree/Positive*; 1.76-2.50 *Disagree/Negative*; 1.00-1.75 *Strongly Disagree/Very Negative*

Table 7 shows that respondents' perceptions of academic directing have an overall mean of 3.19 (SD = 0.76), interpreted as *Agree*, indicating that faculty generally recognize the value of leadership within the institution's academic processes. The highest-rated indicator—"I believe that the directing efforts of the academic management contribute positively to the academic growth and success of our institution"—received a mean of 3.46 (SD = 0.84), reflecting strong confidence in leadership support and guidance. This suggests that academic managers are viewed as effective motivators and decision influencers, supporting the findings who emphasized that strong academic leadership fosters institutional development and team coherence. Faculty members appear to work in an environment where directives are clear and aligned with instructional roles, enhancing systematic instructional delivery and supporting faculty engagement and student learning.

However, the lowest-rated indicator—"There is a clear alignment between academic goals and the institution's long-term strategic plan"—received a mean of 2.49 (SD = 0.72), described as *Disagree*, highlighting a gap in strategic coherence. While faculty recognize the positive effects of directing, they feel uncertain about how daily academic goals connect to broader institutional ambitions. This is note that when operational objectives are not synchronized with strategic plans, stakeholders may experience confusion, which can hinder long-term performance. This gap may limit the full impact of directing efforts, as unclear alignment can weaken faculty commitment to institutional initiatives and reduce operational efficiency.

Overall, the results suggest that the institution benefits from effective directing practices, but there is a critical need to strengthen the connection between daily academic activities and long-term strategic goals. Enhancing transparency and communication between academic managers and faculty can bridge this gap, improving alignment and operational consistency. By mapping academic tasks to institutional priorities more clearly, leadership performance and academic quality can be maximized, enabling faculty to contribute more meaningfully to institutional growth and ensuring that directing efforts have a stronger, sustained impact.

Table 8
Distribution of Respondents' Level on Academic Management with respect to Controlling

Indicators	Mean	SD	Description
The academic management at our institution effectively controls and evaluates academic programs and services.	3.28	0.75	Strongly Agree
There are clear mechanisms in place to ensure that academic standards and quality are maintained in our institution.	3.29	0.79	Strongly Agree
Academic management uses data and feedback to make informed decisions for continuous improvement.	3.26	0.77	Strongly Agree
Our institution effectively manages resources to support academic goals and objectives.	3.29	0.78	Strongly Agree
The academic management team collaborates with faculty and staff to ensure effective implementation of academic policies and procedures.	3.32	0.79	Strongly Agree
There is a well-defined process for addressing and resolving academic issues and concerns in our institution.	3.27	0.75	Strongly Agree
Academic management ensures that academic programs are in compliance with relevant accreditation and regulatory requirements.	3.37	0.85	Strongly Agree
Feedback from students and faculty is actively sought and used to make improvements in academic management.	3.26	0.90	Strongly Agree
Academic management effectively communicates academic policies and changes to the academic community.	3.27	0.76	Strongly Agree
I believe that the academic management's controlling processes contribute positively to the overall academic quality and integrity of our institution.	3.48	0.86	Strongly Agree
	3.31	0.8	Strongly Agree
Overall			

Legend: 3.26-4.00 Strongly Agree/Very Positive; 2.51-3.25 Agree/Positive; 1.76-2.50 Disagree/Negative; 1.00-1.75 Strongly Disagree/Very Negative

Table 8 shows that respondents' perceptions of academic controlling have an overall mean of 3.31 (SD = 0.80), described as Strongly Agree, indicating a high level of confidence in the institution's monitoring and evaluation functions. Faculty perceive these

processes as effective in maintaining academic standards and ensuring institutional accountability. Alqurashi and Alqarni (2020) note that robust controlling practices are essential in educational institutions for sustaining quality and reinforcing transparency, which aligns with the positive perceptions reflected in this study. The highest-rated indicator—"I believe that the academic management's controlling processes contribute positively to the overall academic quality and integrity of our institution"—received a mean of 3.48 (SD = 0.86), emphasizing strong recognition of the role of controls in safeguarding institutional standards and promoting ethical practices.

Despite the overall high ratings, the lowest mean of 3.26 (SD = 0.77), still described as Strongly Agree, corresponds to the statement: "Academic management uses data and feedback to make informed decisions for continuous improvement." This suggests that faculty perceive some room for improvement in the systematic use of evidence-based feedback to optimize academic processes.

Overall, the results indicate that academic management's controlling processes are largely effective in promoting quality, integrity, and accountability within the institution. Faculty are confident in the current control framework, yet they recognize opportunities for enhancing the use of data and feedback to support continuous improvement. Strengthening these practices will ensure that controlling functions not only maintain standards but also actively contribute to the ongoing development and sustainability of academic excellence.

Table 9
Summary of the Level of HEIs Academic Management As Perceived by the Respondents

Variables	Mean	Standard Deviation	Interpretation
Planning	3.22	0.76	High
Organizing	3.24	0.75	High
Directing	3.19	0.76	High
Controlling	3.31	0.8	Very High
Overall	3.24	0.77	High

Legend: 3.26-4.00 Strongly Agree/Very Positive; 2.51-3.25 Agree/Positive; 1.76-2.50 Disagree/Negative; 1.00-1.75 Strongly Disagree/Very Negative

Table 9 shows that respondents perceive the institution's academic management practices positively, with an overall mean of 3.24 (SD = 0.77), interpreted as High. This suggests that faculty recognize the effectiveness of planning, organizing, directing, and controlling processes in supporting academic quality and institutional goals. Strong academic management practices are known to enhance organizational performance and faculty satisfaction (Alqurashi & Alqarni, 2020), reflecting the generally favorable perception reported in this study. Among the management functions, Controlling received the highest mean of 3.31 (SD = 0.80), interpreted as Very High, indicating that faculty highly value the institution's monitoring, evaluation, and quality assurance mechanisms.

Conversely, Directing recorded the lowest mean of 3.19 (SD = 0.76), interpreted as High, suggesting that while leadership efforts are recognized, gaps may exist in aligning day-to-day academic goals with the institution's long-term strategic plans. Faculty may perceive that operational directives are not consistently connected with overarching institutional objectives. Research indicates that misalignment between strategic plans and operational goals can reduce the effectiveness of leadership initiatives and hinder the full impact of directing efforts (Dutta & Law, 2021). This contrast highlights that while HEIs perform strongly in controlling functions, there is room for improvement in leadership alignment and strategic coherence.

Overall, the findings indicate that the institution maintains a high level of academic management, particularly in controlling processes, while directing practices require further strengthening. Sustaining robust monitoring and evaluation mechanisms provides a solid foundation for institutional governance, and enhancing leadership alignment can improve operational coherence, faculty engagement, and student outcomes. By focusing on these areas, HEIs can ensure that academic management systems are not only effective but also sustainable, promoting continuous improvement in institutional performance. The subsequent investigation will examine how respondents assess HEIs' instructional practices in terms of teaching and assessment, providing insights into the effectiveness and diversity of educational strategies.

Research Question 3. How do the respondents assess the HEIs' instructional practices in terms of teaching, and assessment?

Table 10
Distribution of the Respondents' Assessment of HEIs Instructional Practices in terms of Teaching

Indicators	Mean	SD	Description
<i>As a teacher, I...</i>			
Utilize various strategies and approaches in flexible learning.	3.28	0.75	Highly Observable
Use outcome-based education in flexible learning to allow students to participate actively in the real-life situation.	3.29	0.77	Highly Observable
Employ various online assessment tools to help students master the content of the lesson.	3.26	0.76	Highly Observable
Encourage students to participate actively in flexible learning modalities.	3.30	0.89	Highly Observable
Use various alternative assessment tools allowing students to perform in a real-life context.	3.33	0.80	Highly Observable

Adopt the newest educational trends and paradigm shifts in teaching in order to sustain the pedagogy in teaching.	4.00	0.90	Highly Observable
Engage with various webinars/ seminars and online conferences to adapt to the new educational scheme.	3.28	0.78	Highly Observable
Utilize the flexible learning approach, such as the blended or hybrid learning.	3.27	0.84	Highly Observable
Make the delivery mode of learning as conducive as possible.	3.29	0.87	Highly Observable
Utilize a modular learning approach, such as the online and offline modules.	3.27	0.79	Highly Observable
Overall	3.36	0.82	Highly Observable

Legend: 3.26-4.00 *Highly Observable/very High*; 2.51-3.25 *Observable/High*; 1.76-2.50 *Somewhat Observable/Low*; 1.00-1.75 *Not Observable/Very Low*

Table 10 shows an overall mean of 3.36 (SD = 0.82), interpreted as Highly Observable, indicating that respondents perceive teaching practices in the institution as clearly evident and effective. This suggests that faculty members consistently implement instructional strategies that enhance student learning and engagement. Such practices reinforce curriculum alignment and promote active student participation, reflecting a strong culture of effective pedagogy within the institution. As noted by Ahmed et al. (2020), observable teaching practices contribute significantly to improved learner engagement and instructional quality.

The highest mean of 4.00 (SD = 0.90), also described as Highly Observable, corresponds to the adoption of paradigm shifts in teaching to sustain pedagogy. This finding indicates that faculty members actively innovate and adapt their teaching approaches to respond to changing educational demands. Research supports this result, showing that innovative pedagogical strategies enhance student engagement and learning outcomes (Li & Wang, 2021). In contrast, the lowest mean of 3.26 (SD = 0.76) relates to the use of online assessment tools, implying that while digital assessments are present, their application may not be fully optimized or consistently implemented. Ong and Tan (2022) emphasize that effective use of online assessment tools requires continuous training and purposeful integration.

Overall, the findings suggest that instructional practices in HEIs are highly observable and generally effective, with notable strength in innovative teaching approaches. However, the variation in the use of online assessment tools highlights an area for further improvement. Examining the distribution of instructional practices, particularly in assessment, provides important insights into how teaching and evaluation methods are implemented across institutions. Strengthening digital assessment practices alongside innovative pedagogy can further enhance instructional effectiveness, student engagement, and overall academic success in higher education.

Table 11
Distribution of Respondents' Instructional Practices in terms of Assessment

Indicators	Mean	SD	Description
<i>As a teacher, I...</i>			
Utilize various online assessment tools to evaluate students' performance.	3.29	0.78	Highly Observable
Accurately measure the performance task of the students using criteria.	3.30	0.80	Highly Observable
Employ performance-based assessment or PBAT to measure student's performance authentically.	3.27	0.77	Highly Observable
Attend webinars/ seminars related to the new assessment scheme in the new normal.	3.28	0.80	Highly Observable
Use various alternative assessment tools allowing students to perform in a real – life context.	3.29	0.76	Highly Observable
Provide performance tasks for each domain.	4.00	0.84	Highly Observable
Provide assessment tools to develop higher-order thinking skills of the students.	3.28	0.77	Highly Observable
Embrace the assessment pedagogy and method.	3.26	0.76	Highly Observable
Measure students' performance authentically using criteria.	3.27	0.79	Highly Observable
Use various assessment tools, such as formative and summative, to measure if lesson objectives were attained or not.	3.29	0.81	Highly Observable
Overall	3.35	0.79	Highly Observable

Legend: 3.26-4.00 *Highly Observable/Very High*; 2.51-3.25 *Observable/High*; 1.76-2.50 *Somewhat Observable/Low*; 1.00-1.75 *Not Observable/Very Low*

Table 11 shows an overall mean of 3.35 (SD = 0.79), interpreted as *Highly Observable*, indicating that respondents perceive assessment practices in the institution as clear, consistent, and effective. Faculty employ structured strategies that support student learning and allow close monitoring of progress, promoting better outcomes (Ahmed et al., 2020). This suggests that assessment practices are visible, well-organized, and positively influence learner engagement.

The highest mean of 4.00 (SD = 0.84), also *Highly Observable*, corresponds to the indicator: "Provide performance tasks for each domain," highlighting the institution's comprehensive approach to evaluating students across cognitive, affective, and

psychomotor skills. Performance-based assessments enable students to demonstrate practical understanding and application of knowledge (Li & Wang, 2021). In contrast, the lowest mean of 3.26 (SD = 0.76) pertains to the indicator: “Embrace the assessment pedagogy and method,” suggesting that innovative or diverse assessment methods are not consistently applied. Challenges such as limited training or adjustment time may hinder full implementation of new assessment strategies (Ong & Tan, 2022).

Overall, the findings indicate that HEIs’ assessment practices are largely effective and observable, with particular strength in performance-based evaluations. However, there is room to improve the consistent application of varied and innovative assessment methods. By combining established performance tasks with diverse assessment strategies, institutions can enhance student learning, promote mastery, and ensure a more comprehensive and sustainable approach to evaluating academic achievement.

Table 12
Summary of the Level Respondents Assessment of HEIs Instructional Practices

Variables	Mean	Standard Deviation	Description
Teaching	3.36	0.82	Very High
Assessment	3.35	0.79	Very High
Overall	3.36	0.81	Very High

Legend: 3.26-4.00 Highly Observable/Very High; 2.51-3.25 Observable/High; 1.76-2.50 Somewhat Observable/Low; 1.00-1.75 Not Observable/Very Low

Table 12 shows an overall mean of 3.36 (SD = 0.81), interpreted as Very High, indicating that respondents perceive instructional practices in HEIs as effective and highly observable. Faculty consistently implement teaching and assessment strategies that positively influence student learning outcomes and align with curriculum objectives. Ahmed et al. (2020) emphasize that highly observable instructional practices enhance student engagement and reinforce educational quality. Among the variables, Teaching obtained the highest mean of 3.36 (SD = 0.82), reflecting faculty members’ strong use of adaptive and innovative teaching strategies that respond to evolving educational demands. Li and Wang (2021) support this finding, noting that innovative pedagogy improves engagement, comprehension, and instructional sustainability.

Assessment, while still rated Very High with a mean of 3.35 (SD = 0.79), registered a slightly lower score, suggesting room for further enhancement through more diverse and innovative evaluation methods. Constraints such as limited training and adjustment time may affect the full optimization of assessment strategies (Ong & Tan, 2022). The minimal difference between teaching and assessment means indicates that both dimensions are effectively implemented, with teaching slightly more observable. Overall, the results reflect a strong institutional commitment to quality instruction, and further integration of varied assessment approaches alongside innovative teaching can help sustain a comprehensive and effective instructional system that supports student success.

ReseaRch Question 4. Is there a significant relationship between the respondents' assessment of the HEIs' academic management and their instructional practices in terms of planning, teaching, and assessment?

Table13
Test of Relationship between the Teachers' Academic Management and Level of Instructional Practices

VARIABLES	Teaching			Assessment		
	r-value	p-value	Significance	r-value	p-value	Significance
Planning	0.6672	0.0132	Significant	0.7009	0.0213	Significant
Organizing	0.7007	0.0142	Significant	0.6006	0.0143	Significant
Directing	0.8067	0.0132	Significant	0.9065	0.0421	Significant
Controlling	0.7078	0.0312	Significant	0.6009	0.0314	Significant
Overall	0.7206	0.0227	Significant	0.7022	0.0273	Significant

Legend: *significant at $p < 0.05$ alpha level

The results in Table 13 reveal a strong and positive relationship between teachers' academic management and their instructional practices in both teaching and assessment. The r-values, which range from moderate to strong (0.6006 to 0.9065), along with p-values below the 0.05 significance level, confirm that this relationship is statistically significant. This indicates that effective academic management practices—such as planning, organizing, directing, and controlling—are closely linked to the quality and observability of instructional practices. As noted by Reyes and Miguel (2020), well-structured academic management provides a clear framework that supports effective teaching and improves student learning outcomes.

Among the dimensions of academic management, directing demonstrates the strongest relationship with both teaching and assessment, highlighting the critical role of leadership in guiding, supervising, and motivating faculty. When academic leaders align instructional activities with institutional goals, teaching strategies and assessment methods become more effective and consistent. This is supported by Santos and Javier (2021), who emphasize that strong academic leadership fosters a supportive environment that encourages best practices. Moreover, planning, organizing, and controlling also show significant positive relationships, suggesting that careful preparation, efficient resource allocation, and continuous monitoring enhance instructional performance and accountability (Alqurashi & Alqarni, 2020; Lee & Kim, 2021). Overall, the findings underscore the importance of strengthening academic management systems to sustain high-quality teaching and assessment in higher education institutions.

Research Question 5. Is there a significant difference between the respondents' assessment of the HEIs' academic management and their instructional practices when grouped according to level of program accreditation, position, highest educational attainment, work experience, and trainings/ seminars attended?

This study investigates the potential correlation between respondents' evaluations of Higher Education Institutions (HEIs) academic management and their instructional practices in teaching. By analyzing these factors, we aim to discern if a significant relationship exists, shedding light on the interconnectedness of academic management and effective teaching methodologies within HEIs.

Table 14
Comparison of the Respondents Assessment of HEIs Academic Management and Instructional Practices when grouped according to their Profile

Characteristics	Academic Management			Instructional Practices		
	r-value	p-value	Significance	r-value	p-value	Significance
Level of Program Accreditation	0.6801	0.0312	Significant	0.8631	0.0224	Significant
Position	0.9005	0.0413	Significant	0.6470	0.0214	Significant
Highest Educational Attainment	0.6543	0.0124	Significant	0.5747	0.0321	Significant
Work Experience	0.9081	0.0114	Significant	0.6709	0.0421	Significant
Trainings/ Seminars Attended	0.6504	0.0134	Significant	0.8006	0.0123	Significant
Overall	0.7587	0.0219	Significant	0.7113	0.0261	Significant

Legend: *significant at $p < 0.05$ alpha level

Table 14 shows a positive and significant relationship between the respondents' profile characteristics and their assessment of both Academic Management and Instructional Practices. The overall r-values (0.7587 for Academic Management and 0.7113 for Instructional Practices) with p-values below 0.05 indicate that personal and professional characteristics significantly influence how faculty perceive institutional management and instructional quality. This suggests that factors such as position, educational attainment, and teaching experience shape respondents' understanding and evaluation of academic processes. Reyes and Miguel (2020) emphasize that faculty

perceptions are largely influenced by their background, level of engagement, and prior institutional experience.

The level of program accreditation demonstrates a strong positive correlation with both Academic Management ($r = 0.6801$, $p = 0.0312$) and Instructional Practices ($r = 0.8631$, $p = 0.0224$), indicating that higher accreditation levels are associated with more effective management and instructional quality. This implies that accredited programs tend to implement structured academic systems and higher instructional standards. Similarly, position and work experience show the highest correlations with Academic Management ($r = 0.9005$ and 0.9081 , respectively) and maintain significant relationships with Instructional Practices, suggesting that faculty members with higher ranks or longer tenure possess deeper institutional awareness and are better positioned to evaluate academic processes. Santos and Javier (2021) note that experienced and leadership-oriented faculty often provide more accurate and insightful assessments of institutional effectiveness.

Additionally, highest educational attainment and trainings or seminars attended are significantly related to respondents' assessments, although with slightly lower correlation values. This indicates that advanced education and continuous professional development enhance faculty members' ability to critically observe and assess academic management and instructional practices. Ong and Tan (2022) highlight that sustained training and higher academic preparation positively influence faculty perceptions and their application of effective teaching and assessment strategies. Overall, the findings underscore that faculty profiles strongly shape their evaluation of HEIs' Academic Management and Instructional Practices, reinforcing the need for continued investment in faculty development, leadership preparation, and program accreditation to strengthen institutional performance.

Research Question 6. What is the result of the in-depth interview conducted to the teacher – respondents?

Table 15
Summary of Responses during the in-depth Interview with Teachers

Guide Question	Responses
What is your typical approach to lesson planning and course design, and how do external factors influence your decisions in designing your courses?	<ul style="list-style-type: none"> • 87.33% student of the respondents answered lesson planning involves setting clear objectives, selecting appropriate content and activities, considering students engagement, and assessing learning outcomes and course design follows a broader process, including defining learning outcomes, structuring content, organizing assessment, and ensuring a coherent progression of concepts. • 12.67% of the respondents benefits from alignment with educational goals and feedback mechanisms for continuous improvement.
Can you share examples of successful integration of technology and digital resources into your teaching methods, and how have these enhancements benefited your students' learning experiences?	<ul style="list-style-type: none"> • 84.50% of the respondents answered integration of technology, teachers used online platforms to deliver lecture materials, allowing class time for interactive discussion and activities. It provides students with instant access to a vast amount of information, enabling them to explore diverse topics and deepen their understanding. • 9.57% of the respondents answered facilitate content delivery, assessment, and communications, streamlining the educational process. • 5.93% of the respondents answered enhanced engagement by allowing teachers to integrate multimedia content and encourage student participation.
Could you describe a specific teaching experience where you found a particular teaching strategy or method highly effective in engaging students in the learning process?	<ul style="list-style-type: none"> • 52.71% of the respondents answered, implementing project based learning courses, where students work on hands-on project. • 47.29% of the respondents answered peer teaching that involves students instructing and learning from their peers in the subject of mathematics,

Can you elaborate on your approach to academic leadership and your vision for the institution's future?

How does data driven decision-making contribute to the alignment of academic goals with the broader mission, and could you share specific examples of this process in action?

assigning students to teach specific math concepts to their peers not only reinforces their own understanding but also promotes a collaborative learning environment, helping students learn from each other.

- 81.68% of the respondents answered transformational leadership approach, inspire and motivate faculty and staff to exceed their own expectations, encouraging innovation and a commitment to continuous improvement.
 - 18.32% of the respondents answered inclusive leadership approach, foster an inclusive environment that values diverse perspectives and ensures equal opportunities for all members of the academic community. Create a vision of the institution where diversity is celebrated, and all individuals feel a sense of belonging, contributing to a rich and vibrant learning and working environment.
 - 91.73% of the respondents answered data helps identify trends, strengths, and weaknesses, allowing academic leaders to align goals with the institutions strategic plan. Example is analyzing enrolment data and student success metrics to inform strategic decisions related to program expansion or improvement.
 - 8.27% of the respondents answered that data helps curriculum development, data informs decisions on curriculum design updates ensuring alignment with educational goals and industry needs. Example utilizing employee feedback and job placement data to adjust curriculum and incorporate relevant skills and knowledge.
-

Problem 7. Based on the findings of the study, what research development plan on research competence and engagement can be designed?

THREE-YEAR FACULTY DEVELOPMENT PLAN ON ACADEMIC MANAGEMENT

This faculty development plan enhance faculty member's proficiency in academic management by organizing workshop and training sessions on effective curriculum development, assessment strategies, and student engagement. Foster a culture of continuous improvement by implementing peer observation programs, encouraging collaborative research projects, and providing resources for faculty to stay updated on pedagogical advancement.

In the dynamic landscape of higher education, faculty development plays a vital role in improving educational quality and promoting continuous improvement. As a key component of academic management, professional development enables educators to keep pace with evolving pedagogical approaches, technological advancements, and emerging disciplinary trends. Recognizing the central role of faculty in shaping students' learning experiences, the institution has designed a Faculty Development Plan focused on academic management to address existing challenges and support excellence in teaching, research, and administrative functions.

Aligned with the institution's mission and vision, this Faculty Development Plan aims to foster a culture of continuous learning and adaptability among educators. It emphasizes curriculum design, assessment and evaluation strategies, technology integration, and effective classroom management, while also promoting professional growth, research engagement, and collaboration. Ultimately, the plan seeks to develop a community of faculty and administrators who are both academically competent and strategically capable of advancing academic programs, thereby ensuring an inclusive, engaging, and transformative learning environment for all.

General Objectives

From the findings of the study, an action plan was formulated with the following objectives:

1. Enhance instructional quality and faculty effectiveness by integrating innovative teaching methodologies, educational technologies, and inclusive curriculum practices that support diverse learners.
2. Strengthen faculty development and support systems by equipping instructors with updated pedagogical skills, subject expertise, research opportunities, and continuous professional growth programs.
3. Promote data-driven and efficient academic management through the use of systematic assessment, monitoring of academic performance, and streamlined administrative processes to improve student retention and success.

4. Foster a culture of continuous improvement and collaboration by regularly reviewing academic programs, encouraging interdisciplinary partnerships, and aligning initiatives with evolving institutional and industry needs.
5. Enhance communication, transparency, and academic culture by establishing effective communication channels among faculty, administrators, and students, while promoting inclusivity, equity, and shared academic responsibility.

DISCUSSION

The findings indicate that academic management in Higher Education Institutions (HEIs) is generally perceived at a high level, particularly in planning, organizing, directing, and controlling. Among these dimensions, controlling received the highest rating, reflecting faculty confidence in monitoring, evaluation, and quality assurance mechanisms. This suggests that clear standards, regular evaluation, and adherence to academic policies play a vital role in maintaining institutional stability and academic integrity. These results support Alqurashi and Alqarni (2020), who emphasized that effective control systems enhance accountability and sustain academic quality in higher education.

In terms of instructional practices, both teaching and assessment were rated very high and highly observable, indicating the consistent use of effective instructional strategies. Teaching practices reflect flexible approaches, innovative pedagogy, and active student engagement, while assessment practices highlight the use of performance-based and authentic evaluation methods. Moreover, a significant positive relationship was found between academic management and instructional practices, with directing showing the strongest association. This underscores the critical role of academic leadership in guiding and motivating faculty to implement effective teaching and assessment strategies, consistent with the findings of Reyes and Miguel (2020). Overall, the results suggest that strong academic management supports high-quality instructional practices, while continued improvement in leadership communication and strategic alignment can further enhance institutional outcomes.

Conclusions

Based on the findings, the majority of the respondents had a positive to work for level 3 accreditation. All of the rest of the respondents considered to continue the level of accreditation, which most of them on aware in their level 2 accreditation to work for autonomous.

Moreover, the majority of the respondents perception light on the academic management of their Higher Education Institution's(HEI) concerning planning. On a positive note respondents strongly agree that the academic planning process clearly defines goals and objective, while the planning process involves regular assessment and adjustment. The respondents strongly agree that the organizing efforts of the academic management contribute positively the overall efficiency and effectiveness of the

institution's academic operations. While respondents perception of academic management sets ambitious but achievable academic goals. Specifically, most of them recognize that academic management is effective in controlling on evaluating academic programs and services.

Despite its benefits, a highly favourable assessment of Higher Education Institution's instructional practices concerning teaching, indicate a strong consensus among participants regarding the effectiveness and observability of various teaching strategies. Furthermore, the employment of various assessment tools is highlighted, signifying a commitment to leveraging technology for enhancing faculty content mastery.

Recommendations

The following recommendations are hereby presented in light of the conclusions above:

1. Higher Education Institution should continue their accreditation level to be one of the autonomous (HEI's) in Lanao del Norte.
2. Academic planning should provide more innovative leaders to effectively communicated improvement in transparency and communication.
3. For the academic and staff should maximize the need for improvement in promoting collaboration within the academic community. Their collaborative approach can effectively helps diverse talent together resulting in a cohesive and high-perform academic team.
4. Academic management should provide opportunities in resolving conflicts and challenges within the academic department.
5. For academic issues and concerns, academic management should address challenges head-on to contribute significant resolution in various academic matters.
6. Teachers should provide a depth utilization of diverse strategies and approaches in flexible learning.
7. Higher Education Institution (HEI) in terms of assessment, should provide and accurate and insightful evaluation, offering a comprehensive approach that aligns well with the academic standard.

Compliance with Ethical Standards

The authors affirm that this study was conducted in full compliance with ethical research standards.

1. Informed consent was obtained from all respondents prior to their participation, and they were clearly informed of the purpose of the study, the procedures involved, and their right to withdraw from the study at any time without penalty.
2. The anonymity and confidentiality of the respondents were strictly maintained, and all data were handled in accordance with the Data Privacy Act of 2012. The well-being of the participants was safeguarded throughout the research process,

ensuring that no physical, psychological, or professional harm resulted from their involvement.

3. The authors declare that no conflict of interest exists in the conduct of this study. Plagiarism was strictly avoided through proper citation and acknowledgment of all sources, and there was no bias in the collection, analysis, or interpretation of the findings.

4. The results of the study were used solely for academic and research purposes. Additionally, artificial intelligence tools were used only to assist in language refinement and organization of the manuscript, with full disclosure, while all analyses, interpretations, and conclusions remain the sole responsibility of the authors.

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