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Academic Management and Instructional Practices of Higher Education Institutions in Lanao Del Norte: Basis for Faculty Development Plan

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ABSTRACT

Academic management and instructional practices synergize within higher education, with effective management enhancing teaching quality and performance. Recognizing this symbiotic relationship, a study was conducted in Lanao del Norte to explore this correlation and develop a faculty development plan. Through in-depth interviews and a survey of 300 faculty members, including professionals, instructors, and lecturers, across various disciplines and institutions, data was gathered during the 2023-2024 academic year. Statistical analyses were employed to discern patterns, including mean, frequency, percentage, standard deviation, Pearson-r, and ANOVA. Surprisingly, the study found that factors like educational attainment, position, and training attendance did not significantly correlate with assessments of academic management or instructional practices. Moreover, no meaningful association emerged between faculty perceptions of planning, organizing, directing, and controlling within academic management and their instructional practices. These findings underscore the need to elevate the focus on academic management and align it with faculty descriptions of instructional practices. Consequently, the study proposes a tailored faculty development plan to enhance academic management and instructional quality, fostering sustained excellence within higher education institutions.

INTRODUCTION

Background of the Study

Academic management and instructional practices form a holistic ecosystem where the development of faculty members is the key to sustaining excellence in higher education. Higher Education Institutions are trying hard to uphold specific standards of quality excellence in education which is providing the way for innovations in academic management and instructional practices. From the perspective that the better the HEI's academic management, the better the instructional practices, which may lead to better performance.

Moreover, Conchada as cited by Farad *et al.* (2020) emphasized that HEI has critical role in providing human capital assets for the development of the people and the country. Thereby there's a need for continuous checking on its standards and practices to ensure the production of citizens of the country. Academic institutions, plays a pivotal role in shaping individuals intellectual growth, skills development, and overall societal progress (Persaud, 2023) emphasizing that effective academic management and instructional practices are fundamental to achieving educational excellence. It allows teachers to make the learning experience more fun and practical.

Meanwhile, Jamasali (2023) cited a considerable number of educational research works tried to connect the academic management towards instructional practices; but seldom of such kind of research has been reported in the local context. While, Paquero as cited by Farad et.al 2022 claimed that most HEI are of poor quality as demonstrated of low result of board examination and fewer number of HEI aspired for accreditation. To this note, academic management should provide answers to this gap because it is the key areas of the sub-system of academic design and development of academic programs apart from providing them the necessary orientation and training on distant education system.

Republic Act 7722, aimed at promoting ongoing intellectual development, advancing learning and research, cultivating responsible and efficient leadership, educating highly skilled professionals, and preserving our historical and cultural legacies. Conversely, Salendab (2023) underscores the significance of teachers' instructional methods in fostering student development. These approaches empower both teachers and students to create meaningful and effective outcomes. Furthermore, these practices are pivotal components of distributed scaffolding, where various elements within the learning environment, collaborate synergistically to elevate teachers' engagement.

Furthermore, academic management in HEI serving as the essential for promoting educational achievements, assumes a pivotal responsibility in steering students' futures, in order to deliver high-quality learning encounters for learners. Regardless of the learning environment, the teacher ensures that learning remains achievable. Additionally, educators represent one of the vital components within any educational framework, as highlighted by Salendab. They transcend the role of mere purveyors of knowledge; they are integral community members and potentially influential advocates for constructive educational reform and policy improvement.

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Instructional Practices are designed with the goal of improving students' capacity for critical thinking. Love *et al.* (2021), for instance, highlighted the effectiveness of hybrid pedagogical approaches and the flipped classroom model as highly advantageous methods. Their research findings empirically supported the idea that integrating critical thinking processes into subject-specific curricula was a viable approach for enhancing students' critical thinking abilities (Love *et al.*). Similarly, achieving a comparable result involved eliminating traditional lectures from typical classroom sessions and instead concentrating on practical exercises that would typically be assigned as homework.

Main (2023) echoed the previously mentioned principles, affirming that integrating critical thinking instruction into various academic subjects (such as teaching English) represented a practical approach to enhancing educational outcomes related to critical thinking. For the HEIs to continue providing quality education, using instructional practices or strategies is highly indispensable. The instructional practices provide knowledge, skills, and a modern mindset among teachers to help students perform better in the teaching-learning process. It enhances learning delivery and strengthens instructors' pedagogical knowledge and skills, enabling them to meet the current educational problems and needs (Kim *et al.*, 2019).

A comprehensive development plan for enhancing academic management towards instructional practices in higher education institutions in Lanao del Norte can contribute significantly to the region's educational excellence and socio-economic development. By fostering collaboration, embracing data-driven decision-making, investing in faculty development, prioritizing learner-centered instruction, integrating technology, implementing assessment and feedback mechanisms, and engaging with the community, HEIs in Lanao del Norte can create a vibrant educational ecosystem that prepares students for success in a rapidly changing world. This theory provides a roadmap for the development plan needed to achieve these goals and elevate the region's education quality.

LITERATURE REVIEW

Academic Management

Lewis and Morgan's (2020) literature review underlines the evolving landscape of faculty development in higher education. It emphasizes the multifaceted nature of faculty development, which faculty skills, supports pedagogical innovation, and fosters a culture of continuous learning. These initiatives are tailored to the needs of individual educators and are assessed to ensure their effectiveness in improving instructional practices.

Planning

Furthermore, Adams and Brown (2021) offer a comprehensive analysis of strategic planning within the domain of academic management in higher education institutions. Their review illuminates the fluid nature of formulating and executing strategic plans in direct response to the constantly evolving higher education environment.

Organizing

Moreover, Johnson and Smith (2019) centers on the crucial theme of governance challenges higher education institutions face between 2019 and 2021. This review explores the intricacies of academic governance, investigating a range of issues and dynamics associated with decision-making procedures, shared governance, and the pivotal responsibility of academic leaders in managing and resolving governance issues.

Directing

In a similar study of Chen and Li (2020), it provides an in-depth exploration of the integration practices in the field of academic management within higher education institutions during the specified period. This review determined into how technology was harnessed by institutions to enhance academic management, ultimately resulting in improvements in administrative efficiency, and faculty experiences.

Controlling

Consequently, Geller and Lopez (2019) offers a comprehensive examination of transformative leadership within the context of academic management in higher education institutions. This review seek deeply into the concept of transformative leadership and its impact on higher education institutions, emphasizing how leadership practices can drive change, innovation, and ultimately foster excellence in various facets of the institution, including teaching, research, and community engagement.

Instructional Practices

Classroom instructional practices today face a plethora of complex challenges, from climate change to racial injustice and will inhabit a world requiring them to make complicated decisions with incomplete data. Addressing these challenges will require individuals to collaborate in sophisticated ways, leveraging diverse expertise, integrating data, and taking action. Project-based learning and other forms of active student learning have the potential to provide students with rich opportunities to practice (Dean *et al.*, 2023).

The findings of the study of Noviani (2021) demonstrated that the role of teacher's self-regulation in teaching and implementing instructional strategies is essential in real-time online teaching. This concludes that the higher the self-regulation, the better it is for the mastery of instructional strategies and the positive output of real-time online teaching. Studies on teachers' self-regulation are abundant and still posit strategic relevance for teacher professional development.

An exploration of the effect of teachers' self-efficacy and instructional practices on students' engagement

at the secondary school level in Punjab was conducted by (Khalid & Akhter, 2021). Teachers with relatively higher self-efficacy would have extraordinary ability to engage students with the material, pedagogical practice, and control of the classroom environment. This study may be helpful in future studies and teacher educators to understand teachers' sense of efficacy beliefs, which influence the teaching behaviour of the teachers in the classroom and students' engagement.

The results of the study of Yilmaz (2020) indicated that there is a significant difference between teachers who have a growth mindset and a fixed mindset in terms of using instructional strategies. The teacher efficacy in the instructional strategies is more powerful when the teachers adopt growth mindsets. Researching these two concepts might contribute to teachers' success in the future. Also, this study will shed light on the teacher development programs that universities will offer to their teachers.

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 understanding of the field. Teaching practices let students achieve their learning goals, increase student engagement in the classroom, enhance the quality of your feedback to students, and improve your relationship with families(Indeed, 2023).

Assessment Practices

The study of Moyo and Saidi (2019) highlights the need to acknowledge the pressures of assessment on staff wellbeing, as well as students. The particular tensions explored include the need to balance challenge against the psychological threats this can entail; the varying impacts of traditional and novel forms of assessment; the differing demands of collaborative and individual work; the tensions between ideal strategies and those which are practically feasible; and the ways in which feedback is given (as a constructive learning tool) and received (often as a psychological threat).

In conclusion, this literature review has provided a comprehensive exploration of the multifaceted world of academic management and instructional practices within higher education. Through an in-depth analysis of the existing body of knowledge, it has uncovered the evolving landscape of strategic planning, governance challenges, curriculum design, and innovative pedagogical approaches. As higher education institutions continue to adapt to the ever-changing demands of the 21st century, the insights garnered from this review serve as a valuable resource for educators, administrators, policymakers, and researchers alike, facilitating a more informed and forward-thinking approach to enhancing the quality of education and the overall student experience in our dynamic academic institutions.

Statement of the Problem

The study aimed to determine the level of academic management and instructional practices of Higher Education Institutions (HEIs) in Lanao del Norte during school year 2023 – 2024. The result of the study would be the basis for faculty development plan. Specifically, this study sought to answer the following questions:

1. How are the respondents distributed in terms of position, highest educational attainment, work experience, and trainings/seminar attended on academic management?
2. What is the level of 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 instructional practices of HEIs' in terms of teaching, and assessment?
4. Is there a significant relationship between the respondents' perception of HEIs' academic management and their instructional practices in terms of teaching and assessment?
5. Is there a significant difference between the respondents' perception of HEIs' academic management and their instructional practices when respondents are grouped according to position, highest educational attainment, work experience, and trainings / seminar attended on academic management?
6. Based on the findings of the study, what faculty development plan on academic management can be designed?

Theoretical Framework

Academic management and instructional methods are crucial factors influencing the educational quality of higher education institutions (HEIs). In Lanao del Norte, a dynamic educational center in the Philippines, the ongoing enhancement of teaching effectiveness and instructional approaches is imperative for the comprehensive growth of the region. Transformational Leadership Theory by Burns and Bass in 1985 has been adapted and applied to higher education management to inspire and motivate educators and administrators to achieve academic excellence and foster positive change.

Academic planning as an approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms.

Alignment of academic goals is considered effective in higher education as it empowers individuals to reach their full potential and contributes to the overall excellence and

advancement of academic institutions. It is particularly valuable for addressing the challenges and opportunities that universities and colleges face in an ever-evolving educational landscape.

Academic policies and procedures in higher education is a leadership style that has its roots in the broader transformational leadership theory but is adapted for the unique context of academic institutions. In this approach, academic leaders, such as university presidents, deans, and department heads, are seen as visionaries who inspire and motivate educators, staff, and students to achieve academic excellence and foster positive change.

Scope and Limitations

This study focused on the academic management and instructional practices of Higher Educational Institutions in Lanao del Norte, School Year 2023–2024. Further, the study was limited to the faculty employed in the different HEIs across Lanao del Norte. This group comprises educators from various disciplines and academic ranks, including professors, instructors, and lecturers. Its variables were the position, highest educational attainment, work experience, and trainings/seminars attended on academic management. While the independent variables dealt on academic management namely on planning, organizing, directing, and controlling. The dependent variable was limited to encompass instructional practices categorized as teaching and assessment.

METHODOLOGY

Research Design

This study utilized a descriptive correlation method of research. The descriptive correlation method is a research approach used to identify relationships between variables without necessarily causation. In this method, researchers observe and describe how variables are naturally related in the real world. It involves collecting data on multiple variables of interest and analyzing the patterns of correlations between them. As defined by Lochner *et al.* (2019), descriptive research is a quantitative method employed to characterize traits or functions and assess specific hypotheses. Lochner *et al.* 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 by Vieira *et al.* (2020). This approach is expected to accurately and precisely represent the situation. The study involved 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 results guiding the selection of participants in the in-depth interviews and informing the refinement of subsequent inquiries.

Study Setting

The study was conducted in Lanao del Norte for School Year 2023-2024. It is situated in the vibrant and academically diverse province of Lanao del Norte Philippines. Lanao del Norte serves as the backdrop for this research, a place known for its rich educational landscape and a hub of higher education institutions (HEIs). Lanao del Norte is nestled on the northern coast of Mindanao, surrounded by lush greenery and characterized by its harmonious blend of urban development and natural beauty. The province of Lanao del Norte boasts a vibrant community with a strong commitment to academic excellence, making it an ideal setting for exploring instructional practices and teaching efficacy in higher education.

Within the Lanao del Norte limits, numerous HEIs thrive, each contributing to the educational tapestry of Lanao del Norte. These institutions include universities, colleges, and technical schools, catering to a diverse student population pursuing various fields of study Lanao del Norte often referred to as the city of majestic "Water Falls" due to its numerous waterfalls. Among the most famous are Maria Christina Falls, Tinago Falls, and Mimbalot Falls. It has a strong industrial presence, and hydroelectric power generation. Lanao del Norte is home to several refutable higher educational institutions some of the prominent ones include Mindanao State University Iligan Institute of Technology, St. Michael's College, St. Peter's College, Iligan Medical Center College, Iligan Capitol College, and Iligan Lyceum Foundation. This diversity provides a unique opportunity to examine a wide spectrum of instructional methods and their impact on teaching efficacy.

The research within this setting is timely, aligning with the academic calendar for the School Year 2023-2024. This ensures that the findings will be relevant and actionable, serving as the basis for a faculty development plan to enhance the quality of education in the province's HEIs. As a research hub, Lanao del Norte fosters collaboration between educators, researchers, and students, making it an ideal environment to explore and improve instructional practices and teaching effectiveness. The study will take place within the campus facilities, classrooms, and educational spaces of the participating HEIs, allowing for an in-depth examination of the real-world context in which teaching and learning occur.

The study's setting in Lanao del Norte provides a rich and dynamic backdrop for investigating instructional practices and teaching efficacy in higher education. It is a place where academic excellence, cultural diversity, and educational innovation converge, making it a fitting location to lay the groundwork for a faculty development plan aimed at enhancing the educational experience in the forthcoming school year.

Study Population and Sampling Technique

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 participants of this study were selected HEIs in Lanao del Norte. 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 students' educational experiences. To ensure a comprehensive and meaningful analysis, a stratified random sampling technique was employed. This approach involves categorizing the study population into distinct strata or subgroups based on relevant criteria, such as HEI, academic department, and academic rank. Stratification enables the study to account for the diversity present within Lanao del Norte's HEIs. In practice, the stratified sampling process entails defining the population, categorizing institutions into strata, determining sample sizes for each stratum, selecting samples within each stratum, collecting and analyzing data, and finally, reporting findings. By following this approach, researchers can yield results that accurately reflect the nuances and variations among different types of higher education institutions in Lanao del Norte, offering valuable insights for academic improvement and decision-making within the province.

Table A: Distribution of Respondents

Higher Education Institution	Number of Faculty	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 position, highest educational attainment, work experience, and trainings/ seminars attended on academic management. 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 faculty who are not part of the final or actual 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.

Statistical Treatment of Data

The fundamental characteristics of the data in a study was described using descriptive statistics. Simple descriptions of the sample and the measurements were provided. They served as the foundation for almost all quantitative studies of the data, along with straightforward graphical analysis. Frequency and percentage were used to distribute respondents among various factors. The mean was used as the indicator of the central tendency of responses, particularly those related to difficulties, and the standard deviation was used to gauge the distribution of the data. Furthermore, when categorizing respondents into groups based on specific profiles, analysis of variance (ANOVA) to assessed the significance of differences in the identified problem areas. Additionally, the Pearson correlation coefficient (Pearson-r) was used to evaluate the significance of relationships between academic management competence and their instructional practices. These statistical techniques were facilitated a comprehensive analysis of the data, shed light on critical aspects of instructional practices and teaching efficacy within the context of the study.

Ethical Consideration

It is crucial to ensure the privacy and anonymity of the teachers who participate in this research. Teachers may be more inclined to participate honestly and openly if they are assured that their identities and personal information will be kept confidential. The following ethical concerns are to be undertaken:

First is informed consent, obtain informed consent from all participating teachers and clearly explain the purpose of the study, the data collection process, and how their information will be used. This is to ensure that they have the option to withdraw from the study at any time without facing consequences.

Seconds is Data De-identification, teachers will be asked to remove or replace any personally identifiable information (such as names, school names, or contact details) from the data during analysis and reporting. Pseudonym assignments may be done to participants to protect their identities.

Third is Secure Data Storage, safeguards the collected data by storing it securely, using encryption where necessary, and limiting access to authorized personnel only. This to ensure that data is not accidentally disclosed to unauthorized parties.

Ethical Review: Ethical approval was sought from an

institutional review board (IRB) or ethics committee to ensure that the research design and data handling procedures meet ethical standards and guidelines.

RESULTS AND DISCUSSIONS

Problem 1. How are the Respondents Distributed in Terms of Position, Highest Educational Attainment, Work Experience, and Trainings/ Seminars Attended on Academic Management?

Table 1: Distribution of Respondents' Profile in terms of Position

Category	Frequency	Percentage
Dean	4	1.33
Program Head	8	2.67
Vice Academic Principal	4	1.33
Full-Time Faculty	231	77.00
Part-Time Faculty	52	17.67
Total	**300**	**300.00**

Table 1 presents the distribution of the respondents according to position. The data revealed that 300 of the respondents there were 231 (77%) Full-time faculty, which obtained the highest frequency. This implies a dominance of full-time faculty engaged in teaching within the institutions. It signals a balanced workload distribution across departments or disciplines. Conversely, if there is a lack of full-time faculty in a certain area, it could lead to workload disparities and challenges in maintaining instructional quality. A high number full-time faculty can contribute to better continuity in teaching, as they are likely to have more consistent student support and engagement.

On the other hand, data revealed that out of 300 respondents, 4 (1.33%) of the respondents were Dean and Vice Academic Principal, which obtained the lowest frequency. This indicates the lead-up number leadership structure in the institution. It indicates that lower number of leaders in the key of administrative roles may indicate a streamlined organizational structure, potentially leading to more efficient decision-making processes and clearer lines opportunity. Thus, smaller leadership team can foster a culture of collaboration and teamwork, as leaders may need to work closely together to address complex issues and achieve institutional goals, and may increase the risk of burnout among those faculty in administrative roles.

Table 2 illustrates the highest educational attainment. Data revealed that respondents with a Master's Degree had the highest frequency of 220 (73.34%). The data emphasized that many respondents choose to pursue a master's degree as a means of enhancing their qualifications and career prospects. This insight shed light on the increasing prevalence of master's degrees may

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

Category	Frequency	Percentage
Doctorate Degree	55	18.33
With Doctorate Degree Units	16	5.33
Master's Degree	220	73.34
With Master's Degree Units	6	2.00
Bachelor's Degree	3	1.00
Total	**300**	**100.00**

reflect a global trend towards higher levels of education and professionalization, as countries seek to remain competitive in a knowledge-based economy. It indicates to adapt the changing needs to meet the demands of a changing job market, the importance of fostering research and innovation at the graduate level, and the potential impact on workforce development and economic growth.

On the other hand, data revealed that participants in Bachelor's degree are the lowest in terms of highest educational attainment with a frequency of 3 (1%). It indicates that bachelor's degree holders may represent a smaller of the survey population because many professions or industries require higher levels of education for try or advancement. The insight, on the low percentage of bachelor's degree holders suggests culture of lifelong learning and professional development among respondents, with many individuals valuing further education and continuous skill enhancement.

Therefore, the analysis of respondents' highest educational attainment yields significant implications. The notably high percentage (73.34%) of respondents holding a master's degree, compared to other categories like doctorate holders or those with bachelor's degrees, could be a trend where individuals pursue master's degrees to augment their qualifications and career prospects. Conversely, the lowest percentage (1%) of respondents with bachelor's degrees may reflect industries or professions that demand higher levels of education for entry or progression. Arum's examination underscores the challenges and opportunities in higher education, advocating for enriching educational experiences that cultivate critical thinking and analytical skills across diverse academic backgrounds.

Table 3: Distribution of Respondents' Profile in terms of Work Experience

Category	Frequency	Percentage
10 years and above	14	4.67
7-9 years	127	42.33
4-6 years	101	33.67
3 years below	58	19.33
Total	**300**	**1000.00**

Table 3 demonstrates the respondents' profile in terms of work experiences. Data show the participants with the highest number of responses were 7-9 years of experience 127 (42.33%). This indicates a level of stability and commitment to their careers. This duration often reflects a period of tenure with an organization or within a specific role, indicating a level of investment and dedication to professional growth and development. This implies, having a considerable amount of time in the workforce, respondents are likely to possess deep industry knowledge and insights, which they can contribute to discussions and decision-making processes.

However, data show that participants experience with 10 years and above the lowest in terms of work experience were 14 (4.67%). This can be attributed that a slower pace of career progression or a smaller pool of individuals who have reached this milestone. It suggests that fewer respondents have advanced to the senior stages of their careers compared to those at earlier career stages.

By analyzing the distribution of respondents' profiles in terms of years of experience, its insights into the importance of accumulated practices, learning, and exposure in shaping individual trajectories and outcomes. It underscores the value of deliberate practices, mentorship, and opportunities for growth in fostering excellence and achievement.

Table 4 describes the respondents' profile in terms of Training/Seminar attended. Data shows that participants' training/seminar attended are the school level attendance having 149 (49.67%). This indicates that educational institutions prioritize providing training opportunities that directly address the specific needs and challenges faced at the school level. The result of this study is in congruence to the study of Comon and Corpuz (2024) that indicates a strong emphasis on academic or educational development, as evidenced by the highest percentage of attendance of school seminars. This suggest a focus on formal education and learning opportunities within their institution or academic community.

On the other hand, data show that participants with the lowest number of responses deal with International level attendance having 4 (1.33). This could imply potential gaps in accessing or prioritizing opportunities for international professional development, which may impact the overall effectiveness and instructional practices.

Table 4: Distribution of Respondents' Profile in terms of Training/Seminars Attended on Academic Management

Category	Frequency	Percentage
International	4	1.33
National	16	5.33
Regional	55	18.33
Division	76	25.33
School	149	49.67
Total	**300**	**1000.00**

Problem 2. What is the Level of Academic Management of Higher Education Institutions as Perceived by the Respondents with Respect to Planning, Organizing, Directing, Controlling?

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

Indicators	Mean	SD	Description
The academic planning of the institution is well – structured and effective.	2.99	0.79	Most of the Time
The academic planning process includes the input of relevant stakeholders such as students, faculty, and staff.	2.80	1.03	Most of the Time
Our academic planning process clearly defines goals and objectives for the institution.	3.79	0.52	At all times
The academic planning process at our institution involves regular assessment and adjustment of plans to ensure effectiveness.	2.91	0.45	Most of the Time
Academic planning is aligned with the long-term vision and mission of the institution.	3.74	0.62	At all times
I feel adequately informed about the academic planning activities and initiatives taking place at our institution.	2.28	0.78	Sometimes
The academic planning process allows for flexibility to adapt to changing circumstances or needs.	2.10	0.54	Sometimes
Decision-making in academic planning is transparent and involves diverse perspectives.	2.92	0.45	Most of the Time
Academic planning initiatives are effectively communicated to all relevant stakeholders (e.g., students, faculty, staff, and administrators).	2.95	0.43	Most of the Time
I believe that academic planning at our institution contributes positively to the overall educational experience and success of students.	3.63	0.78	At all times
Overall	**3.01**	**0.64**	**Most of the Time**

Legend:
3.25-4.00 At all times / Very Positive
1.75-2.49 Sometimes / Negative
2.50-3.24 Most of the time / Positive
1.00-1.74 Never / Very Negative

Table 5 determines the distribution of respondents' level of perceptions shed light on the academic management of their Higher Education Institution (HEI) concerning planning. The data exposed the overall mean 3.01(SD=0.64) described as Most of the Times interpreted as Positive for respondent's level on academic management with respect to planning. The positive interpretation suggests a generally favorable perception among respondents regarding academic management in the context of planning. The mean, being slightly above the midpoint (2.5), indicates an overall positive sentiment. The relatively low standard deviation suggests a moderate level of agreement among respondents, indicating a cohesive perspective on academic management planning. This implies that, on average, respondents view the planning aspects of academic management positively, creating a foundation for effective and well-received planning strategies within the surveyed group.

The indicator, our academic planning process clearly defines goals and objectives for the institution, got the highest mean of 3.79(SD=0.52) indicates a strong consensus among respondents, as reflected by the "At all times" rating. The high mean suggests that respondents overwhelmingly perceive the academic planning process as one that clearly defines goals and objectives for the institution. The low standard deviation implies a narrow range of responses, indicating a high level of agreement among participants. This very positive interpretation suggests that the majority of respondents not only agree but strongly affirm that the academic planning process in the institution is well-defined and effectively communicates its goals and objectives. This alignment is indicative of a cohesive understanding and support for the institution's strategic direction among those surveyed. Brussel (2019) who advocates for flexibility in the academic planning process to adopt changing circumstances or needs. In her book "Flexible Higher Education: reflections from Expert Experience", Brussel highlights the importance of incorporating adaptable frameworks within academic planning strategies. She emphasizes the necessity for institutions to anticipate and respond to dynamic shifts in the educational landscape, fostering agility and resilience in their planning approaches to meet evolving demands effectively.

Similarly, the indicator the academic planning process allows for flexibility to adapt to changing circumstances or needs got the lowest mean of 2.10 (SD=0.54) described as "Sometimes", interpreted as Negative. The mean, being below the midpoint (2.5), indicates that respondents generally disagree that the academic planning process allows for flexibility to adapt to changing circumstances or needs. The relatively low standard deviation implies a moderate level of agreement among respondents, suggesting a consistent perspective. This negative interpretation suggests that there is a lack of flexibility in the academic planning process, according to the majority of respondents. The institutions may need to assess and address these aspects to enhance its ability to adapt to changing circumstances or needs in a more easily manner. Furthermore, Michael Fullan in his work reveal that into educational leadership and management, including strategic planning and change processes within academic institutions. Fullan's writings provide insights into effective planning strategies for enhancing academic management and improving overall institutional performance. Another author give emphasizes the clear definition of goals and objectives for institutional in Michael K. Townsley. In his book "Strategic Planning for Private Higher education" (2016) he emphasizes the importance of establishing precise goals and objectives as fundamental elements of effective academic planning within higher education institutions. He outlines strategies for aligning institutional mission with specific academic goals to enhance overall performance and success.

Table 6: Distribution of the Respondents' Perception on the 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.	3.00	0.54	Most of the Time
There is a clear organizational structure that defines roles and responsibilities within the academic management team.	3.00	0.53	Most of the Time
Academic management effectively allocates resources, including faculty, facilities, and funding, to support academic activities.	2.91	0.56	Most of the Time
Our institution's academic management fosters a culture of collaboration and teamwork among academic departments and staff.	1.94	0.95	Sometimes
Academic policies and procedures are well-organized and clearly communicated to faculty, staff, and students.	2.74	0.70	Most of the Time
The academic management team effectively manages academic schedules and timetables to optimize resource use.	2.03	0.85	Disagree

There are efficient systems in place for academic record-keeping and data management.	2.54	0.68	Most of the Time
The academic management team proactively identifies and addresses organizational challenges and bottlenecks.	2.70	0.65	Most of the Time
Academic management promotes a sense of inclusivity and diversity within academic programs and decision-making processes.	3.76	0.58	At all times
I believe that the organizing efforts of the academic management contribute positively to the overall efficiency and effectiveness of our institution's academic operations.	3.64	0.76	At all times
Overall	**2.50**	**0.68**	**Most of the Time**

Legend:
3.25-4.00 At all times / Very Positive
1.75-2.49 Sometimes / Negative
2.50-3.24 Most of the time / Positive
1.00-1.74 Never / Very Negative

Table 6 explains the distribution of respondents' level of academic management with respect to organizing. The data exposed the overall mean for respondent's level on academic management with respect to organizing is 2.50 (SD=0.68) labelled as Most of the Time/ interpreted as Positive. The positive interpretation suggests that respondents, on average, agree that the distribution of levels in academic management revealed to organizing is reasonable and meets their expectations. The standard deviation of 0.68 indicates a moderate level of agreement with some variability in opinions, but the overall trend is affirmative. This implies that, while there may be some diversity in perspective, the majority view favors the effectiveness of the current organizational structure within academic management.

On the other hand, the highest item with the indicator, Academic management promotes a sense of inclusivity and diversity within academic programs and decision-making processes with mean of 3.76 (SD=0.76) described as At All Times interpreted as Very Positive. This suggests a favorable environment fostering diversity within academic programs on fostering a culture of collaboration and teamwork among academic department and staff are likely positive. This suggests that the institution's management practices contribute to creating an environment where collaboration is encouraged, benefiting overall teamwork and synergy among academic stakeholders. According to Rodriquez, "Evaluation of the quality of academic management in higher education: A review and synthesis of organizational factors," he revealed how different factors affect the quality of academic management in HEIs, including organizing aspects. Another author Border, particularly in her book "developing an Inclusive Environment in Higher Education: Supportive Strategies for Administrators and Faculty", revealed various strategies and approaches that academic managers can employ to foster inclusivity and diversity within higher education institutions. Mclendon discusses how institutions' academic management effectively allocates resources, including faculty, facilities, and funding, to support academic activities. In his book, the complexities of resource allocation in higher education and how academic management can strategically allocates resources to support academic activities effectively.

In line with this, the lowest item of respondents' level on academic management with respect to planning with the indicator, Our institution's academic management fosters a culture of collaboration and teamwork among academic departments and staff with a mean of 1.94 (SD=0.95) described as sometimes interpreted as low. This indicates that despite the academic management facility allocates resources, including Faculty, funding, facilities, and fostering collaboration and teamwork but then academic management received low agreement level. Furthermore, Deal (2019), provides insights on how academic leadership team effectively resolve conflicts and challenges within academic departments. His book explores the importance of soulful leadership in navigating conflicts and challenges within organizations, including academic departments. He offered insights into how leaders can foster trust, communication, and collaboration to address conflicts effectively and promote a positive organizational culture conducive to academic success.

Table 7: Distribution of the Respondents' Perception on the Level on the 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.	3.17	0.72	Most of the Time
The academic leadership effectively communicates the vision and mission of the institution to all stakeholders.	3.16	0.69	Most of the Time
Academic management sets ambitious but achievable academic goals for the institution.	3.11	0.84	Most of the Time
There is a clear alignment between academic goals and the institution's long-term strategic plan.	2.13	0.92	Sometimes

Academic management effectively motivates and inspires faculty and staff to achieve academic excellence.	2.64	0.76	Most of the Time
The academic leadership team empowers faculty and staff to take ownership of their academic responsibilities.	2.27	0.82	Sometimes
There is a culture of collaboration and teamwork within the academic management, promoting a cohesive approach to achieving academic goals.	2.13	0.92	Sometimes
Academic management supports and encourages innovation and creative approaches to academic challenges.	2.96	0.94	Most of the Time
The academic leadership team effectively resolves conflicts and challenges that arise within academic departments.	1.88	0.84	Sometimes
I believe that the directing efforts of the academic management contribute positively to the academic growth and success of our institution.	3.76	0.58	At all times
Overall	**2.72**	**0.72**	**Most of the Time**

Legend:
3.25-4.00 At all times / Very Positive
1.75-2.49 Sometimes / Negative
2.50-3.24 Most of the time / Positive
1.00-1.74 Never / Very Negative

Table 7 explains the distribution of respondents' level of academic management with respect to directing. The data exposed the overall mean for respondent's level of academic management concerning directing is 2.72 (SD=0.72) labeled as "Most of the Time interpreted as Positive" indicates a moderate level of agreement. It signals a generally high statement among respondents. This implies that on average individuals tend to agree with the effectiveness of academic management, contributing to a positive interpretation of the management practices in place. In line with this, the level of academic management with the indicator "I believe that the directing efforts of academic management contribute positively to the academic growth and success of our institution" with the highest mean of 3.76 (SD=0.58) described as Most of the Time interpreted as Positive. This implies that there is a shared belief that the directed efforts of academic management positively contribute to the academic growth and success of the institutions effectively a favorable inter-connective of their impact. While there are strengths, such as clear direction and effective communication of vision, there are also identified areas for improvement, particularly in aligning academic goals with the institutional strategic plan, empowering faculty and staff, fostering collaboration, and resolving conflicts effectively. Johnson and Smith (2019) challenges and issues faced by higher education institutions the review explores the indicates of academic governance, investigating issues and dynamics associated with decision-making procedures, shared governance, and the pivotal responsibility of academic leaders in managing and resolving governance issues.

On the other hand, the lowest item with the indicator "the academic leadership team effectively resolves conflicts and challenges that arise within academic departments" with the mean 1.88 (SD=0.84) described as Sometimes interpreted as Negative. This indicates that the respondents disagree with the statement that the academic leadership team effectively resolves conflicts and challenges within academic departments.

The negative interpretation, a perception among respondents that there are shortcomings or inadequate in how conflicts and challenges are handled indicates a potential need for improvement in the leadership teams' conflict resolution strategies. Cloke and Goldsmith (2019) findings emphasized that academic institutions can establish formal structures, such as mediation committees or ombuds offices, to support the academic leadership team in resolving conflicts. These resources provide additional expertise and impartiality in handling complex disputes. Their findings highlighted transformational leadership strategies, fostering collaborative decision-making processes, implementing effective communication strategies, providing conflict resolution training, establishing structural supports, and nurturing a positive organizational culture, academic institutions can create environments conducive to constructive conflicts resolution. To conclude, the analysis of respondents' perceptions regarding the level of HEIs academic management reveals significant disparities, particularly in the domain of directing. The highest mean score of 3.76(SD= 0.58) indicates strong agreement among respondents regarding the positive contribution of directing efforts to the academic growth and success of the institution. Conversely, the lowest mean score of 1.88(SD=0.84) suggests a lack of consensus regarding the effectiveness of the academic leadership team in resolving conflicts and challenges within academic departments. These findings underscore the importance of acknowledging the positive impact of directing efforts on academic success, while also highlighting the need for improvement in conflict resolution and management strategies within academic leadership teams.

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

Indicators	Mean	SD	Description
The academic management at our institution effectively controls and evaluates academic programs and services.	3.63	0.55	At all times
There are clear mechanisms in place to ensure that academic standards and quality are maintained in our institution.	3.65	0.49	At all times
Academic management uses data and feedback to make informed decisions for continuous improvement.	3.63	0.52	At all times
Our institution effectively manages resources to support academic goals and objectives.	3.49	0.69	At all times
The academic management team collaborates with faculty and staff to ensure effective implementation of academic policies and procedures.	3.52	0.60	At all times
There is a well-defined process for addressing and resolving academic issues and concerns in our institution.	3.27	0.75	At all times
Academic management ensures that academic programs are in compliance with relevant regulatory requirements.	3.67	0.75	At all times
Feedback from students and faculty is actively sought and used to make improvements in academic management.	3.53	0.90	At all times
Academic management effectively communicates academic policies and changes to the academic community.	3.47	0.72	At all times
I believe that the academic management's controlling processes contribute positively to the overall academic quality and integrity of our institution.	3.97	0.18	At all times
Overall	**3.60**	**0.62**	**At all times**

Legend:
3.25-4.00 At all times / Very Positive
1.75-2.49 Sometimes / Negative
2.50-3.24 Most of the time / Positive
1.00-1.74 Never / Very Negative

Table 8, shows the respondents' level on academic management in the context of controlling within the Higher Education Institution (HEI). The data exposed the overall mean for respondent's level of academic management concerning controlling is 3.60 (SD=0.62) described as At All Times/ interpreted as Very Positive. This indicates that an average level of agreeing and satisfaction with the academic management in terms of control. This implies a favorable assessment of the effectiveness and proficiency of the control mechanism with the academic management structure. This suggests a strong foundation of trust, consistency, and alignment with expectations. However, it also highlights the importance of ongoing monitoring, communication, and adaptation to ensure that control measures remain effective and supportive of the institution's mission and values.

In line with this, the highest mean of respondent's level on academic management in the context of controlling with the indicator, I believe that the academic management's controlling processes contribute positively to the overall academic quality and integrity of our institution with the mean of 3.97 (SD=0.18) described as At All Times interpreted as Very Positive. This indicates that there is a strong consensus among respondents in favorable of the positive contribution of academic management's controlling processes to the overall academic quality and integrity of your institution. The description "At All Times" and the interpretation of "Very Positive" further emphasize the widespread positive sentiment regarding these processes. This implies a strong commitment to integrity and compliance with academic standards and regulations and suggests that the institution place a high value on ethical conduct, transparency, and adherence to best practices in all aspects of operations. Discussing the author's perspective Chen and Li (2020) provide an in-depth exploration of addressing academic issues in institutions involves understanding the key depends on the emphasis. It typically includes clear communication channels, accessible resources for students, faculty involvement, and a systematic approach to resolving concerns promptly.

On the other hand, the lowest item with the indicator "there is a well-defined process for addressing and resolving academic issues and concerns in our institution" with a mean of 3.27 (SD=0.75) described as At All Times interpreted as Very Positive. This indicates that the low standard deviation indicates a relatively consistent positive perception among respondents. This implies a very positive interpretation of the effectiveness and satisfaction with the current system, which can lead to increased trust, improved academic performance, and a stronger sense of community within the institution. Kareem et al. (2022) explain into the importance of establishing clear policies and procedures for handling academic issues and concerns effectively. He emphasizes the need for transparent communication, stakeholder involvement, and a collaborative approach to problem-solving to ensure the fair and timely resolution of academic challenges within institutions.

Table 9: Summary of the Respondents' Perception on the Level of HEIs Academic Management as Perceived by the Respondents

Variables	Mean	Standard Deviation	Description
Planning	3.01	0.64	Most of the Time
Organizing	2.50	0.68	Most of the Time
Directing	2.72	0.72	Most of the Time
Controlling	3.60	0.62	At all times
Overall	**2.96**	**0.67**	**Most of the Time**

Legend:
3.25-4.00 At all times / Very Positive
1.75-2.49 Sometimes / Negative
2.50-3.24 Most of the time / Positive
1.00-1.74 Never / Very Negative

Table 9, presents the summary of the level of higher education institutions' academic management as perceived by the respondents. The overall mean of 2.95 (SD=0.66) suggests that, on average, respondents perceive the level of academic management in Higher Education Institutions (HEIs) to be around the "Most of the Time" level. This indicates that there is generally a High perception of academic management, although there may be some variation in opinions among respondents. Insights from this data could inform areas of strength and areas for improvement within HEI academic management practices, guiding efforts to enhance effectiveness and address any areas of concern. Implications may include the need for targeted interventions or initiatives aimed at further improving academic management practices to meet the expectations and needs of stakeholders within the HEI community.

In line with this, the highest mean of level of HEIs academic management as perceived by the respondents with the indicator Controlling with the mean of 3.60 (SD=0.62) described as At All Times interpreted as Very Positive. This indicates that respondents strongly agree with the level of academic management, particularly regarding controlling aspects within HEIs. This suggests that respondents perceive the institution's ability to manage and regulate academic processes positively. Insights derived from this high level of agreement could indicate that the institutions have robust systems in place for monitoring and controlling academic activities, fostering accountability and efficiency. Implications may include recognition of the institution's effectiveness in managing academic affairs, potentially leading to increased confidence among stakeholders, enhanced reputation, and opportunities for further leveraging strengths in this area to drive continuous improvement and innovation in academic management practices. In a related study, Jones *et al.* (2019) reveal the perceptions of faculty members regarding the effectiveness of controlling measures implemented by academic administrators. The results revealed a positive perception among faculty members regarding the institution's control over academic processes, emphasizing the importance of transparent communication and shared governance in fostering trust and collaboration. Additionally, Brown and Johnson (2020) conducted a comparative analysis of controlling mechanisms in academic management across different types of higher education institutions. The study found variations in the implementation and effectiveness of controlling measures, suggesting the need for tailored approaches to meet the unique needs and challenges faced by diverse institutions.

On the other hand, the lowest mean of level of HEIs academic management as perceived by the respondents with the indicator Organizing with a mean of 2.50 (SD= 0.68) described as Most of the Time interpreted as Positive. This indicates that respondents generally agree with the level of academic management, specifically concerning organizing aspects within HEIs. While the agreement level is lower compared to other dimensions, it still indicates a somewhat positive perception overall. Insights from this data may reveal areas within the organizing domain that require attention or improvement, such as administrative processes, resource allocation, or structural clarity within the institution. Implications may include the need for targeted interventions or strategic initiatives aimed at enhancing organizational efficiency, streamlining processes, or improving communication channels within the institutions, addressing these areas could lead to smoother operations, better utilization of resources, and increased satisfaction among stakeholders involved in academic management processes. The result of this is similar to Nisbet (2023) which explored the perceptions of staff members regarding the efficiency of organizing practices in academic management. The study revealed areas of improvement in resource allocation, workflow management, and coordination among departments. Nisbet (2023) emphasized the need for continuous improvement and innovation in organizational practices to meet the evolving needs of HEIs and stakeholders.

Problem 3. How do the Respondents Assess the Instructional Practices of HEIs 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
As a teacher, I…			
Utilize various strategies and approaches in flexible learning.	3.98	0.13	Highly Observable
Use outcome-based education in flexible learning to allow students to participate actively in the real-life situation.	3.99	0.11	Highly Observable
Employ various online assessment tools to help students master the content of the lesson.	3.98	0.13	Highly Observable
Encourage students to participate actively in flexible learning modalities.	4.00	0.00	Highly Observable
Use various alternative assessment tools allowing students to perform in a real-life context.	3.99	0.08	Highly Observable
Adopt the newest educational trends and paradigm shifts in teaching in order to sustain the pedagogy in teaching.	4.00	0.06	Highly Observable
Engage with various webinars/ seminars and online conferences to adapt to the new educational scheme.	4.00	0.06	Highly Observable
Utilize the flexible learning approach, such as the blended or hybrid learning.	3.99	0.08	Highly Observable
Make the delivery mode of learning as conducive as possible.	3.99	0.08	Highly Observable
Utilize modular learning approach, such as the online and offline modules.	3.98	0.13	Highly Observable
Overall	**4.00**	**0.74**	**Highly Observable**

Legend:
3.25-4.00 At all times / Very Positive
1.75-2.49 Sometimes / Negative
2.50-3.24 Most of the time / Positive
1.00-1.74 Never / Very Negative

Table 10, reveals the distribution of the respondents' assessment of HEIs instructional practices in terms of teaching. The data exposed the overall mean for respondents' instructional practices in terms of teaching is 4.00 (SD=0.74) described as At All Times/ interpreted as Very High. In line with this, the highest mean of the distribution of the respondents' assessment of HEIs instructional practices in terms of teaching with the indicator "Encouraging faculty to actively participate in flexible learning modalities" with a mean of 4.00(SD=0.00) described as At All Times interpreted as Very High. This implies that this engagement is easily noticeable and the interpretation of a very high mean indicates strong overall involvement, likely contributing positively to the effectiveness of the learning experience. Moreover, the finding of the study of meta-analysis by Lopez-Martin *et al.* (2023) underscores the positive impact of formative assessment practices, such as regular feedback and self-assessment, on student learning outcomes in K-12 classrooms. These findings highlight the importance of ongoing assessment and feedback in the teaching and learning process, ultimately benefitting students' educational experiences.

On the other hand, the lowest mean of the distribution of the respondents' assessment of HEIs instructional practices in terms of teaching with the indicator, "Utilizing a modular learning approach with online and offline modules" with a mean of 3.98 (SD=0.13) described as Most of the Time interpreted as High. This indicates a strong overall effectiveness while the low standard deviation implies minimal variation making the learning approach very reliable and consistently impactful. One notable author discusses flexible and modular learning is Davidson (2019), in her book, she explores the need for educational systems to adapt to a rapidly changing world by incorporating flexible and modular approaches. She emphasizes the importance of personalized learning experiences, project-based assessment, and inter-disciplining student studies is better to prepare students for the challenges of modern workforce. The respondents express a strong belief in the effectiveness and observability of the teaching practices employed in Higher Education Institutions. The data underscores a commitment to innovation, student engagement, and ongoing professional development, contributing positively to the overall instructional quality within these institutions.

Hence, respondents perceive Higher Education Institutions' instructional practices in teaching favorably, with mean scores near perfection indicating strong consensus on effectiveness and observability. The overall mean of 4.00 suggests very high instructional quality with minimal variability. Notable emphasis is placed on encouraging faculty participation in flexible learning modalities and employing modular learning approaches. Davidson (2019) advocate for flexible and modular learning to prepare students for the modern workforce. Teachers are commended for their adept utilization of diverse strategies, emphasizing practical, engaging learning experiences. Ongoing professional development efforts and varied learning modalities contribute positively to instructional quality within HEIs. Insights from meta-analysis studies underscore the importance of

ongoing assessment and feedback in enhancing student learning outcomes, highlighting the need for continuous improvement in pedagogical strategies within HEIs. Understanding the distribution and effectiveness of instructional practices is crucial for promoting student success within HEIs.

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

Indicators	Mean	SD	Description
As a teacher, I…			
Utilize various online assessment tools to evaluate students' performance.	3.99	0.08	Highly Observable
Accurately measure the performance task of the students using criteria.	4.00	0.00	Highly Observable
Employ performance-based assessment or PBAT to measure student's performance authentically.	3.99	0.08	Highly Observable
Attend webinars/ seminars related to the new assessment scheme in the new normal.	3.98	0.13	Highly Observable
Use various alternative assessment tools allowing students to perform in a real – life context.	4.00	0.06	Highly Observable
Provide performance tasks for each domain.	4.00	0.00	Highly Observable
Provide assessment tools to develop higher-order thinking skills of the students.	3.98	0.13	Highly Observable
Embrace the assessment pedagogy and method.	4.00	0.06	Highly Observable
Measure students' performance authentically using criteria.	4.00	0.06	Highly Observable
Use various assessment tools, such as formative and summative, to measure if lesson objectives were attained or not.	4.00	0.00	Highly Observable
Overall	**3.60**	**0.06**	**Highly Observable**

Legend:
3.25-4.00 At all times / Very Positive
1.75-2.49 Sometimes / Negative
2.50-3.24 Most of the time / Positive
1.00-1.74 Never / Very Negative

Table 11, determine the distribution of respondents' instructional practices in terms of assessment. The data exposed the overall mean of 3.60 (SD=0.06) described as Highly Observable interpreted as Very High. This implies that these practices are readily apparent and easily discernible. The interpretation of "very high" indicates a strong level of adherence or implementation of assessment practices among respondents, highlighting the significance and effectiveness of their instructional strategies in this regard.

In line with this, the highest mean of the distribution of respondents' instructional practices in terms of assessment with the indicator "Use of various assessment tools, including formative and summative assessments, to measure the attainment of lesson objectives" with a perfect mean of (4.00) described as Highly Observable interpreted as Very High. This indicates a strong belief in the effectiveness and observability of these assessment strategies. The data suggests a highly effective approach to assessment practices within Higher Education Institutions. The respondents express a unanimous belief in the observability and efficacy of various assessment tools and methods, highlighting a commitment to authentic, innovative, and comprehensive assessment practices. The research of Brown and Bailey (2019) pinpoint the innovative assessment practices, such as peer assessment, self-assessment, and authentic assessment, in higher education. Their research highlighted the benefits of involving students in the assessment process, promoting self-regulated learning and metacognitive awareness. Additionally, studies by Rust *et al.* (2019) and Boud (2020) discussed the importance of incorporating authentic tasks and real-world problems into assessment activities to enhance student engagement and motivation. On the other hand, the lowest mean of the distribution of respondents' instructional practices in terms of assessment with the indicator "Attend webinars/ seminars related to the new assessment scheme in the new normal" with a mean of 3.98 (SD=0.13) described as "Highly Observable" interpreted as Very High. This suggests that the responses are tightly clustered around the mean, indicating a relatively low level of variability in respondents' perceptions. This implies that the majority of respondents are aligned in their favorable views of the new assessment scheme. Furthermore, the findings of Vellanki *et al.* (2022) show that teachers face several challenges, such as time limitations, shortened semesters, unfamiliar coursebook contexts, and assessment practices. For strategy instruction, teachers utilized collaborative lesson planning and resources and virtual flipped classrooms, among others. We conclude that metacognitive strategy instruction can provide better scaffolding during listening instruction and recommend further exploration of students' use of metacognitive strategies in other academic contexts.

Table 12: Summary of Responses on the Level of Respondents' Instructional Practices

Variables	Mean	Standard Deviation	Description
Teaching	4.00	0.74	Highly Observable
Assessment	3.60	0.06	Highly Observable
Overall	**3.80**	**0.40**	**Highly Observable**

Legend:
3.25-4.00 At all times / Very Positive
1.75-2.49 Sometimes / Negative
2.50-3.24 Most of the time / Positive
1.00-1.74 Never / Very Negative

Table 12 shows the summary of responses on the level of respondents' instructional practices with an overall mean of 3.8 (SD=0.06) indicating that, on average, respondents assessed the instructional practices of HEIs quite positively.

In line with this, the highest mean with the indicator "Teaching" with a mean of 4.00 (SD=0.74) is described as Highly Observable interpreted as Very High. This indicates that, on average, respondents assessed the instructional practices of HEIs in terms of teaching very positively. The high mean score suggests that respondents generally perceived the teaching practices of HEIs to be of high quality. However, the relatively high standard deviation indicates some variability in respondents' assessment, suggesting that there may be differing opinions or experiences regarding teaching practices among the respondents. Further analysis would be necessary to understand the specific aspects of teaching practices that are contributing to this high mean score and to address any areas of concern highlighted by the variability in responses. The comprehensive study of Smith *et al.* (2019) highlighted the importance of innovative pedagogical approaches, student-centered learning, and faculty development programs in enhancing teaching effectiveness and student engagement. In tandem with this perspective, the study conducted by Johnson and Brown (2019) emphasized the significance of active learning strategies, feedback mechanisms, and supportive learning environments in promoting effective teaching practices. Additionally, Zohre (2023) investigated the impact of faculty development initiatives on teaching effectiveness within HEIs. The study found that targeted professional development programs, such as workshops, mentoring, and peer observation, contributed to improved instructional practices and faculty satisfaction. Zohre underscored the importance of ongoing support and recognition for faculty members to enhance teaching quality and student success.

On the other hand, the lowest mean with the indicator "Assessment" with the mean of 3.60 (SD=0.06) described as Highly Observable and interpreted as Very High. This indicates that the low standard deviation suggests that there is relatively little variability in respondents' assessment, indicating a high level of agreement, indicating a high level of agreement among them regarding the quality of instructional practices. These insights imply that HEIs are generally performing well in terms of their instructional methods, but further analysis would be needed to determine specific aspects of teaching practices that are contributing to this high mean score and to address any areas of concern highlighted by the variability in responses.

The findings suggested a positive correlation between authentic assessment tasks, self-regulated learning strategies, and student satisfaction. Similar to the study of Lee *et al.* (2020) emphasized the importance of aligning assessment practices with curricular goals, promoting metacognitive awareness, and providing timely and constructive feedback to enhance student learning outcomes (Warhuus *et al.*, 2018). The findings also suggest an approach for design and assessment that may help resolve the pedagogical and legitimacy challenges of such courses. These contributions are directly relevant for students, educators and administrators involved with entrepreneurship courses, and they may be applicable to a wider range of process-based courses.

Problem 4. Is there a Significant Relationship between the Respondents' Perception of HEIs' Academic Management and Their Instructional Practices in Terms of Teaching, and Assessment?

Table 13: Test of Relationship between the Teachers' Perception on Academic Management and Their Instructional Practices

Variables	Teaching			Assessment		
	r-value	p-value	Interpretation	r-value	p-value	Interpretation
Planning	-0.0189	0.7562	NS	-0.0539	0.3513	NS
Organizing	-0.0614	0.2922	NS	0.0741	0.2006	NS
Directing	-0.0038	0.9449	NS	0.0277	0.6339	NS
Controlling	-0.0736	0.2012	NS	0.0572	0.3243	NS
Overall	-0.0394	0.5486	NS	0.0532	0.3775	NS

Note: Significant if p-value < 0.05

Table 13 shows the correlation coefficients (r-values) and p-values of the relationship between the respondents' assessment of Higher Education Institutions' academic management and their instructional practices in terms of teaching, and assessment.

For planning, there is a very weak negative correlation with teaching (r = -0.0189, p = 0.7562) and a slightly stronger negative correlation with assessment (r = -0.0539, p = 0.3513). However, both p-values are greater than the significance level (0.05), indicating that these correlations are not statistically significant. It implies, there is no significant relationship between teachers' assessment of planning in academic management and their instructional practices in teaching and assessment.

Similarly, for organizing, directing, and controlling, the correlation coefficients with teaching and assessment are also weak and not statistically significant (p > 0.05). The lack of significance suggests that there is no substantial relationship between teachers' assessments of these aspects of academic management and their instructional practices in teaching and assessment.

In conclusion, the data from Table 13 do not support the presence of a significant relationship between the respondents' assessments of Higher Education Institutions' academic management and their instructional practices in planning, teaching, and assessment. The p-values are consistently above the alpha level of 0.05, indicating that any observed correlations are likely due to random chance, and no meaningful relationship can be inferred from the data.

Problem 5. Is there a Significant Difference between the Respondents' Perception of HEIs' Academic Management and Their Instructional Practices When Grouped According to Position, Highest Educational Attainment, Work Experience, and Trainings/ Seminars Attended on Academic Management?

Table 14 depicts the differences between the respondents'

Table 14: Test of Difference between Teachers' Perception on Academic Management and Instruction Practices when Grouped According to Profile

Characteristics	Academic Management			Instructional Practices		
	r-value	p-value	Interpretation	r-value	p-value	Interpretation
Position	0.03901	0.50099	NS	0.16370	0.778584	NS
Highest Educational Attainment	0.03313	0.56795	NS	0.05747	0.321752	NS
Work Experience	0.09081	0.11656	NS	0.02679	0.645079	NS
Trainings/ Seminars Attended on academic management	-0.0134	0.82257	NS	-0.0108	0.849516	NS
Overall	**0.0441**	**0.50201**	**NS**	**0.06479**	**0.648732**	**NS**

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

assessment of Higher Education Institutions (HEIs) academic management and their instructional practices. The date exposed that the respondents' positions, highest educational attainment, and the number of trainings/seminars attended, no significant correlations were observed with either the assessment of academic management or instructional practices.

This implies that factors such as teachers' positions within institutions, their highest educational attainment, and the extent of their participation in training activities do not strongly influence their perceptions of academic management or the implementation of instructional practices.

On the other hand, a notable finding is the significant positive correlation between work experience and the assessment of academic management. This suggests that teachers with more work experience are inclined to have a more positive view of academic management within HEIs. However, this positive correlation does not translate into significant differences in instructional practices, implying that the influence of work experience may be more pronounced in the assessment of academic management than in the actual implementation of teaching strategies.

As a whole, while certain factors such as the work experience may influence teachers' perceptions of academic management, these do not necessarily result in substantial differences in instructional practices. Other factors like position, highest educational attainment, and the number of trainings/seminars attended do not show significant associations with either academic management assessments or instructional practices.

Problem 6. Based on the Findings of the Study, What Development Plan on Research Competence and Engagement Can be Designed?

Table 15: Faculty Development Plan

Year 1 (2024): Academic Management								
Areas of Concern	**Specific Objectives**	**Strategies/ Activities**	**Time Frame**	**Person Involved**	**Source of Fund**	**Estimate Budget**	**Expecte Output**	
(Planning) Innovative Leadership	To foster a culture of creativity and adoptability.	Implement regular innovation challenges to stimulate creativity and invite cross-departmental collaboration on solving academic challenges. Facilitate interdisciplinary workshops to encourage diverse perspective and collaborative problem-solving.	August 2024 4 days	Dean Program Head Faculty Admin Officer	College budget	40, 000	Innovation Challenges Cross-Functional Workshops	
(Organizing) Team Building	Enhance collaboration, communication, and cohesion among team members, fostering a positive and productive work environment. Aims to improve teamwork, problem-solving skills, and overall team effectiveness.	Trust-Fall where team members take turns falling backward, trusting their colleagues to catch them. Fosters trust, communication, and teamwork, reinforcing the importance of relying on each other in the workplace	November 2024 3 days	Dean Program Head Faculty Admin Officer	Department budget	65,000	Heightened sense of camaraderie. Teamwork and morale within the group	
Year 2 (2025): Academic Management								
(Directing) Peace Education	Cultivate an understanding of conflict resolution, empathy, and global citizenship among individuals.	"Conflict Resolution Workshop" where participants engage in role-playing scenarios to practice effective communication, active listening, and negotiation skills.	August 2025 4 days	Dean Program Head Faculty Admin Officer	College budget	50,000	Heightened awareness of conflict resolution strategies	
(Controlling) Subject Mastery	Enable faculty to demonstrate a comprehensive understanding of a particular subject.	"Research and Presentation Project" where faculty are tasked with delving into a specific topic within the subject, conducting thorough research, and presenting their findings to the class.	November 2025 3 day	Dean Program Head Faculty Admin Office	Department budget	65,000	Heightened sense of camaraderie. Understanding of core concepts	
Year 3 (2026): Instructional Practices								
(Teaching) Limited feedback opportunities	Promote independent problem-solving and decision-making skills by challenging individuals to rely on their own assessments and strategies.	"Conflict Resolution Workshop" where participants engage in role-playing scenarios to practice effective communication, active listening, and negotiation skills.	August 2026 4 days	Dean Program Head Faculty Admin Officer	College budget	45,000	Self-assessment	

(Assessment) Differentiation	Examine how well instructional practices cater to diverse learning styles and abilities, identifying areas for improvement in adapting teaching methods to meet individual faculty needs.	Breakdown complex tasks into smaller, manageable steps, providing additional support or challenges based on individual faculty.	November 2026 3 days	Dean Program Head Faculty Admin Office	Department budget	50,000	Scaffold Instruction

CONCLUSIONS

Based on the results and discussions presented, the following conclusions are drawn.

The majority of respondents hold master's degrees and serve as full-time faculty, which highlights the potential for a strong academic foundation and expertise within the institutions, leveraging the knowledge and experience of this group can be instrumental in further enhancing educational quality, fostering innovation, and driving positive academic outcomes within the Higher Education Institution (HEIs) of Lanao del Norte. Commendable level of proficiency in controlling functions, it's important for HEIs to maintain a holistic approach across all dimensions of academic management. Strengthening planning, organizing, and directing processes can further optimize institutional effectiveness and contribute to sustained academic excellence.

Teaching methods employed by the HEIs are highly effective and have a significant impact on student learning outcomes. Additionally, it suggests that the assessment practices are likely aligned with the teaching methods, contributing to a comprehensive and successful educational experience for students. The test of the relationship between teachers' academic management with respect to planning, organizing, directing, and controlling and the level of instructional practices in terms of teaching and assessment results in a non-significant relationship, which means that there is insufficient evidence to reject the null hypothesis. This typically states that there is no relationship between teachers' academic management and the level of instructional practices, would not be rejected. In other words, the null hypothesis is accepted, accepting the null hypothesis suggests that there is no significant association between teachers' academic management behaviors and the quality of instructional practices observed in teaching and assessment.

RECOMMENDATIONS

Based on conclusions of the study, the following recommendations are hereby forwarded:

1. Follow action plan.

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 help 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 un insightful evaluation, offering a comprehensive approach that aligns well with the academic standard.

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