

Strategic Leadership Practices and Faculty- Centered Approaches as Determinants of Faculty Engagement: Basis for a Sustainable Faculty Development Framework

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Abstract—This study investigated the relationship between strategic leadership practices and faculty-centered approaches as determinants of faculty engagement and institutional performance. Specifically, it determined the institutional profile and the levels of strategic leadership practices, faculty-centered approaches and engagement. It also examined the relationship between strategic leadership practices and faculty centered approaches on faculty engagement. The study employed a quantitative research design with a descriptive-correlational approach. Data were collected from 135 faculty members and academic officials through a validated questionnaire and analyzed using mean, standard deviation, Pearson correlation, and multiple regression to examine relationships between variables. Results showed that all SUCs in MIMAROPA complied the COPC requirements and SUC level III accreditation while mostly all their college programs also achieved level III re - accreditation status. The strategic leadership practices and faculty-centered approaches were Highly Practiced while faculty engagement was Fully Engaged and Highly Engaged in terms of research. Significant positive relationships were found between strategic leadership practices and faculty engagement, and between faculty-centered approaches on faculty engagement. Strategic leadership practices and faculty centered- approaches engagement shows significant relationship on faculty engagement thus rejecting both hypotheses stated. Therefore, it is concluded that when leadership is clearly articulated, participative, and strategically implemented, faculty members demonstrate stronger engagement across their academic and institutional roles, and it creates an institutional environment that promotes sustained engagement, professional growth, and organizational commitment. It is recommended that State Universities and Colleges strengthen the integration of strategic leadership and faculty-centered approaches by institutionalizing structured faculty development programs, enhancing participative decision-making mechanisms, and ensuring consistent support systems for professional growth, recognition, and work-life balance. These initiatives may contribute to sustaining high levels of faculty engagement and improving overall institutional performance.

Keywords— Faculty-Centered Approaches, Faculty Engagement, Institutional Performance, Strategic Leadership Practices, Sustainable Faculty Development Framework

I. INTRODUCTION

Leadership is a process of influencing individuals within an organization to achieve collective objectives. It involves a person known as a leader's ability to inspire and empower

others to act with assurance, dedication, and excitement in the accomplishment of pre-determined objectives. Beyond mere direction, leadership encompasses the articulation of a clear vision and the formulation of strategies necessary for the attainment of organizational success. In higher education institutions, leadership plays a crucial role in shaping academic culture, fostering innovation, and ensuring the fulfillment of institutional missions. Effective leadership must therefore be anchored on a strong foundation, characterized by a well-defined vision, a purposeful mission, and a deep sense of responsibility, all of which are essential in ensuring organizational growth and sustainability.

One of the strategies employed by academic leaders, particularly deans, is strategic leadership. Strategic leadership is the ability of a leader to anticipate, remain adaptable, and empower others to drive strategic change when necessary. This form of leadership involves managing people and organizations effectively while navigating the complexities of today's global business environment. It requires leaders to be skilled in handling both internal and external factors and to engage in sophisticated information processing.

Within the practice of strategic leadership emerges the faculty-centered approach, which highlight the important role of faculty members as the core drivers of academic quality and institutional success. This approach emphasizes the importance of empowering faculty through professional development, shared decision-making, and supportive environments that enhance their instructional and research capacities. By placing faculty at the center of strategic initiatives, academic leaders can create a culture of collaboration, innovation, and accountability. (Bakker et al., 2018).

Moreover, engagement, refers to the degree of emotional, cognitive, and professional commitment that faculty members demonstrate toward their roles and responsibilities. Faculty engagement fosters motivation, productivity, and innovation, creating a conducive environment for teaching, research, and service. When faculty are engaged, they become active partners in realizing the institution's vision and mission. (Bakker et al., 2018).

Through faculty engagement, higher education institutions can achieve stronger outcomes and improved institutional

performance. Institutional performance is measured not only in terms of efficiency and resource management but also in educational quality, student satisfaction, and the institution's ability to sustain growth and competitiveness. In essence, the interplay between strategic leadership practices, faculty-centered approaches, and engagement contributes significantly to the success and sustainability of academic institutions.

This study aims to investigate the relationship between strategic leadership practices and faculty-centered approaches as determinants of faculty engagement and institutional performance.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aims to investigate the relationship between strategic leadership practices and faculty-centered approach as determinants of faculty engagement: basis for a sustainable faculty development framework. Specifically, it seeks to answer the following questions:

1. What is the institutional profile of the university in terms of:
 - 1.1 COPC;
 - 1.2 SUC Leveling; and
 - 1.3 Accreditation Level?
2. What is the level of strategic leadership practices demonstrated by the administration of the College of Teacher Education in terms of:
 - 2.1 goal alignment;
 - 2.2 visionary;
 - 2.3 innovative;
 - 2.4 quality assurance;
 - 2.5 networking; and
 - 2.6 collaborative?
3. What is the level of faculty-centered approaches demonstrated by the administration of the College of Teacher Education in terms of:
 - 3.1 mentoring;
 - 3.2 participative management;
 - 3.3 professional development support;
 - 3.4 recognition; and
 - 3.5 work- life balance?
4. What is the level of faculty engagement in the College of Teacher Education in terms of:
 - 4.1 teaching engagement;
 - 4.2 research engagement;
 - 4.3 community and extension engagement;
 - 4.4 professional development engagement; and
 - 4.5 organizational commitment?
5. Is there a significant relationship between the strategic leadership practices and faculty engagement demonstrated by the administration of the College of Teacher Education?
6. Is there a significant relationship between the faculty – centered approaches and faculty engagement demonstrated by the administration of the College of Teacher Education?

II. METHODOLOGY

The study employed a quantitative research design with a descriptive-correlational approach. Data were collected from

135 faculty members and academic officials through a validated questionnaire and analyzed using mean, standard deviation, Pearson correlation, and multiple regression to examine relationships between variables.

III. RESULTS AND DISCUSSION

This part presents, interprets, and analyzes the data collected during the research. It begins with a clear presentation of findings using tables to aid comprehension. An analysis highlighting key trends and patterns is provided, connecting the results to the research questions. This analysis aims to uncover meaningful insights and recommendations based on the data, setting the stage for a deeper discussion in the following chapters.

Institutional Profile of the State Universities and Colleges in MIMAROPA

This section presents the institutional profile of the selected State Universities and Colleges (SUCs) in the MIMAROPA region. The profile includes the status of Certificate of Program Compliance (COPC), SUC Leveling, and program accreditation across selected teacher education programs. These indicators provide a general picture of the institutional standing of the participating universities and colleges in terms of regulatory compliance, institutional classification, and quality assurance practices.

Table 1 presents the institutional profile of the five participating State Universities and Colleges in the MIMAROPA region. In terms of the Certificate of Program Compliance (COPC), the data show that all institutions have obtained COPC in several teacher education programs, although the distribution varies across institutions.

Romblon State University recorded COPC in all six programs, namely Bachelor of Secondary Education (BSED), Bachelor of Elementary Education (BEED), Bachelor of Culture and Arts Education (BCAED), Bachelor of Technology and Livelihood Education (BTLED), Bachelor of Physical Education (BPED), and Bachelor of Special Needs Education (BSNEd). This indicates that the institution has secured regulatory compliance for all the listed teacher education programs.

Mindoro State University obtained COPC in BSED and BEED, while Occidental Mindoro State College recorded COPC in BSED, BEED, BTLED, and BPED. Marinduque State University obtained COPC in BSED, BCAED, and BTLED, while Palawan State University recorded COPC in BSED, BEED, and BPED.

These variations show that while all institutions maintain compliance in some programs, the number of programs with COPC differs depending on the institution and the program offerings available.

In terms of SUC Leveling, the table shows that four institutions are classified under Level III, namely Mindoro State University, Occidental Mindoro State College, Marinduque State University, and Palawan State University. Level III classification indicates that these institutions have established systems in instruction, research, extension, and governance that meet the evaluation standards set by the

Commission on Higher Education and the Department of Budget and Management. Meanwhile,

Romblon State University is classified under Level II, which reflects an institution that continues to strengthen its academic programs, research activities, and organizational

systems as it progresses toward higher institutional classification.

With regard to program accreditation, the results show different accreditation levels across the participating institutions and programs.

Table 1. Institutional Profile of the University in terms of Certificate of Program Compliance, SUC's Leveling and Accreditation Level

| State Universities and Colleges | Accreditation Level | | | | | |
|----------------------------------|-------------------------|-------------------------|--------------------|-------------------------|-------------------------|-------------|
| | BSED | BEED | BCAED | BTLED | BPED | BSNEd |
| Mindoro State University | Level III Re-Accredited | Level II Re-Accredited | - | - | - | - |
| Occidental Mindoro State College | Level III Re-Accredited | Level III Re-Accredited | - | Level I-Accredited | Level II Re-Accredited | - |
| Marinduque State University | Level IV-Re-Accredited | Level III Re-Accredited | Level I Accredited | Level I Accredited | - | - |
| Romblon State University | Level III Re-Accredited | Level III Re-Accredited | - | Level III Re-Accredited | Level III Re-Accredited | New Program |
| Palawan State University | Level IV-Re-Accredited | Level III Re-Accredited | - | - | Candidate Status | - |

| State Universities and Colleges | COPC | | | | | |
|----------------------------------|------|------|-------|-------|------|-------|
| | BSED | BEED | BCAED | BTLED | BPED | BSNEd |
| Mindoro State University | 1 | 1 | - | - | - | - |
| Occidental Mindoro State College | 1 | 1 | - | 1 | 1 | - |
| Marinduque State University | 1 | - | 1 | 1 | - | - |
| Romblon State University | 1 | 1 | 1 | 1 | 1 | 1 |
| Palawan State University | 1 | 1 | - | - | 1 | - |

| State Universities and Colleges | SUC Level |
|----------------------------------|-----------|
| Mindoro State University | III |
| Occidental Mindoro State College | III |
| Marinduque State University | III |
| Romblon State University | II |
| Palawan State University | III |

Mindoro State University holds Level III Re-Accredited status in BSED and Level II Re-Accredited status in BEED. Occidental Mindoro State College has Level III Re-Accredited status in both BSED and BEED, Level I Accredited status in BTLED, and Level II Re-Accredited status in BPED. Marinduque State University has achieved Level IV Re-Accredited status in BSED, Level III Re-Accredited status in BEED, while BCAED and BTLED are Level I Accredited. Romblon State University maintains Level III Re-Accredited status in several programs including BSED, BEED, BTLED, and BPED and New Program in BSNEd. Palawan State University has Level IV Re-Accredited status in BSED, Level III Re-Accredited status in BEED and Candidate status in BPED.

Overall, the institutional profile reflects that the participating State Universities and Colleges in the MIMAROPA region maintain active teacher education programs that comply with regulatory requirements and quality assurance standards. While the number of programs with COPC and accreditation levels differs across institutions, the data show that the SUCs continue to maintain and develop their academic programs through compliance with national quality assurance mechanisms such as COPC, SUC leveling, and accreditation. These indicators provide a broader understanding of the institutional context within which the faculty members perform their academic roles and responsibilities.

According to CHED 2020 and CHEDRO3 2021, which described COPC as a minimum yet rigorous quality threshold

requiring alignment of curriculum, faculty qualifications, facilities, and practicum systems. Agapito 2025 explained that compliance outcomes among regional SUCs are often uneven due to documentation demands, faculty qualification gaps, and resource constraints. Similarly, Constantino 2022 explained that SUC leveling reflects sustained institutional performance across evaluation cycles rather than short-term improvements. Similarly, Garcia 2023 and Lozada and Cruz 2023 emphasized that progression to higher SUC levels requires strong research culture, strategic networking, and consistent productivity supported by leadership and faculty development systems. Villanueva 2021 further indicated that advanced accreditation reflects mature quality assurance cultures grounded in evidence-based improvement.

Level of Strategic Leadership Practices

In this study, the level of strategic leadership practices demonstrated by the administration of the College of Teacher Education was examined in terms of goal alignment, visionary leadership, innovation, quality assurance, networking, and collaboration. The degree to which these leadership practices are manifested, as seen by the faculty members, is shown in this section.

Table 2 presents the level of strategic leadership practices demonstrated by the administration of the College of Teacher Education in terms of goal alignment. The table shows how the administration aligns faculty goals with the vision, mission, and priorities of the college through communication, monitoring of academic functions, and support for

professional development. These practices reflect the way institutional direction is communicated and implemented within the college.

As shown in the table, the overall weighted mean of 6.05 with a standard deviation of 1.22 is verbally interpreted as Highly Practiced. This means that goal alignment is strongly observed in the leadership practices of the administration. Faculty members generally experience clear communication of institutional objectives, encouragement to align their professional goals with departmental priorities, and continuous monitoring of teaching, research, and extension activities in relation to institutional strategies. These practices create a common direction within the college where faculty efforts are connected to broader institutional goals and priorities.

Table 2. Level of Strategic Leadership Practices of the administration of the College of Teacher Education in terms of Goal Alignment

| Statements | Mean | SD | Remarks |
|---|------|------|------------------|
| The administration of the CTE... | | | |
| ...ensures that faculty goals are aligned with the college's vision and mission. | 6.26 | 1.09 | Strongly Agree |
| ...clearly communicates institutional objectives to all faculty members through meetings and official communications. | 6.09 | 1.23 | Agree |
| ...encourages faculty members to set goals that are consistent with the department's priorities. | 6.09 | 1.26 | Agree |
| ...monitors the alignment of teaching, research and extension activities with institutional strategies. | 5.99 | 1.41 | Agree |
| ...links individual faculty performance and accomplishments with institutional goals. | 6.01 | 1.32 | Agree |
| ...motivates faculty members to pursue professional development opportunities that support institutional objectives. | 6.06 | 1.43 | Agree |
| ...provides regular and constructive feedback to faculty members to maintain continuous goal alignment. | 5.87 | 1.46 | Agree |
| Weighted Mean | 6.05 | | |
| SD | 1.22 | | |
| Verbal Interpretation | | | Highly Practiced |

Overall, the findings demonstrate that goal alignment is firmly embedded in the strategic leadership practices of the College of Teacher Education. The administration effectively communicates institutional objectives, monitors the alignment of teaching, research, and extension functions, and links faculty performance to organizational goals. These practices reflect a structured leadership system that promotes clarity of expectations, faculty engagement, and coordinated institutional performance.

Table 3 presents the level of strategic leadership practices demonstrated by the administration of the College of Teacher Education in terms of visionary leadership. The table shows how the administration communicates long-term direction, motivates faculty members, and translates institutional vision into programs and initiatives that guide the development of the college.

As shown in the table, the overall weighted mean of 5.91 with a standard deviation of 1.48 is verbally interpreted as Highly Practiced. This means that visionary leadership is widely observed in the administrative practices within the College of Teacher Education. Faculty members commonly

experience leadership behaviors that communicate future direction, encourage academic growth, and promote a culture of excellence within the institution. Through clear planning, motivation of faculty members, and translation of institutional vision into practical initiatives, the administration maintains a shared understanding of the college's goals and long-term development. The level of variation in responses indicates that while these leadership practices are strongly present, faculty experiences may differ slightly depending on their roles and interactions within the college.

Table 3. Level of Strategic Leadership Practices of the administration of the College of Teacher Education in terms of Visionary

| Statements | Mean | SD | Remarks |
|---|------|------|------------------|
| The administration of the CTE... | | | |
| ...demonstrates a clear vision for the college's future in planning and decision making. | 6.02 | 1.44 | Agree |
| ...inspires faculty members through innovative ideas that promote academic growth. | 5.87 | 1.58 | Agree |
| ...articulates long-term plans that provide guidance for institutional progress. | 5.88 | 1.52 | Agree |
| ...promotes a culture of excellence by consistently setting high expectations. | 5.98 | 1.51 | Agree |
| ...translates the vision into practical initiatives and programs for the college. | 5.84 | 1.52 | Agree |
| ...motivates faculty members to contribute to achieving a shared vision. | 5.93 | 1.55 | Agree |
| ...continuously communicates the vision to faculty members and stakeholders to maintain engagement. | 5.83 | 1.64 | Agree |
| Weighted Mean | 5.91 | | |
| SD | 1.48 | | |
| Verbal Interpretation | | | Highly Practiced |

This finding is reinforced by participants' experiences, where leadership is described as future-oriented and direction-setting.

Overall, the findings demonstrate that visionary leadership is strongly integrated into the strategic practices of the College of Teacher Education. The administration articulates long-term plans, promotes a culture of excellence, translates vision into practical initiatives, and motivates faculty toward shared institutional goals. These results reflect a leadership approach that combines clarity of direction with faculty involvement, thereby strengthening institutional coherence and commitment.

Table 4 presents the level of strategic leadership practices demonstrated by the administration of the College of Teacher Education in terms of innovation. The table shows how the administration promotes modern teaching practices, encourages creative problem-solving, and fosters an environment where new ideas and innovative strategies are welcomed within the institution.

As shown in the table, the overall weighted mean of 6.00 with a standard deviation of 1.40 is verbally interpreted as Highly Practiced. This indicates that innovation-oriented leadership practices are widely observed in the College of Teacher Education.

Faculty members generally experience support for the use of modern technology in teaching, encouragement to develop innovative research projects, and openness to new ideas that contribute to improving academic practices. The

administration also adopts best practices from other institutions and encourages creative approaches when addressing academic concerns. These practices contribute to an environment where innovation becomes part of everyday academic work and continuous improvement within the college. The variation in responses shows that while innovation is strongly present in leadership practices, faculty experiences with available resources and recognition of innovative efforts may differ across units.

Table 4. Level of Strategic Leadership Practices of the administration of the College of Teacher Education in terms of Innovation

| Statements | Mean | SD | Remarks |
|---|------|------|------------------|
| The administration of the CTE... | | | |
| ...promotes the use of modern technology in teaching and learning process. | 6.18 | 1.27 | Agree |
| ...supports innovative research initiatives and projects among faculty members. | 6.09 | 1.41 | Agree |
| ...encourages creative approaches when addressing academic challenges and problems. | 6.04 | 1.37 | Agree |
| ...adopts best practices from other institutions to enhance college operations. | 6.01 | 1.43 | Agree |
| ...fosters an environment where new ideas from faculty members are welcomed and considered. | 5.98 | 1.50 | Agree |
| ...provides adequate resources to implement innovative strategies and initiatives. | 5.86 | 1.56 | Agree |
| ...recognizes and rewards faculty innovation through formal and informal acknowledgement. | 5.86 | 1.70 | Agree |
| Weighted Mean | 6.00 | | |
| SD | 1.40 | | |
| Verbal Interpretation | | | Highly Practiced |

Overall, the findings demonstrate that innovation is strongly embedded in the strategic leadership practices of the College of Teacher Education. The administration supports innovative research, encourages creative problem solving, adopts best practices from other institutions, and fosters an environment where faculty ideas are welcomed. These practices reflect a leadership approach that promotes adaptability, technological advancement, and collaborative idea generation, thereby strengthening institutional responsiveness and growth.

Level of Strategic Leadership Practices of the Administration of the College of Teacher Education in terms of Quality Assurance

Table 5 presents the level of strategic leadership practices demonstrated by the administration of the College of Teacher Education in terms of quality assurance. The table describes how the administration maintains academic standards through compliance with accreditation requirements, monitoring of programs and services, continuous improvement of curriculum and instruction, and adherence to institutional policies and procedures.

As shown in the table, the overall weighted mean of 6.05 with a standard deviation of 1.40 is verbally interpreted as Highly Practiced. This indicates that quality assurance practices are strongly observed within the College of Teacher Education.

Faculty members commonly experience leadership practices that emphasize compliance with accreditation standards, regular monitoring of academic programs and student services, and continuous improvement in curriculum

and teaching practices. Opportunities for training and professional development related to quality standards are also provided, supporting faculty members in maintaining high academic performance. These practices reflect the administration's active role in maintaining institutional standards and ensuring that academic activities remain aligned with quality assurance requirements. The variation in responses shows that while these practices are widely implemented, faculty experiences with systematic evaluation and assessment processes may differ across programs.

Table 5. Level of Strategic Leadership Practices of the Administration of the College of Teacher Education in terms of Quality Assurance

| Statements | Mean | SD | Remarks |
|---|------|------|------------------|
| The administration of the CTE... | | | |
| ...ensures compliance with accreditation and quality standards in all academic activities. | 6.24 | 1.37 | Agree |
| ...monitors the quality of academic programs, student services, and faculty performance regularly. | 6.09 | 1.46 | Agree |
| ...implements measures and strategies to maintain consistently high teaching performance among faculty members. | 6.08 | 1.44 | Agree |
| ...promotes continuous improvement in curriculum, instructional methods, and academic programs. | 6.01 | 1.40 | Agree |
| ...provides faculty with opportunities for training and development on quality standards and best practices. | 6.00 | 1.53 | Agree |
| ...encourages systematic assessment and evaluation to determine program effectiveness. | 5.87 | 1.50 | Agree |
| ...ensures that policies and procedures are followed to support quality outcomes and standards. | 6.04 | 1.44 | Agree |
| Weighted Mean | 6.05 | | |
| SD | 1.40 | | |
| Verbal Interpretation | | | Highly Practiced |

Overall, the findings demonstrate that quality assurance is firmly integrated into the strategic leadership practices of the College of Teacher Education. The administration regularly monitors academic programs, supports high teaching performance, promotes continuous improvement, and ensures adherence to institutional policies and standards. These practices reflect a comprehensive approach to quality management that strengthens accountability, institutional credibility, and academic excellence.

Table 6 presents the level of strategic leadership practices demonstrated by the administration of the College of Teacher Education in terms of networking. The table describes how the administration establishes partnerships with academic institutions and industry partners, promotes faculty participation in professional collaborations, and builds connections.

As shown in the table, the overall weighted mean of 5.97 with a standard deviation of 1.39 is verbally interpreted as Highly Practiced. This indicates that networking-related leadership practices are widely observed in the College of Teacher Education. Faculty members commonly experience opportunities to engage in professional conferences, seminars, and workshops that strengthen institutional connections and professional relationships. The administration also maintains partnerships with academic institutions and relevant industries,

invites external experts to contribute to academic programs, and facilitates student exposure to external organizations and learning environments. These practices contribute to strengthening collaboration, professional growth, and institutional linkages that support the development of the college. The variation in responses shows that while networking practices are strongly present, experiences related to alumni engagement and external collaborations may differ across faculty members and institutional activities.

Table 6. Level of Strategic Leadership Practices of the administration of the College of Teacher Education in terms of Networking

| Statements | Mean | SD | Remarks |
|---|------|------|------------------|
| The administration of the CTE | | | |
| ...establishes linkages with other academic institutions to enhance collaboration and resource sharing. | 6.00 | 1.42 | Agree |
| ...promotes partnerships with industries relevant that are relevant to the college's academic programs. | 6.04 | 1.41 | Agree |
| ...creates opportunities for faculty to participate in external research, training, or professional collaborations. | 5.95 | 1.49 | Agree |
| ...attends conferences, seminars and workshops to build and maintain professional networks. | 6.05 | 1.44 | Agree |
| ...invites experts and resources speakers to strengthen academic and research programs. | 6.03 | 1.48 | Agree |
| ...facilitates student exposure to external institutions, organizations and practical learning experiences. | 5.98 | 1.42 | Agree |
| ...strengthens alumni relations to support institutional growth and engagement initiatives. | 5.78 | 1.58 | Agree |
| Weighted Mean | 5.97 | | |
| SD | 1.39 | | |
| Verbal Interpretation | | | Highly Practiced |

Overall, the findings demonstrate that networking is firmly integrated into the strategic leadership practices of the College of Teacher Education. The administration establishes academic linkages, promotes industry partnerships, facilitates faculty collaboration, invites experts, and provides students with external exposure opportunities. These practices reflect a leadership approach that values external engagement, collaborative growth, and institutional connectivity, thereby enhancing academic development and organizational sustainability.

Level of Strategic Leadership Practices of the administration of the College of Teacher Education in terms of Collaboration

Table 7 presents the level of strategic leadership practices demonstrated by the administration of the College of Teacher Education in terms of collaboration. The table shows how the administration encourages teamwork, participative decision-making, faculty consultation in policy development, and shared responsibility in carrying out academic programs, research initiatives, and extension activities within the college. As shown in the table, the overall weighted mean of 5.92 with a standard deviation of 1.45 is verbally interpreted as Highly Practiced. This indicates that collaborative leadership practices are widely observed in the College of Teacher Education.

Faculty members commonly experience opportunities to participate in decision-making processes, contribute ideas in

academic planning, and work together through committees and collaborative projects.

The administration also recognizes faculty contributions and encourages cooperation in teaching, research, and extension activities, creating an environment where shared responsibility and mutual respect are valued

Table 7. Level of Strategic Leadership Practices of the administration of the College of Teacher Education in terms of Collaboration

| Statements | Mean | SD | Remarks |
|--|------|------|------------------|
| The administration of the CTE... | | | |
| ...promotes teamwork among faculty members in teaching, research and extension activities. | 5.80 | 1.64 | Agree |
| ...encourages participative decision-making in departmental and academic matters. | 5.84 | 1.54 | Agree |
| ...consults faculty members when setting or revising academic policies and procedures. | 5.86 | 1.59 | Agree |
| ...values and acknowledges the contributions of each faculty member in achieving departmental goals. | 5.89 | 1.58 | Agree |
| ...creates committees and working groups to ensure collaborative work on programs and projects. | 6.14 | 1.27 | Agree |
| ...supports faculty participation in joint research and community extension projects. | 5.96 | 1.38 | Agree |
| ...fosters a culture of mutual respect, cooperation, and shared responsibility among faculty. | 5.98 | 1.60 | Agree |
| Weighted Mean | 5.92 | | |
| SD | 1.45 | | |
| Verbal Interpretation | | | Highly Practiced |

Faculty members commonly experience opportunities to participate in decision-making processes, contribute ideas in academic planning, and work together through committees and collaborative projects. The administration also recognizes faculty contributions and encourages cooperation in teaching, research, and extension activities, creating an environment where shared responsibility and mutual respect are valued. These practices contribute to stronger teamwork and coordination within the institution. The variation in responses indicates that while collaboration is strongly present in leadership practices, faculty experiences with teamwork and collaborative activities may differ depending on their roles and involvement in institutional initiatives.

Overall, the findings demonstrate that collaboration is firmly integrated into the strategic leadership practices of the College of Teacher Education. The administration encourages participative decision-making, consults faculty in policy development, supports joint research and extension initiatives, and fosters a culture of mutual respect and shared responsibility. These practices reflect a leadership approach grounded in shared governance, collective accountability, and inclusive institutional development.

Level of Faculty-Centered Approaches

In this study, the level of faculty-centered approaches demonstrated by the administration of the College of Teacher Education was examined in terms of mentoring, participative management, professional development support, recognition, and work-life balance. This section presents how these approaches are manifested in the institution as perceived by faculty members and how they reflect the administration's

commitment to supporting faculty growth, involvement, and overall professional well-being.

Table 8. Level of Faculty- Centered Approaches demonstrated by the administration of the College of Teacher Education in terms of Mentoring

| Statements | Mean | SD | Remarks |
|--|-----------|------|---------|
| The administration of the CTE... ...provides guidance to faculty members in improving their teaching practices and instructional effectiveness. | 5.76 | 1.58 | Agree |
| ...serves as a role model for professional growth and ethical behavior. | 5.84 | 1.65 | Agree |
| ...offers constructive feedback on faculty performance to help them enhance skills and achieve goals. | 5.81 | 1.62 | Agree |
| ...encourages junior faculty by sharing expertise, knowledge, and professional experiences. | 5.80 | 1.54 | Agree |
| ...creates opportunities for mentoring and coaching programs. | 5.68 | 1.65 | Agree |
| ...supports faculty in achieving their career goals through advice, training, and development opportunities. | 5.92 | 1.45 | Agree |
| ...fosters a culture of guidance and continuous learning and professional development among faculty. | 5.83 | 1.60 | Agree |
| Weighted Mean | 5.80 | | |
| SD | 1.54 | | |
| Verbal Interpretation | Very High | | |

Table 8 presents the level of faculty-centered approaches demonstrated by the administration of the College of Teacher Education in terms of mentoring. The table describes how the administration provides guidance to faculty members, encourages professional growth, and creates opportunities for mentoring and coaching that support instructional improvement and career development within the institution.

As shown in the table, the overall weighted mean of 5.80 with a standard deviation of 1.54 is verbally interpreted as Very High. This indicates that mentoring practices are widely observed within the College of Teacher Education. Faculty members commonly experience guidance from the administration in improving teaching practices, receiving constructive feedback on performance, and developing their professional skills. The administration also encourages junior faculty members by sharing knowledge and professional experiences and supports faculty members in pursuing career advancement through training and development opportunities. These practices contribute to a supportive academic environment where faculty growth and continuous learning are valued. The variation in responses indicates that while mentoring is strongly present within the institution, faculty experiences with structured mentoring and coaching programs may differ across departments and professional ranks.

Overall, the findings demonstrate that mentoring is firmly embedded in the faculty-centered leadership practices of the College of Teacher Education. The administration provides instructional guidance, models professional and ethical behavior, offers constructive feedback, encourages junior faculty, and fosters a culture of continuous learning. These practices reflect a supportive academic environment that values faculty growth, capability development, and long-term career progression.

Table 9 presents the level of faculty-centered approaches demonstrated by the administration of the College of Teacher Education in terms of participative management. The table describes how the administration involves faculty members in decision-making processes, consults them before implementing policies, and encourages their participation in institutional committees and discussions related to academic planning and governance.

Table 9. Level of Faculty- Centered Approaches demonstrated by the administration of the College of Teacher Education in terms of Participative Management

| Statements | Mean | SD | Remarks |
|--|-----------|------|---------|
| The administration of the CTE... ...involves faculty in decision-making processes regarding academic matters. | 5.89 | 1.49 | Agree |
| ...consults faculty before implementing academic policies, programs, or procedural changes. | 5.86 | 1.50 | Agree |
| ...values and considers faculty suggestions in planning and problem -solving. | 5.92 | 1.45 | Agree |
| ...promotes shared governance by engaging faculty in policy-making and strategic discussions. | 5.93 | 1.42 | Agree |
| ...ensures transparency in management decisions by clearly communicating rationales and outcomes to faculty. | 5.85 | 1.56 | Agree |
| ...encourages faculty participation in institutional committees, boards, and working groups. | 5.96 | 1.35 | Agree |
| ...recognizes the importance of collective input from faculty when addressing challenges or making decisions. | 5.92 | 1.52 | Agree |
| Weighted Mean | 5.90 | | |
| SD | 1.42 | | |
| Verbal Interpretation | Very High | | |

As shown in the table, the overall weighted mean of 5.90 with a standard deviation of 1.42 is verbally interpreted as Very High. This indicates that participative management practices are widely observed in the College of Teacher Education. Faculty members commonly experience opportunities to contribute their ideas in academic decision-making, planning activities, and policy discussions. The administration also encourages participation in committees, boards, and working groups, allowing faculty members to take part in institutional initiatives and collaborative problem-solving. These practices create an environment where shared responsibility and collective input are valued in managing academic programs and addressing institutional concerns. The variation in responses shows that while participative management is strongly practiced, faculty experiences related to transparency in communicating management decisions and their outcomes may differ across departments and institutional activities.

Overall, the findings demonstrate that participative management is firmly integrated into the faculty-centered leadership practices of the College of Teacher Education. The administration involves faculty in academic decision-making, consults them before implementing policies, values their suggestions in planning and problem-solving, and promotes shared governance in strategic discussions. These practices

reflect a democratic leadership environment that fosters collective responsibility, professional autonomy, and institutional commitment.

Table 10. Level of Faculty- Centered Approaches demonstrated by the administration of the College of Teacher Education in terms of Professional Development Support

| Statements | Mean | SD | Remarks |
|---|------|------|-----------|
| The administration of the CTE... | | | |
| ...provides opportunities for faculty members to attend training, workshops, and seminars to enhance their professional skills. | 6.01 | 1.48 | Agree |
| ...supports faculty participation in research projects and scholarly activities that contribute to academic growth. | 6.03 | 1.50 | Agree |
| ...encourages faculty to pursue higher studies such as graduate programs or specialized certifications. | 6.16 | 1.38 | Agree |
| ...allocates financial and material resources for faculty development programs and initiatives. | 5.82 | 1.45 | Agree |
| ...promotes attendance and active participation in professional conferences, symposiums and academic gatherings. | 6.07 | 1.37 | Agree |
| ...supports initiatives and programs that enhance teaching effectiveness and instructional quality. | 6.01 | 1.47 | Agree |
| ...motivates faculty members to engage in lifelong learning and continuous professional growth. | 5.99 | 1.63 | Agree |
| Weighted Mean | 6.00 | | |
| SD | 1.42 | | |
| Verbal Interpretation | | | Very High |

Table 10 presents the level of faculty-centered approaches demonstrated by the administration of the College of Teacher Education in terms of professional development support. The table describes how the administration provides opportunities for faculty members to enhance their professional competence through training programs, research participation, higher education opportunities, and involvement in academic conferences and scholarly activities.

As shown in the table, the overall weighted mean of 6.00 with a standard deviation of 1.42 is verbally interpreted as Very High. This indicates that professional development support is strongly observed within the College of Teacher Education. Faculty members commonly experience opportunities to attend training, seminars, and workshops that strengthen their professional skills and teaching competence. The administration also encourages faculty members to pursue graduate studies and specialized certifications, participate in research projects, and engage in conferences and academic gatherings that contribute to their professional growth.

These practices contribute to an academic environment where continuous learning and professional advancement are valued. The variation in responses indicates that while professional development opportunities are widely provided, faculty experiences related to the availability of financial and material resources for development initiatives may differ across programs and individual circumstances.

Overall, the findings demonstrate that professional development support is a central faculty-centered practice within the College of Teacher Education. The administration provides opportunities for training, supports research

participation, promotes conference attendance, enhances teaching effectiveness, and encourages lifelong learning.

Table 11. Level of Faculty- Centered Approaches demonstrated by the administration of the College of Teacher Education in terms of Recognition

| Statements | Mean | SD | Remarks |
|---|------|------|-----------|
| The administration of the CTE... | | | |
| ...acknowledges faculty achievements in teaching, research and scholarly activities. | 5.81 | 1.58 | Agree |
| ...gives recognition for faculty involvement in and contributions in extension programs and community engagement. | 5.81 | 1.68 | Agree |
| ...publicly appreciates faculty contributions to the college through announcements, awards, or events. | 5.75 | 1.76 | Agree |
| ...provides incentives or rewards for outstanding performance in academic and professional duties. | 5.46 | 1.83 | Agree |
| ...highlights faculty accomplishments during institutional events, ceremonies or official communications. | 5.69 | 1.76 | Agree |
| ...values both academic and non-academic contributions of faculty in achieving institutional goals. | 5.76 | 1.65 | Agree |
| ...promotes a culture of recognition, appreciation, and motivation among faculty members. | 5.72 | 1.72 | Agree |
| Weighted Mean | 5.71 | | |
| SD | 1.63 | | |
| Verbal Interpretation | | | Very High |

Table 11 presents the level of faculty-centered approaches demonstrated by the administration of the College of Teacher Education in terms of recognition. The table describes how the administration acknowledges faculty achievements in teaching, research, extension activities, and other contributions that support the academic goals and institutional development of the college.

As shown in the table, the overall weighted mean of 5.71 with a standard deviation of 1.63 is verbally interpreted as Very High. This indicates that recognition practices are generally observed within the College of Teacher Education. Faculty members commonly experience acknowledgment of their accomplishments in teaching, research, and extension activities through announcements, institutional events, and various forms of appreciation. The administration also recognizes both academic and non-academic contributions that support institutional goals and encourages a culture of appreciation and motivation among faculty members. These practices contribute to maintaining faculty morale and encouraging continued participation in academic and institutional initiatives. The variation in responses indicates that while recognition is present within the institution, faculty experiences related to incentives and formal reward systems may differ across departments and professional responsibilities.

Overall, the findings indicate that recognition is present as a faculty-centered practice, particularly in acknowledging academic and extension contributions. However, the comparatively lower weighted mean and higher variability indicate that recognition practices may not yet be as systematic or uniformly implemented as other leadership approaches such as professional development support or

participative management. This pattern signifies that while appreciation exists within the institution, its forms and frequency may vary across contexts.

Table 12. Level of Faculty- Centered Approaches demonstrated by the administration of the College of Teacher Education in terms of Work – Life Balance

| Statements | Mean | SD | Remarks |
|---|-----------|------|---------|
| The administration of the CTE... | | | |
| ...considers faculty workload and responsibilities when assigning tasks and duties. | 5.77 | 1.38 | Agree |
| ...promotes policies and programs that support faculty well-being and work-life balance. | 5.61 | 1.53 | Agree |
| ...ensures a manageable balance between teaching, research, and service responsibilities for faculty. | 5.64 | 1.48 | Agree |
| ...respects faculty members' personal and family responsibilities in planning and scheduling. | 5.73 | 1.61 | Agree |
| ...provides flexibility in work arrangements, such as schedules or deadlines, when necessary. | 5.88 | 1.41 | Agree |
| ...creates a supportive work environment that helps prevent faculty burnout and stress. | 5.71 | 1.59 | Agree |
| ...encourages participation in activities and programs that promote wellness and healthy practices among faculty. | 5.81 | 1.57 | Agree |
| Weighted Mean | 5.74 | | |
| SD | 1.42 | | |
| Verbal Interpretation | Very High | | |

Table 12 presents the level of faculty-centered approaches demonstrated by the administration of the College of Teacher Education in terms of work–life balance. The table describes how the administration considers faculty workload, supports personal and professional responsibilities, and promotes initiatives that help maintain a balanced and healthy work environment within the institution.

As shown in the table, the overall weighted mean of 5.74 with a standard deviation of 1.42 is verbally interpreted as Very High. This indicates that work–life balance practices are generally observed within the College of Teacher Education. Faculty members commonly experience consideration of their workload when tasks and responsibilities are assigned, respect for personal and family commitments, and flexibility in work arrangements when necessary. The administration also promotes wellness activities and encourages practices that support faculty well-being and prevent work-related stress. These practices contribute to creating a supportive academic environment where faculty members can manage their teaching, research, and service responsibilities while maintaining personal well-being.

The indicators related to considering faculty workload when assigning tasks, ensuring manageable balance between teaching, research, and service, respecting personal and family responsibilities, creating supportive environments to prevent burnout, and encouraging wellness participation all received moderately high ratings. These results imply that the administration recognizes the importance of workload management, flexibility, and wellness promotion. However, the moderate standard deviations, particularly in items concerning personal responsibilities and burnout prevention, signify that faculty experiences vary and may depend on supervisory practices or departmental culture.

Overall, the findings indicate that work-life balance is recognized as an important faculty-centered approach within the College. While flexibility and workload consideration are evident, the comparatively moderate weighted mean implies opportunities for strengthening more systematic and policy-driven support mechanisms. Enhancing formal well-being programs and ensuring consistent workload management across units may further improve faculty perceptions of balance and support.

Level of Faculty Engagement Demonstrated by the Administration of The College of Teacher Education

In this study, the level of faculty engagement in the College of Teacher Education was assessed across five key dimensions: teaching engagement, research engagement, community and extension engagement, professional development engagement, and organizational commitment.

This section presents the extent to which faculty members demonstrate active involvement in their academic roles and institutional responsibilities, reflecting their commitment to instructional excellence, scholarly productivity, community service, continuous growth, and loyalty to the institution.

Table 13. Level of Faculty Engagement in Institution in terms of Teaching Engagement

| Statements | Mean | SD | Remarks |
|---|---------------|------|----------------|
| The administration of the CTE... | | | |
| ...actively prepares lessons that are engaging, organized, and tailored to students' needs. | 6.49 | 0.68 | Strongly Agree |
| ...uses a variety of teaching methods and strategies to address diverse learning styles and abilities. | 6.50 | 0.67 | Strongly Agree |
| ...devotes extra effort and time to ensure students achieve the intended learning outcomes. | 6.55 | 0.67 | Strongly Agree |
| ...continuously updates and improves teaching strategies based on feedback, research or best practices. | 6.48 | 0.71 | Strongly Agree |
| ...provides timely constructive, and relevant feedback to students to support their learning progress. | 6.47 | 0.73 | Strongly Agree |
| ...demonstrates enthusiasm, passion, and commitment when conducting classes. | 6.58 | 0.62 | Strongly Agree |
| ...goes beyond minimum teaching requirements to enhance student learning and understanding. | 6.57 | 0.64 | Strongly Agree |
| Weighted Mean | 6.52 | | |
| SD | 0.62 | | |
| Verbal Interpretation | Fully Engaged | | |

Table 13 presents the level of faculty engagement in the institution in terms of teaching engagement. The table describes how faculty members prepare lessons, apply different teaching strategies, support student learning, and demonstrate commitment to their instructional responsibilities within the College of Teacher Education.

As shown in the table, the overall weighted mean of 6.52 with a standard deviation of 0.62 is verbally interpreted as Fully Engaged. This indicates that faculty members demonstrate a very high level of involvement and commitment in carrying out their teaching responsibilities.

Faculty members consistently prepare organized and engaging lessons, apply various instructional strategies to

address diverse learning needs, and devote additional time and effort to ensure that students achieve the intended learning outcomes.

They also continuously improve their teaching practices based on feedback and best practices while maintaining enthusiasm and dedication in conducting their classes. These practices contribute to a learning environment where student development and academic achievement are strongly supported.

Overall, the findings signify that teaching engagement is deeply embedded in the professional practice of the faculty. The narrow range of means from 6.47 to 6.58 reflects balanced engagement across lesson preparation, instructional strategies, continuous improvement, student support, and classroom presence. The consistency of responses demonstrates a shared culture where teaching is approached with seriousness, care, and sustained dedication toward student learning and development.

Level of Faculty Engagement in Institution in terms of Research Engagement

Table 14 presents the level of faculty engagement in the institution in terms of research engagement. The table describes how faculty members participate in research-related activities such as conducting studies within their areas of expertise, collaborating with colleagues, presenting research outputs, publishing scholarly work, and integrating research findings into teaching practices.

Table 14. Level of Faculty Engagement in Institution in terms of Research Engagement

| Statements | Mean | SD | Remarks |
|--|------|------|----------------|
| The administration of the CTE... | | | |
| ...actively participates in research activities within their field of expertise. | 5.93 | 1.16 | Agree |
| ...collaborates with colleagues and peers on research projects and studies. | 6.03 | 1.04 | Agree |
| ...regularly presents research findings at conferences, seminars or academic forums. | 5.90 | 1.16 | Agree |
| ...contributes to publications in journals, institutional reports, or scholarly outputs. | 5.71 | 1.30 | Agree |
| ...integrates research findings into teaching practices to enhance student learning. | 5.93 | 1.13 | Agree |
| ...seeks external funding, grants or supports to conduct research projects. | 5.39 | 1.56 | Agree |
| ...dedicates time, effort, and resources to advancing knowledge through research activities. | 5.87 | 1.15 | Agree |
| Weighted Mean | 5.82 | | |
| SD | 1.10 | | |
| Verbal Interpretation | | | Highly Engaged |

As shown in the table, the overall weighted mean of 5.82 with a standard deviation of 1.10 is verbally interpreted as Highly Engaged. This indicates that faculty members in the College of Teacher Education maintain active involvement in research activities as part of their academic responsibilities. Faculty members commonly collaborate with colleagues on research projects, participate in conferences and academic forums, and dedicate time and effort to advancing knowledge in their respective fields.

Research findings are also integrated into teaching practices, contributing to improved learning experiences for students. These activities reflect the commitment of faculty members to scholarly work while balancing teaching, research, and institutional responsibilities. The variation in responses indicates that while research engagement is widely practiced, faculty experiences related to securing external funding or grants for research projects may differ across individuals and research opportunities available within the institution.

Overall, the findings signify that research engagement in the College is well-established, particularly in areas of collaboration, participation, conference presentation, integration of research into teaching, and dedication of time and effort to scholarly work. Faculty members demonstrate commitment to advancing knowledge and contributing to academic discourse, while also applying research findings to enhance student learning. The moderate variation across indicators implies that engagement levels differ depending on opportunities, experience, and available institutional support.

Table 15. Level of Faculty Engagement in Institution in terms of Community and Extension Engagement

| Statements | Mean | SD | Remarks |
|---|------|------|----------------|
| The administration of the CTE... | | | |
| ...actively participates in community outreach and extension projects. | 6.30 | 0.91 | Strongly Agree |
| ...applies professional expertise to address community needs, issues, and concerns. | 6.20 | 1.00 | Strongly Agree |
| ...collaborates with local organizations, governments units, or NGOs for extension activities. | 6.13 | 1.08 | Agree |
| ...encourages and guides students to participate in community engagement programs. | 6.22 | 1.01 | Strongly Agree |
| ...contributes to planning, organization, and implementation of extension activities. | 6.17 | 1.05 | Strongly Agree |
| ...sees community service and extension work as part of their professional responsibility. | 6.28 | 0.97 | Strongly Agree |
| ...integrates community engagement experiences into teaching and research to enhance learning outcomes. | 6.20 | 0.94 | Strongly Agree |
| Weighted Mean | 6.22 | | |
| SD | 0.92 | | |
| Verbal Interpretation | | | Fully Engaged |

Table 15 presents the level of faculty engagement in the institution in terms of community and extension engagement. The table describes how faculty members participate in community outreach activities, collaborate with external organizations, guide students in community programs, and apply their professional expertise to address the needs of the communities they serve.

As shown in the table, the overall weighted mean of 6.22 with a standard deviation of 0.92 is verbally interpreted as Fully Engaged.

This indicates that faculty members in the College of Teacher Education demonstrate a strong level of involvement in community and extension activities. Faculty members commonly participate in outreach programs, contribute to the planning and implementation of extension initiatives, and encourage students to engage in community-based learning

experiences. They also apply their professional knowledge and skills to address community concerns and integrate these experiences into teaching and research activities. These practices show that community engagement is treated as an important part of faculty responsibilities alongside teaching and research.

The relatively small variation in responses indicates that involvement in community and extension activities is widely experienced among faculty members, although opportunities for collaboration with external organizations may vary depending on available partnerships and institutional initiatives

Overall, the findings signify a holistic and consistent approach to community engagement. Faculty members not only participate in outreach projects but also apply professional expertise to community concerns, guide students in engagement programs, contribute to planning and implementation, and integrate extension experiences into teaching and research. The relatively low standard deviations across indicators indicate shared perceptions among respondents and a culture where community service is recognized as part of professional identity. This pattern reflects a balanced fulfillment of the tri-focal mandate of instruction, research, and extension within the College.

Table 16. Level of Faculty Engagement in Institution in terms of Professional Development Engagement

| Statements | Mean | SD | Remarks |
|--|------|------|----------------|
| The administration of the CTE... | | | |
| ...attends seminars, workshops, or training to improve their professional skills. | 6.30 | 0.99 | Strongly Agree |
| ...actively pursues higher learning opportunities, such as graduate studies or specialized certifications. | 6.37 | 0.80 | Strongly Agree |
| ...engages in continuous self-improvement to enhance professional competence. | 6.34 | 0.84 | Strongly Agree |
| ...participates in conferences, symposiums or academic events to update knowledge in their field. | 6.36 | 0.82 | Strongly Agree |
| ...commits to developing teaching and research competencies through structured programs or practice. | 6.30 | 0.92 | Strongly Agree |
| ...sets personal goals and plans for professional growth and development. | 6.36 | 0.88 | Strongly Agree |
| ...applies the knowledge and skills gained from training and development programs to academic work. | 6.30 | 0.96 | Strongly Agree |
| Weighted Mean | 6.34 | | |
| SD | 0.82 | | |
| Verbal Interpretation | | | Fully Engaged |

Table 16 presents the level of faculty engagement in the institution in terms of professional development engagement. The table describes how faculty members participate in activities that enhance their professional competence, including attending training programs, pursuing advanced studies, participating in academic conferences, and applying new knowledge and skills to their teaching and research responsibilities.

As shown in the table, the overall weighted mean of 6.34 with a standard deviation of 0.82 is verbally interpreted as Fully Engaged. This indicates that faculty members in the College of Teacher Education demonstrate a very high level of

involvement in activities that support their professional growth and development. Faculty members commonly attend seminars, workshops, and conferences that enhance their knowledge and teaching practices. They also actively pursue graduate studies and specialized certifications, set personal goals for professional improvement.

Overall, the findings signify a holistic and sustained culture of professional growth within the College. Faculty members not only participate in seminars, conferences, and advanced studies but also engage in self-improvement, set personal development goals, and apply newly acquired knowledge to their teaching and research. The relatively low standard deviations indicate strong consensus among respondents and reflect a collective orientation toward lifelong learning.

Table 17. Level of Faculty Engagement in Institution in terms of Organizational Commitment

| Statements | Mean | SD | Remarks |
|---|------|------|----------------|
| The administration of the CTE... | | | |
| ...is proud to be a member of this institution and identifies with its values. | 6.53 | 0.72 | Strongly Agree |
| ...is willing to exert extra effort to contribute to the success and goals of the college/university. | 6.47 | 0.82 | Strongly Agree |
| ...feels a strong sense of belonging and loyalty to this institution. | 6.36 | 0.92 | Strongly Agree |
| ...supports and actively promotes the university's goals, vision, and mission. | 6.47 | 0.80 | Strongly Agree |
| ...intends to remain working in this institution for the foreseeable future. | 6.41 | 0.87 | Strongly Agree |
| ...recommends this institution as a positive and rewarding place to work. | 6.35 | 0.99 | Strongly Agree |
| ...values and maintains professional relationships and collaborations built within the institution. | 6.44 | 0.90 | Strongly Agree |
| Weighted Mean | 6.44 | | |
| SD | 0.80 | | |
| Verbal Interpretation | | | Fully Engaged |

Table 17 presents the level of faculty engagement in the institution in terms of organizational commitment. The table describes how faculty members express their attachment to the institution through pride in being part of the organization, willingness to contribute to institutional goals, and continued dedication to the university's mission, vision, and values.

As shown in the table, the overall weighted mean of 6.44 with a standard deviation of 0.80 is verbally interpreted as Fully Engaged. This indicates that faculty members in the College of Teacher Education demonstrate a strong sense of commitment and loyalty to the institution.

Faculty members commonly express pride in being part of the university and actively support its goals and direction. They are also willing to exert additional effort to contribute to the success of the institution, maintain professional relationships with colleagues, and continue serving the university for the foreseeable future.

These practices reflect a strong sense of belonging and shared responsibility among faculty members in advancing the goals of the college and the institution. The relatively low variation in responses indicates that this level of commitment

is widely experienced across faculty members, reflecting a stable and supportive institutional environment.

Overall, the findings reflect a faculty community that not only identifies with the vision and values of the institution but is also willing to translate that identification into action through extra effort, mission support, and long-term service. The high ratings in belonging, loyalty, retention intention, and valuing professional relationships show that commitment is both emotional and behavioral.

This strong institutional attachment likely reinforces other dimensions of engagement such as teaching, research, extension, and professional development, creating a stable and motivated academic environment.

Relationship between the Strategic Leadership Practices and Faculty Engagement Sub-Variables

Table 18 presents the relationship between strategic leadership practices and the five dimensions of faculty engagement.

The results show that all six leadership dimensions, namely goal alignment, visionary, innovative, quality assurance, networking, and collaborative, have positive and statistically significant relationships with teaching engagement, research engagement, community and extension engagement, professional development engagement, and organizational commitment.

The correlation coefficients range from $r = .260$ to $r = .371$, with all p-values from .000 to .002, which are lower than the 0.05 level of significance. These coefficients indicate low to moderate positive relationships, which signify that as strategic leadership practices increase, faculty engagement across all dimensions also increases.

Table 18. Relationship between the Strategic Leadership Practices and Faculty Engagement Sub-Variables

| Strategic Leadership Practices | | Faculty Engagement | | | | |
|--------------------------------|---------------------|--------------------|--------|--------|--------|--------|
| | | TE | RE | CEE | PDE | OC |
| Goal Alignment | Pearson Correlation | .335** | .313** | .260** | .292** | .315** |
| | Sig. (2-tailed) | .000 | .000 | .002 | .001 | .000 |
| | N | 135 | 135 | 135 | 135 | 135 |
| Visionary | Pearson Correlation | .342** | .326** | .300** | .316** | .340** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 |
| | N | 135 | 135 | 135 | 135 | 135 |
| Innovative | Pearson Correlation | .325** | .367** | .271** | .300** | .319** |
| | Sig. (2-tailed) | .000 | .000 | .001 | .000 | .000 |
| | N | 135 | 135 | 135 | 135 | 135 |
| Quality Assurance | Pearson Correlation | .347** | .352** | .271** | .301** | .292** |
| | Sig. (2-tailed) | .000 | .000 | .001 | .000 | .001 |
| | N | 135 | 135 | 135 | 135 | 135 |
| Networking | Pearson Correlation | .371** | .355** | .340** | .346** | .312** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 |
| | N | 135 | 135 | 135 | 135 | 135 |
| Collaboration | Pearson Correlation | .370** | .357** | .320** | .343** | .354** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 |
| | N | 135 | 135 | 135 | 135 | 135 |

p<0.05

Specifically, networking and collaborative leadership demonstrate some of the strongest relationships with teaching engagement and organizational commitment, while innovative leadership shows the strongest relationship with research engagement. Goal alignment and visionary leadership consistently show significant positive correlations across all

engagement dimensions, which implies that clear direction and shared institutional purpose are associated with higher faculty involvement. Quality assurance practices also exhibit significant relationships with teaching and research engagement, which indicates that structured monitoring and academic standards are connected to faculty participation and professional growth.

The statistical evidence confirms that strategic leadership practices are significantly related to faculty engagement in the College of Teacher Education. The positive direction of the correlations implies that stronger leadership practices are associated with higher levels of engagement among faculty members.

Therefore, it can be concluded that strategic leadership practices demonstrated by the administration serve as significant determinants of faculty engagement. Leadership characterized by alignment, vision, innovation, quality assurance, networking, and collaboration indicates institutional conditions that foster teaching involvement, research productivity, community participation, professional development, and organizational commitment. The rejection of the null hypothesis affirms that strategic leadership functions as a foundational driver of faculty engagement and contributes to strengthening institutional performance.

This finding supported by existing literature emphasizing the critical role of strategic leadership in fostering faculty engagement in higher education institutions.

According to Supriyadi et al. 2023 explained that strategic leadership characterized by clear goal alignment and visionary direction strengthens institutional coherence and enhances faculty motivation. When leaders articulate shared goals and align institutional plans with faculty roles, educators are more likely to demonstrate higher levels of instructional commitment and organizational loyalty.

Similarly, Johnson and Lee 2022 found that clearly communicated institutional vision and participatory strategic planning are positively associated with faculty engagement and institutional effectiveness. These perspectives support the significant positive relationships observed between goal alignment, visionary leadership, and all dimensions of faculty engagement in the present study.

Relationship between the Faculty – Centered Approaches and Faculty Engagement Sub-Variables

Table 19 presents the relationship between faculty centered approaches and the five dimensions of faculty engagement.

The results reveal that mentoring, participative management, professional development support, recognition, and work life balance all show positive and statistically significant correlations with teaching engagement, research engagement, community and extension engagement, professional development engagement, and organizational commitment. The correlation coefficients range from $r = .269$ to $r = .391$, and all p values are .002 or lower, which are below the 0.05 level of significance.

These coefficients indicate low to moderate positive relationships, signifying that stronger faculty centered

practices are associated with higher levels of faculty engagement across all measured domains.

Table 19. Relationship between the Faculty – Centered Approaches and Faculty Engagement Sub-Variables

| Faculty Centered-Approaches | | Faculty Engagement | | | | |
|----------------------------------|---------------------|--------------------|--------|--------|--------|--------|
| | | TE | RE | CEE | PDE | O C |
| Mentoring | Pearson Correlation | .326** | .342** | .288** | .358** | .354** |
| | Sig. (2-tailed) | .000 | .000 | .001 | .000 | .000 |
| | N | 135 | 135 | 135 | 135 | 135 |
| Participative Management | Pearson Correlation | .358** | .334** | .309** | .363** | .339** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 |
| | N | 135 | 135 | 135 | 135 | 135 |
| Professional Development Support | Pearson Correlation | .338** | .271** | .269** | .339** | .303** |
| | Sig. (2-tailed) | .000 | .001 | .002 | .000 | .000 |
| | N | 135 | 135 | 135 | 135 | 135 |
| Recognition | Pearson Correlation | .321** | .324** | .279** | .324** | .310** |
| | Sig. (2-tailed) | .000 | .000 | .001 | .000 | .000 |
| | N | 135 | 135 | 135 | 135 | 135 |
| Work-Life Balance | Pearson Correlation | .341** | .391** | .319** | .337** | .313** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 |
| | N | 135 | 135 | 135 | 135 | 135 |

p<0.05

Mentoring demonstrates significant positive relationships with all engagement dimensions, with the strongest associations observed in professional development engagement $r = .358$ and organizational commitment $r = .354$. Participative management shows consistent and slightly stronger relationships, particularly with professional development engagement $r = .363$ and teaching engagement $r = .358$. Professional development support exhibits meaningful correlations across all engagement variables, while recognition maintains steady positive relationships with teaching, research, and professional development engagement. Work life balance records the highest single correlation in the table with research engagement $r = .391$, which implies that faculty who perceive better balance between professional and personal responsibilities tend to show stronger research involvement.

The statistical evidence confirms that faculty centered administrative practices are significantly related to faculty engagement in the College of Teacher Education. The positive direction of the correlations indicates that when mentoring, participative management, professional development support, recognition, and work life balance are strengthened, faculty engagement in teaching, research, extension, professional growth, and institutional commitment also increases.

Therefore, it can be concluded that faculty centered approaches demonstrated by the administration significantly influence faculty engagement. Administrative practices that prioritize mentoring, shared governance, development support, acknowledgment of contributions, and balance between work and personal life signify institutional conditions that sustain active participation and professional involvement. The rejection of the null hypothesis affirms that faculty centered leadership practices serve as important determinants of

engagement and contribute to the overall vitality and performance of the institution.

These findings supported by existing literature emphasizing the importance of faculty centered leadership in strengthening engagement in higher education institutions. Martinez 2023 explained that mentoring relationships enhance faculty confidence, professional identity, and long-term commitment, which in turn increase engagement in teaching and research activities.

IV. CONCLUSION AND RECOMMENDATIONS

Strategic leadership practices have a significant relationship with faculty engagement, leading to rejection of null hypothesis. Leadership functions as a foundational driver of multidimensional faculty engagement, indicating that practices such as goal alignment, visionary direction, innovation, quality assurance, networking, and collaboration are associated with higher levels of teaching involvement, research productivity, community engagement, professional development, and organizational commitment. The results indicate that when leadership is clearly articulated, participative, and strategically implemented, faculty members demonstrate stronger engagement across their academic and institutional roles.

Furthermore, faculty-centered approaches have a significant relationship with faculty engagement, thereby rejecting the null hypothesis. Supportive and participative administrative practices strengthen faculty involvement and commitment, indicating that mentoring, participative management, professional development support, recognition, and work-life balance contribute to enhancing faculty engagement across all measured dimensions. Overall, these findings signify that when leadership integrates strategic direction with faculty support mechanisms, it creates an institutional environment that promotes sustained engagement, professional growth, and organizational commitment.

Based on the findings and conclusions of the study, the following recommendations are proposed:

State Universities and Colleges may continue strengthening strategic leadership development programs to sustain effective goal alignment, foster innovation, uphold quality assurance, and reinforce collaborative governance. At the same time, institutions may further institutionalize structured mentoring systems, recognition mechanisms, and comprehensive work-life balance policies to consolidate faculty-centered support structures. Building on these initiatives, higher education institutions may adopt the proposed Sustainable Faculty Development Framework, which is anchored on a foundation of strategic leadership, supported by sustainable faculty development systems, and directed toward institutional sustainability outputs. This framework envisions a long-term sustainable impact that guides continuous institutional improvement, ensuring that faculty engagement remains authentic, iterative, and aligned with the evolving demands of academic excellence and institutional advancement.

Administrators may intensify research development systems, including structured research mentoring, grant

support, and publication guidance, to elevate research engagement to the same level as teaching and professional development engagement.

Quality assurance offices may integrate leadership and engagement indicators into accreditation preparation processes to ensure stronger alignment between internal academic vitality and external institutional evaluation outcomes.

Faculty are encouraged to actively engage in leadership development programs, participate in governance processes, and continuously pursue professional growth through teaching, research, and community involvement.

Future researchers may explore mediating variables such as organizational culture, resource allocation, or research

ecosystem maturity to further explain the link between leadership practices and institutional performance indicators.

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