Leadership Practices of Department Heads in Academic Administration: A Support to Faculty Development

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ABSTRACT

This study determined the relationship of leadership practices of department heads and its support to faculty development in Mabini Colleges, Inc. Using a quantitative method, descriptive-correlational research design, data were gathered through a survey questionnaire and analyzed thematically using SPSS software. Findings revealed that department heads consistently implement leadership practices along planning, organizing, leading, and monitoring. Faculty members also possess a high degree of skills in the level of their development along competence, evaluation result, trainings and seminars, and professional advancement. A significant relationship was found between leadership practices of department heads in academic administration along planning, organizing, leading, and monitoring and the level of faculty development along competence, evaluation results, trainings and seminars, and professional advancement. Faculty members rarely encounter challenges in support to their development. A negative but statistically significant correlations was found between faculty development and the challenges encountered by the respondents. Additionally, Project LEADGROW or Leadership Empowered Advancement, Development for Growth and Resources Organizational Wellness was proposed as an intervention. The study concludes that department heads consistently employ leadership practices along the variables and faculty members also possess a high level of development along the variables. Based on these findings, recommendations include monitoring and feedback practices, mentoring or coaching, participation in professional development, allocation of budget and resources, establishment of formal institutional policies, implementation of Project LEAD-GROW, and further research to a wider scope such as student outcomes and institutional performance.

Keywords: Academic administration, department heads, faculty development, leadership practices

INTRODUCTION

Successful department heads strike a balance between administrative and academic responsibilities, fostering a climate that supports academic performance via transformative and collaborative leadership approaches. Along with this leadership comes significant accountability, including ensuring that faculty performance, research, and teaching meet the highest possible standards (Ngare, 2024). The leader–member exchange theory, combined with theoretical work on organizational development support, explains the critical role of department heads as leaders in developing academic staff (Horne et al., 2016). By effectively leading and fostering a positive learning environment, a head teacher's leadership significantly influences academic achievement. Students' overall achievement is determined by their willingness to collaborate with stakeholders, use strategic management, and respond to new educational challenges (Shrestha and Basnyat, 2024).

The academic department is the most important community for faculty members, and the department chair plays a critical role in shaping this community's identity (Miller et al., 2016). It emphasizes the multifaceted nature of faculty development, which includes faculty skills, supports pedagogical innovation, and fosters a culture of continuous learning. In line with this, academic management and instructional practices constitute a holistic ecosystem in which faculty development is key to sustaining excellence in higher education as stated by Zalsos and Corpuz (2024). Faculty development can play an important role in promoting curricular and organizational change. It can help to promote teaching as a scholarly activity and create an educational climate that encourages and rewards educational leadership, innovation, and excellence.

In the Philippines, there is growing recognition of the need for comprehensive recommendations to guide the Department of Education, policymakers, and educational institutions toward equitable access to In-Service Training and Teacher Development programs. This initiative requires increased funding, integration of digital learning tools, and institutionalization of sustainable training frameworks. Moreover, educational institutions must implement school-based professional learning communities, strengthen mentorship programs, and encourage data-driven approaches to professional growth (Rivera et al., 2025).

Mabini Colleges, Inc., a prominent private higher education institution in Camarines Norte, continues to provide academic services in the province. Over the years, enrolment figures have continued to rise, making the institution one of the largest schools in the province. As academic institutions continue to broaden their scope, leadership, particularly within them, plays a greater role. Department heads in different collegiate departments, particularly in the College of Education, College of Business Administration and Accountancy, College of Liberal Arts, College of Computer Studies, College of Criminal Justice Education, College of Nursing, and the Technical Education and Training Department, play a vital role in the academic aspect of the institution.

Faculty members, including instructors and professors in the aforementioned departments, are the core of an academic institution. Moreover, faculty development is a major concern in preparing faculty members to perform at their best in line with the teaching and learning process. The performance of department heads at Mabini Colleges, Inc. is instrumental in supporting the personal and professional development of faculty members in each department. Despite the acknowledged significance of faculty development, there appears to be a lack of systematic assessment of how well department heads perform their roles as academic leaders. Minimal information is available about their specific leadership practices, support mechanisms, and management strategies for improving faculty competencies and motivation. This gap can prevent the institution from fully realizing the potential of its faculty and implementing targeted interventions to improve overall instructional quality and student performance. It underscores the need to recognize that inadequate support from department heads can lead to deficient teaching skills, low faculty motivation, and poor instructional quality.

As such, a study that determined the relationship of the best leadership practices of department heads in academic administration and faculty development in Mabini Colleges is beneficial to the private higher education institution, which aims to continually provide quality education and produce globally competitive professionals. The study identifies the most effective leadership practices for department heads in balancing their administrative and academic responsibilities. These practices, particularly in academic administration, play a vital role in the delivery of quality education. This includes focusing on faculty performance, training, and development, which support organizational development in an academic institution. The study determines the relationship between the leadership practices of department heads in academic administration and faculty development in Mabini Colleges. The results of the study would benefit the institution's organizational development and its continued mandate to provide quality education in the academe and to produce globally competitive professionals.

METHODOLOGY

This study employed a quantitative method using a descriptive-correlational research design to determine the leadership practices of department heads in academic administration and the level of faculty development in Mabini Colleges, Inc. The study also determined the challenges encountered by department heads and faculty members and their relationship to the level of faculty development. A descriptive correlational study is a study interested in describing relationships among variables, without seeking to establish a causal connection. This design was used to meet the objectives of the study, which sought to determine the leadership practices of department heads in academic administration and their relationship to faculty development of Mabini Colleges, Inc.

The study employed a total enumeration sampling technique, wherein all eligible individuals within the target population, with a total of 100 regular and probationary faculty members, were included as respondents. This approach is deemed appropriate because the population size of faculty members across different collegiate departments of Mabini Colleges, Inc. is manageable and accessible to the researcher. In addition, this approach also ensured that the size of the sample reflected the entire target population, thus reducing sampling bias and

increasing the validity and reliability of the findings of the study. Including the complete number of faculty members further enabled a more inclusive understanding of the leadership performance of department heads as perceived by faculty members.

The researcher administered the questionnaire to the faculty members from different collegiate departments in Mabini Colleges, Inc., including the College of Education, College of Business Administration and Accountancy, College of Liberal Arts, College of Computer Studies, College of Criminal Justice Education, College of Nursing, and the Technical Education and Training Department. The purpose of the study was explained, and respondents were assured that their participation and responses would be treated with the utmost confidentiality. They are also informed that the data to be collected will be used solely for academic purposes. Informed consent questionnaires were included in the questionnaire, which was obtained from respondents.

The questionnaire has six parts. The first part determined the leadership practices of department heads in academic administration, as perceived by faculty members, with respect to planning, organizing, leading, and monitoring. This is followed by the second part, which described the level of faculty development in each collegiate department of Mabini Colleges, Inc., with respect to faculty competence, evaluation results, training and seminars, and professional advancement. The third part identified the significant relationship of the two variables in the study mainly, between the leadership practices of department heads in academic administration and faculty development. The fourth part determined the challenges encountered by department heads and faculty members in supporting faculty development. It is then followed by the fifth part, which described whether a significant relationship exists between the level of faculty development and the challenges encountered. The sixth and last part determined the proposed intervention to enhance leadership practices of department heads in academic administration in support of faculty development based on the findings of the study.

The indicators for the second part of the questionnaire were derived from the college faculty manual, faculty evaluation indicators, and the faculty needs assessment. The preliminary draft of the questionnaire was subjected to content validation by a panel of experts consist of five Deans from different higher education institution in Camarines Norte. Their input ensured that the items were clear, relevant, and congruent with the study's objectives. A dry-run test was also conducted on 20 non-respondents, who are not included in the main study. The result of the dry-run test are used to assess the instrument's reliability using Cronbach's alpha. The survey questionnaire resulted in a reliability coefficient of .859 for planning, .784 for organizing, .843 for leading, and .804 for monitoring in Part I. It also resulted in a reliability coefficient of .709 for competence, .776 for evaluation result, .822 for trainings and seminar, and .850 for professional advancement in Part II. Lastly, it resulted in a reliability coefficient of .902 for challenges encountered by the respondent in supporting faculty development in Part III, showing that there is an internal consistency.

Statistical methods were used to analyze the data collected from the respondents. The data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 21. The SPSS was also employed to organize, process, and analyze the data accurately, ensuring that the results are reliable and valid. In line with this, using the aforementioned software is essential, as it enables efficient handling of large datasets, reduces computational errors, and provides advanced statistical tools for in-depth analysis. Through this process, the study ensured a more objective interpretation of the findings, providing a strong basis for accurate conclusions and recommendations.

RESULTS AND DISCUSSION

Leadership Practices of the Department Heads in Academic Administration. <u>Planning</u>. Department heads consistently implement these practices alongside planning, thereby promoting the attainment of goals with faculty members. The highest-rated indicator underscores the importance of setting clear, measurable goals and ensuring that faculty members are aligned with the institution's goals and policies. In the actual practice, department heads demonstrate these practices by planning and conducting regular faculty meetings to discuss targets and goals for the upcoming semester or academic year. It indicates that department heads consistently practice participatory planning.

Findings on planning suggest a gap between assessment and action in academic planning. Strengthening data-driven decision-making, improving feedback mechanisms, and ensuring institutional support for evaluation-

based interventions are necessary for department heads to use faculty evaluation results more effectively as a foundation for planning and leadership practices.

Table 1 Leadership Practices of the Department Heads in Academic Administration along Planning

Indicators	Weighted Mean	Interpretation
1. Sets clear and measurable goals together with the faculty members aligned with institutional goals and policies	3.58	HP
2. Includes faculty in the planning of academic and professional development programs	3.54	HP
3. Prepares a written plan for each academic year	3.47	HP
4. Aligns plans with institutional and CHED/DepEd guidelines	3.57	HP
5. Prioritizes action with the faculty based on faculty evaluation results	3.35	HP
Overall Weighted Mean	3.50	HP

Rating Scale: Descriptive Interpretation:

3.25 – 4.00	Highly Practiced (HP)
2.50 - 3.24	Practiced (P)
1.75 – 2.49	Seldom Practiced (SP)
1.00-1.74	Never Practiced (NP)

The study's findings, as affirmed by Estacio and Estacio (2022), support that the most effective school heads, particularly principals, emphasize their leadership capacity and ability to determine how the school can serve its clientele. It also aligned resources and priorities with the vision and engaged other key players, both within and outside the school, in achieving the goals embedded in the vision, thereby leading to the school's best practices. Similarly, Arobiole (2023) confirms that by recognizing and addressing the limitations, institutions can enhance the impact of these programs and contribute to the continuous improvement of administrative effectiveness, ultimately leading to better educational outcomes for students.

Organizing. Department heads consistently implement these practices by organizing activities through the continual creation of committees, clear designation of roles and responsibilities, and developing schedules and timelines in consultation with the involved faculty members. The highest-rated indicator underscores the importance of establishing committees or teams to organize activities within respective departments, thereby ensuring the orderly conduct of departmental and institutional programs and activities.

The findings were corroborated by Mwesigwa et al. (2020), which revealed that job satisfaction partially mediates the relationship between leadership styles and organizational commitment. They examined the importance of institutional leadership in relation to the organizational commitment of academic staff, with clear involvement and designation. It is connected to the concept of clearly defining roles and responsibilities for faculty members, which results in a more comprehensive and detailed faculty instruction.

Table 2 Leadership Practices of the Department Heads in Academic Administration along Organizing

Indicators	Weighted Mean	Interpretation
1. Designates clear roles and responsibilities with the faculty members	3.38	HP
2. Ensures needed resources including time, budget, and materials are available in academic administration	3.37	HP
3. Coordinates with other departments to support faculty and academic activities	3.39	HP
4. Creates committees or teams to organize activities in respective departments	3.57	HP
5. Develops schedules and timelines for academic activities in consultation with faculty members	3.49	HP
Overall Weighted Mean	3.44	HP

Rating Scale: Descriptive Interpretation:

          3.25 – 4.00   Highly Practiced (HP)

          2.50 - 3.24   Practiced (P)

          1.75 – 2.49   Seldom Practiced (SP)

          1.00-1.74   Never Practiced (NP)

In addition, Cauilan (2023) corroborated the results, recommending the allocation of greater financial resources to support faculty development initiatives, improving physical and technological resources. This will establish uniform procedures for the implementation, assessment, and monitoring of faculty development programs. It aligns with the concept of an established faculty development program in an academic institution. Furthermore, building a culture of collaboration and mentorship among faculty members is critical to personal and professional development of faculty members.

Leading. Department heads consistently inspire faculty through encouragement, recognition, and positive interpersonal relationships. This implies a leadership style that prioritizes collaboration and morale-building over mere authority. In the actual practice, faculty members are always encouraged to participate in different activities. These practices or initiatives are part of which they are given incentives equating to their performance-based productivity.

Table 3 Leadership Practices of the Department Heads in Academic Administration along Leading

Indicators	Weighted Mean	Interpretation
1. Motivates faculty members to participate in departmental activities	3.52	HP
2. Provides mentoring or coaching to faculty members	3.19	P
3. Recognizes and rewards faculty efforts	3.20	P
4. Models professionalism and continuous learning	3.34	HP
5. Fosters collaboration and teamwork among faculty	3.30	HP
Overall Weighted Mean	3.31	HP

Rating Scale:	Descriptive Interpretation:
3.25 – 4.00	Highly Practiced (HP)
2.50 - 3.24	Practiced (P)
1.75 – 2.49	Seldom Practiced (SP)
1.00-1.74	Never Practiced (NP)

The findings were supported by Redondo et al. (2024), who found that academic heads significantly influenced faculty engagement and motivation by fostering a supportive and collaborative work environment, recognizing and appreciating faculty contributions, and offering professional development and growth opportunities.

Academic heads played a crucial role in improving faculty engagement and loyalty by building trust, facilitating open communication, providing necessary resources and support, and investing in professional development and networking opportunities. In addition, Kilag et al. (2023) conformed the result of this study, stating that effective school leadership requires a focus on building strong relationships, a commitment to student learning, ongoing professional development, and collaboration.

Monitoring. Department heads consistently implement these practices: regularly monitor faculty performance across various academic activities, provide feedback based on evaluation results, maintain pertinent records, assess the effectiveness of programs and activities, and use monitoring data to plan future academic engagements. The highest-rated indicator prioritizes documentation to ensure compliance with institutional policies, accreditation requirements, and regulatory bodies.

Table 4 Leadership Practices of the Department Heads in Academic Administration along Monitoring

Indicators	Weighted Mean	Interpretation
1. Regularly monitors faculty performance among different academic activities	3.39	HP
2. Gives feedback based on faculty evaluation results	3.20	P
3. Keeps records of pertinent information and documents	3.43	HP
4. Assesses the effectiveness of activities and programs implemented	3.40	HP
5. Uses monitoring data to plan future academic engagements and activities	3.28	HP
Overall Weighted Mean	3.34	HP

Rating Scale:	Descriptive Interpretation:
3.25 – 4.00	Highly Practiced (HP)
2.50 - 3.24	Practiced (P)
1.75 – 2.49	Seldom Practiced (SP)
1.00-1.74	Never Practiced (NP)

The findings are conformed by Embodo and Villanueva (2024), who emphasize that program heads must prioritize open communication and continuous feedback mechanisms to better align their supervisory

approaches with the realities of classroom instruction, ensuring that support translates into improved teaching efficiency. This aligns with the concept of continuous feedback and monitoring among departmental faculty.

In addition, Salendab and Dapitan (2022) conformed the findings as they stated that school heads must demonstrate strong administrative and supervisory skills to improve teaching and learning. They further emphasize that supervision is a gateway towards accrediting more programs. They recommended that higher education institutions continue to improve their supervision programs through sustained faculty development and training; the acquisition of adequate resources and instructional materials; improvements in facilities; the atonement of teaching methodologies and strategies to the rapid pace of information technology development; the provision of necessary administrative support; and the strengthening of collaboration among stakeholders.

Level of Faculty Development in the Department. <u>Competence</u>. School environment strongly supports and prioritizes the use of educational technology in daily instructional practices. In the workplace, teachers are required to use learning management systems, digital grading platforms, online resources, and presentation tools for lesson delivery, assessment, and communication.

Table 5 Level of Faculty Development in the Department along Competence

Indicators	Weighted Mean	Interpretation
1. Teachers demonstrate mastery of their subject 1. matter.	3.44	H
2. Teachers apply varied teaching strategies that enhance student learning.	3.50	H
3. Teachers integrate technology effectively in their teaching.	3.60	H
4. Teachers design appropriate assessment tools to measure student outcomes.	3.48	H
5. Teachers show competence in handling diverse learners.	3.39	H
Overall Weighted Mean	3.48	H

Rating Scale: Descriptive Interpretation:

  3.25 – 4.00   High (H)

  2.50 - 3.24   Moderate (M)

  1.75 – 2.49   Low (L)

  1.00-1.74   Very Low (VL)

Continuous exposure to these tools, particularly in blended or flexible learning modalities, has enhanced teachers' confidence and competence in integrating technology. Moreover, administrative expectations, CHED aligned compliance requirements, and institutional monitoring often necessitate the use of technology, prompting teachers to adapt and consistently improve their digital skills. As a result, technology integration becomes a routine and well-developed competence among teachers, resulting in the highest weighted mean.

The study's findings were corroborated by Uzorka and Olaniyan (2022), who found that there is an increasing need for faculty to embrace new technologies, particularly in light of the emergence of the new normal in teaching, learning, and research. To become conversant with the technologies, educators need opportunities for professional development. To remain involved in new and evolving technologies in education, faculty members seek leadership and support. The study shows that, to help faculty members lead the investigation, integration, and evaluation of technologies, they need policies and leadership support, equitable access to technology, support, professional development, and recognition.

In addition, Villanueva and Embodo (2024) also supported the findings, who indicated that integrating targeted professional development must focus on practical classroom strategies and fostering peer collaboration to share best practices. According to them, program heads must prioritize open communication and continuous feedback mechanisms to better align their supervisory approaches with the realities of classroom instruction, ensuring that support translates into improved teaching efficiency.

Evaluation Result. Teachers are consistently guided by institutional policies and leadership practices that strongly emphasize respect, collaboration, and learner-centered instruction. In the actual practice, faculty members maintain positive evaluation result through the practice of inclusive and conclusive education. The institution strictly practice inclusive education in different departments.

Table 6 Level of Faculty Development in the Department along Evaluation Result

Indicators	Weighted Mean	Interpretation
1. Demonstrates effective use of varied teaching strategies as reflected in evaluation results	3.47	H
2. Consistently obtains above-average ratings in clarity of explanation and subject mastery	3.40	H
3. Shows progressive improvement in student feedback on classroom management and learning outcomes	3.46	H
4. Maintain positive evaluation results in creating an inclusive and conclusive learning environment	3.49	H
5. Incorporates feedback from evaluation results into strategies that enhance student participation	3.44	H
Overall Weighted Mean	3.45	H

Rating Scale: Descriptive Interpretation:

3.25 – 4.00   High (H)

2.50 - 3.24   Moderate (M)

1.75 – 2.49   Low (L)

1.00-1.74   Very Low (VL)

The study's findings are corroborated by Szeto (2020), which emphasizes that leadership not only facilitates but also shapes teacher collaboration and professional growth. The current study shares a focus on leadership's role in professional development. This also involves focusing on the feedback from the evaluation results as a basis for improving strategies, assessment, and instruction.

Similarly, the results are supported by Mora (2025) which proposed an executive training program addressing setting directions, staff development, budget planning, facilities improvement, and governance, concluding that these leadership dimensions significantly relate to faculty performance. It showed that development arises from collective effort, including improvements informed by evaluation results.

Training and Seminars. Faculty Development through training and seminars is high, including teachers' sharing of knowledge and best practices gained from these activities with the teaching and learning process in the classroom, engaging with colleagues to incorporate this new information, and using it to enhance professional competence. The highest rating indicates the school has an established culture of collaboration and peer support, where teachers are encouraged and often expected to cascade learnings from trainings and seminars to their colleagues.

Table 7 Level of Faculty Development in the Department along Trainings and Seminars

Indicators	Weighted Mean	Interpretation
1. Teachers participate regularly in seminars, workshops, and trainings.	3.48	H
2. Teachers participate in capacity-building programs organized by the department or institution.	3.42	H
3. Teachers integrate learnings from trainings and seminars into their classroom teaching and institutional strategies.	3.46	H
4. Teachers share knowledge and best practices gained from trainings and seminars with their colleague.	3.49	H
5. Teachers participate in webinars, conferences, or symposia to enhance professional competence.	3.47	H
Overall Weighted Mean	3.46	H

Rating Scale: Descriptive Interpretation:

3.25 – 4.00	High
2.50 - 3.24	Moderate
1.75 – 2.49	Low
1.00-1.74	Very Low

The findings were supported by Kilag et al. (2023), who emphasized that effective school leadership requires a focus on building strong relationships, a commitment to student learning and ongoing professional development, and collaboration. These findings are consistent and have important implications for professional development, which is vital to faculty development. This is further supported by Cauilan (2023), who emphasized the need for strategic improvements in faculty development program policies, including resource allocation, monitoring systems, and collaboration. This reiterates the importance of attending relevant training and seminars that support faculty development.

Professional Advancement. The level of faculty development in relation to professional advancement is high, indicating that teachers are encouraged to pursue professional advancement, apply newly acquired skills from graduate or postgraduate studies, engage in academic forums, conferences, and research colloquia, and demonstrate improved competence and leadership.

Table 8 Level of Faculty Development in the Department along Professional Advancement

Indicators	Weighted Mean	Interpretation
1. Teachers are encouraged to pursue higher studies and advanced degrees.	3.61	H
2. Teachers apply new learned skills from professional development programs.	3.48	H
3. Teachers show motivation to pursue further graduate or postgraduate learning opportunities.	3.45	H
4. Teachers engage in academic forums, conferences, or research colloquia related to their graduate program.	3.47	H

5. Teachers demonstrate improved competence and leadership as an outcome of their graduate studies.	3.45	H
Overall Weighted Mean	3.49	H

Rating Scale: Descriptive Interpretation:

3.25 – 4.00   High

2.50 - 3.24   Moderate

1.75 – 2.49   Low

1.00-1.74   Very Low

 The findings were corroborated by Embodo and Villanueva (2024), who concluded that program heads must adopt tailored supervisory practices and provide targeted professional development to improve teaching efficacy. This aligns with the present study's recognition of leadership as crucial in fostering faculty growth and development.

In addition, Redondo et al. (2024), conformed the results which revealed that academic heads significantly influence faculty engagement and motivation by fostering a supportive and collaborative work environment, recognizing and valuing faculty effort, contributions, and offering personal and professional development and growth opportunities.

Relationship between the Leadership Practices of Department Heads in Academic Administration and the Level of Faculty Development. The results reveal a moderate to strong positive correlations between leadership practices and faculty competence. Specifically, the correlation coefficients were the following: planning ($r = .572$, $p = .000$); organizing ($r = .687$, $p = .000$); leading ($r = .686$, $p = .000$); and monitoring ($r = .708$, $p = .000$). All relationships were statistically significant at 0.01 level, indicating that stronger leadership practices are associated with higher levels of faculty competence. Among the four leadership dimensions, monitoring exhibited the strongest relationship, suggesting that consistent supervision and performance tracking by department heads significantly contribute to faculty capability and effectiveness.

Table 9 Test for Significant Relationship between the Leadership Practices of Department Heads in Academic Administration and the Level of Faculty Development

Faculty Development	Leadership Practices							
	Planning		Organizing		Leading		Monitoring	
	r	*p-value*	*r*	*p-value*	*r*	*p-value*	*r*	*p-value*
Competence	.572**	.000	.687**	.000	.686**	.000	.708**	.000
Evaluation Results	.548**	.000	.663**	.000	.727**	.000	.760**	.000
Trainings and Seminars	.512**	.000	.583**	.000	.501**	.000	.478**	.000
Professional Development	.581**	.000	.581**	.000	.549**	.000	.634**	.000

**Correlation is significant @ 0.01 level

Findings connote effective leadership motivates and inspires faculty to pursue excellence. When department heads provide guidance, encouragement, and recognition, teachers are more likely to participate actively in professional development, achieve higher evaluation scores, and pursue advanced studies. They acknowledge teachers who implement innovative teaching methods learned through seminars, thereby encouraging others to follow suit and enhancing overall faculty competence. Thus, consistent monitoring and feedback enable department heads to identify gaps in teacher performance and development.

The findings are conformed by Pangestika et al. (2024) who concluded that effective leadership and management programs can strengthen teacher's capacity in decision making, communication, conflict management and problem solving, contributing to a supporting and innovative learning environment. This action benefits faculty in both development and in the teaching process. Similarly, Cauilan (2023) supported the results who emphasized the importance of strategic faculty development programs with its policies, resource allocation, monitoring systems, and collaboration.

Challenges Encountered by the Respondents in Supporting Faculty Development. Faculty members rarely experience challenges. Consistent with this, the data indicate that faculty members who pursue advanced studies receive recognition and incentives as part of their professional advancement. Relevant training opportunities in the local or regional area are also available to faculty members through the established faculty development program.

The findings are supported by Akram et al. (2022), which provides evidence that leadership practices contribute significantly to developing teachers' professional competencies by specifying the benefits of different identified leadership roles. The study explicitly implied that training amplifies the positive effect of identified leadership practices on teachers' personal and professional development. The findings further suggest that school heads should perform their leadership tasks regularly and place greater emphasis on teacher training and development to enhance their professional skills.

Table 10 Challenges Encountered by the Respondents in Supporting Faculty Development

Indicators	Weighted Mean	Interpretation
1. The institution fails to provide adequate budget allocation for faculty development programs.	1.82	SE
2. Administrative support for faculty training and seminar attendance is minimal.	2.06	SE
3. Policies and guidelines are not established to govern faculty development initiatives.	1.90	SE
4. Faculty members who pursue advanced studies or specialized training receive little or no recognition or incentives.	1.90	SE
5. Overlapping institutional priorities frequently delay faculty development initiatives.	1.95	SE
6. Relevant training opportunities within the locality or region are limited or unavailable.	1.97	SE
7. Collaboration among faculty members in pursuing shared research or training goals is weak or lacking.	1.95	SE
8. Faculty members rarely share the knowledge and skills gained from external training with the rest of the department.	1.92	SE

9. Faculty shows little interest or motivation in pursuing further studies or professional growth.	1.89	SE
10. Faculty workload is not balanced without opportunities for training and graduate studies.	1.96	SE
Overall Weighted Mean	1.93	SE

3.25 – 4.00	Always Encountered (AE)
2.50 – 3.24	Encountered (E)
1.75 – 2.49	Seldom Encountered (SE)
1.00 – 1.74	Never Encountered (NE)

Rating Scale: Descriptive Interpretation:

Redondo et al. (2024) also supported the findings who found that academic heads significantly influenced faculty engagement and motivation by fostering a supportive and collaborative work environment, recognizing and valuing faculty contributions, and providing professional development and growth opportunities. These efforts resulted in a thriving academic community in which faculty members felt supported, motivated, and valued.

Relationship between the Level of Faculty Development and Challenges Encountered by the Respondents. The results reveal a negative but statistically significant correlations between faculty competence and the challenges encountered by the respondents (r= -.322, p=.001). Similarly, a negative and statistically significant correlation was found between evaluation results and challenges encountered (r = -.427, p = .000). Moreover, the relationship between faculty participation in training and seminars and the challenges encountered by the respondents was negative and significant (r = -.537, p = .000). Finally, faculty professional development was significantly and negatively associated with challenges encountered (r = -.501, p = .000).

Table 11 Test for Significant Relationship between the Leadership Practices of Department Heads in Academic Administration and the Level of Faculty Development

Faculty Development	Challenges		Remarks
	r	p-value	
Competence	-.322**	.001	Significant
Evaluation Results	-.427**	.000	Significant
Trainings and Seminars	-.537**	.000	Significant
Professional Advancement	-.501**	.000	Significant

**Correlation is significant @ 0.01 level

Overall, all relationships were significant at the 0.01 level, confirming that higher levels of faculty development across competence, evaluation, training, seminars, and professional advancement are consistently associated with fewer challenges encountered by faculty members. These findings underscore the importance of sustained and well-structured faculty development initiatives in reducing workplace difficulties and enhancing faculty effectiveness.

The findings are corroborated by Akram et al. (2022) who concluded that higher education institutions must prioritize faculty development programs as it improves faculty engagement and professional progress. This confirms the importance of development programs reducing workplace difficulties and promoting personal and professional growth for the benefit of the students, department, and the institution.

Similarly, the findings are corroborated by Mora (2025) who proposed a faculty executive training program addressing setting of directions, staff development, budget planning, facilities improvement, and governance, concluding that these dimensions will lessen challenges in the workplace and are significantly related to faculty members' performance.

Proposed Intervention to Support the Faculty Development of the Institution. The researcher developed and proposed Project LEAD-GROW or Leadership Empowered Advancement, Development for Growth and Resources Organizational Wellness. It aims to institutionalize regular leadership capacity-building among department heads and faculty members, with a focus on the lowest-rated indicators identified in the study, including documentation, performance monitoring, and feedback mechanisms to support faculty development.

CONCLUSION

The conclusions drawn from the study's findings were as follow:

1.   Department heads consistently employ leadership practices along with planning, organizing, leading,

and monitoring, which results in highly practiced skills. These leadership practices support faculty development for the benefit of faculty members, the academy, and the institution.

2.   Faculty members possess a high level of development in terms of competence, evaluation results, participation in training and seminars, and professional advancement. This high level of development empowers faculty members to perform effectively in the teaching and learning process.

3.   There is a significant relationship between leadership practices of department heads in academic administration, along with planning, organizing, leading, and monitoring, and the level of faculty development, along with competence, evaluation results, trainings and seminars, and professional advancement. This implies that stronger leadership practices are associated with higher levels of faculty competence. Among the four leadership dimensions, monitoring exhibited the strongest relationship, suggesting that consistent supervision and performance tracking by department heads significantly contribute to faculty capability and effectiveness.

4.   Faculty members seldom encounter challenges in their professional development. This also indicates that faculty members rarely experience the following challenges: the institution's failure to provide adequate budgets for faculty development programs, a lack of administrative support for faculty development, unestablished policies and guidelines, overlapping institutional priorities, and an unbalanced faculty workload. Consistent with this, the data indicate that faculty members who pursue advanced studies receive recognition and incentives as part of their professional advancement. Relevant training opportunities in the local or regional area are also available to faculty members through the established faculty development program.

5.   There is a negative but statistically significant relationship between faculty development and the challenges encountered by the respondents. This indicates that higher levels of faculty competence are associated with fewer challenges experienced by faculty members. This also confirms that higher levels of faculty development across competence, evaluation, training, seminars, and professional advancement are consistently associated with fewer challenges encountered by faculty members.

6.   The proposed Project LEAD-GROW or Leadership Empowered Advancement, Development for Growth and Resources Organizational Wellness by promoting leadership capacity building among department heads and faculty members, enhancement of documentation, performance monitoring, and feedback mechanisms to support faculty development, can support a culture of systematic mentoring and professional collaboration among faculty members guided by department heads in support of their professional development.

RECOMMENDATIONS

Based on the conclusions, the following recommendations were proposed:

1.   Department heads may strengthen monitoring and feedback practices by providing regular, constructive feedback based on the evaluation. It ensures documentation and may be used to plan for future departmental and faculty development programs or activities.

2.	Department heads may implement mentoring or coaching for faculty development, which can be conducted through the process of peer coaching, classroom observation, collaborative planning, and giving of individualized development plans to support faculty competence and teaching effectiveness.

3.	Department heads may encourage and facilitate faculty participation in professional development by motivating faculty members to attend trainings, seminars, conferences, and supporting the pursuit of graduate studies and other professional advancement.

4.	Academic administration may allocate budget and resources specifically for faculty development, ensuring regular funding, ample materials, time allocations, and institutional support for trainings, seminars, and other development initiatives.

5.	Academic administration may establish formal institutional policies and guidelines for faculty development initiatives by implementing structures that systematize development programs, track progress, and ensure transparency and equity across departments.

6.	Academic administration may implement Project LEAD-GROW to promote leadership capacity building among department heads and faculty members, supporting a culture of systematic mentoring and professional collaboration.

7.	Future researchers may expand the study to a wider scope or include other variables such as student outcomes and institutional performance. They may also employ qualitative approaches to gain deeper insights into faculty experiences and other issues related to academic administration.

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