

The Influence of Administrative Managerial Competency and Innovative Strategies on Teaching Performance in a State University

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ABSTRACT

This study utilized a descriptive-correlational research design to investigate the demographic profiles, managerial competencies, innovative teaching strategies, and teaching performances of faculty members in selected university colleges. Using random sampling, 108 faculty members and 96 students were surveyed from 16 colleges. The demographic profile analysis revealed most female respondents (65%), primarily aged between 22 to 45 years (71%). Most faculty members held master's degrees (30%) and had 10-19 years of service (27%).

Regarding managerial competencies, faculty rated themselves highly in strategic thinking ($M=3.73$), instructional leadership ($M=3.71$), personal excellence ($M=3.56$), and implementation learning process ($M=3.49$). Innovative teaching strategies were also highly rated, with active learning ($M=3.75$) and appropriate learning materials ($M=3.71$) receiving top scores. Teaching performance, as assessed by students, was rated highly across efficiency ($M=3.59$), organization ($M=3.52$), leadership ($M=3.67$), and responsiveness ($M=3.41$) domains. Statistical analyses indicated no significant differences in managerial competency across demographic groups (sex, marital status, educational attainment, years of service). However, a positive correlation was found between managerial competency and innovative teaching strategies, particularly in team teaching ($p=.000$). Yet, neither managerial competency nor innovative teaching strategies significantly predicted teaching performance.

In conclusion, the study underscores the importance of managerial competencies and innovative teaching strategies in enhancing faculty performance. Recommendations include continuous competency and innovation training for faculty, leveraging study results for institutional planning, and future research focusing on additional predictors of faculty performance. These findings provide valuable insights for educational administrators, faculty, students, and policymakers aiming to enhance educational outcomes and faculty performance in universities.

Keywords: Administrative, Managerial Competency, Innovative Strategies, Teaching Performance, Educational Outcomes

INTRODUCTION

Educational institutions are acknowledged for their effectiveness, efficiency, and productivity. School teachers play in fostering a culture of quality within schools. They must lead, innovate, and promote educational renewal to ensure school achievement is effectively realized (Ganaden, 2020). The effectiveness of schools is shaped by both external and internal factors. Education is highly valued in every society and serves as a tool for societal transformation, growth, and development. Education has been recognized as a human right, alongside health and shelter. The Education for All Goals were established when over 150 governments endorsed the World Declaration on Education for All, supporting the universal right to education. Many countries aim to ensure optimal educational access rates to enhance quality through teachers' competence (Madani, 2019).

This increases the complexity of managing educational organizations. School teachers, at all levels and at all times, must perform at their best, particularly in managing human, financial, tangible, and other resources. The management functions of school teachers ensure the smooth operation of schools, as management involves the preparation, organization, and effective use of available human and material resources to achieve desired goals and objectives. The ultimate aim of management is to achieve results, which is crucial for the sustainability and development of the organization (Ganaden, 2020). Therefore, qualified school teachers should demonstrate strong

managerial skills, competencies, and excellent managerial abilities.

Today, teachers' administrative and managerial competencies play a crucial role across various types of institutions. Educational institutions strive to continually enhance their employees' performance. Competencies help distinguish between average and excellent teachers (Ganaden, 2020). As observed by some university employees, an institution's potential strength lies in having excellent or above-average teaching personnel. This can be achieved by continuously educating and developing the personalities of average employees.

Over the past decade, the use of innovative teaching strategies has gained significant attention. Creative and skilled educators are employing various innovative methods at higher education levels. These strategies include virtual labs, real-life problem-based learning activities, and enriched learning environments equipped with modern resources and audiovisual aids. Such approaches benefit students by enhancing their learning experiences (Naz & Murad, 2017).

The era of globalization has brought advancements in technology, industry, information, and education. To meet these challenges, it is essential to develop high-quality teachers who are scientifically tested, mature in expertise, and ready to compete globally (Sutoro, 2021).

Moreover, teachers, as key human resources, should be well-treated to ensure the effectiveness of the teaching-learning process. Effective human resource management practices are crucial in educational institutions to motivate and retain teachers, thereby enhancing their performance and loyalty to the organization (Ramada, 2020).

School leaders, including principals and administrators, play a crucial role in driving school improvement and student success. In the Philippines, Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, mandates that school heads and teaching staff undergo training, monitoring, and accountability measures to effectively lead and organize school improvement efforts.

However, research suggests that the underperformance of some schools may be linked to a lack of key skills among school leaders. A study by Villanueva et al. (2021) found that both school leaders and teachers possess evident interpersonal, leadership, and supervisory skills, but there is room for improvement in certain areas.

Additionally, some school teachers demonstrated a very satisfactory level of performance in their managerial roles across all identified management areas. Significant differences were observed in the managerial performance of school teachers in areas such as vision-mission-goals, financial and budgeting, physical plant and facilities, community relations, and management of school improvement plans. The identified weaknesses in school teachers' managerial functions provided a basis for proposing an enhancement plan to improve their roles and offer more development programs for school teachers in the division (Cruz et al., 2016).

In today's world, the survival and transformation of institutions to achieve their goals and objectives are closely tied to the quality of their human resources. Employees, particularly teaching personnel, need to feel happy and appreciated. Meeting these expectations allows individuals to contribute positively to the institution and feel satisfied with their organization. The level of employee innovation can impact their physical and mental health, work relationships, and efficiency, as well as the social development of the institution. Ensuring employee satisfaction is a critical function of management. The ideal employee can generate creative and innovative solutions, set institutional policies, and make necessary regulatory improvements.

Conversely, teaching performance refers to the effort exerted by teachers to complete their tasks, documented as a written record of their work over a semester or a year. Work targets include the quantity, quality, duration, and cost of the work. Work behavior pertains to the teacher's attitude while performing their duties, encompassing variables such as service orientation, integrity, commitment, discipline, teamwork, and leadership (Novitasari et al., 2020). This prompted the researcher to study the impact of teachers' managerial competency and innovative teaching strategies on teaching performance, addressing ongoing issues related to faculty managerial competency and teaching strategies at the university.

The study examined the effect of administrative managerial competency and innovative strategies among faculty with administrative roles on their teaching performance at a state university. It aimed to assess the faculty's administrative managerial competency in areas such as strategic thinking, instructional leadership, personal excellence, and the implementation of the learning process, all of which influence teaching performance. Additionally, the study explored teaching strategies involving innovative methods/techniques, new learning materials, team teaching, and peer tutoring/mentoring.

METHODOLOGY

The research utilized a descriptive-correlational design, incorporating both quantitative and qualitative approaches, such as interviews, to explore how faculty managerial competencies and innovative teaching strategies impact the teaching performance of administrative faculty at selected universities. This design focused

on describing and analyzing current conditions without altering variables, while also taking into account past influences. The study was conducted at Mindanao State University in Marawi City, recognized for its diverse educational programs and dedication to academic excellence and community development. A stratified random sampling method was employed to select 108 participants from a total of 151 administrative faculty members, categorized by their positions as deans, assistant deans, chairpersons, coordinators, and college secretaries across 16 colleges. Data collection involved an adapted questionnaire and interviews, adhering to strict procedures to ensure reliability and validity. Statistical analyses included descriptive statistics, t-tests, ANOVA, Pearson correlation, and multiple regression to investigate the relationships and influences among the variables.

RESULT

Problem 1. What is the demographic profile of the faculty respondents in terms of Sex, Age, Marital status, Highest educational attainment, Years in service as a faculty, and Designation?

The percentage distribution of the faculty respondents according to their sex revealed that males had 35 percent and females had 65 percent, thus, the female category led the majority of the respondents. The respondents were grouped according to age, 22 to 45 years old had 71 percent, 46 to 59 years old had 23 percent, and 60 years old and above had 6 percent. Thus, the respondents' ages were dominated by young adults. In terms of Marital Status, data showed that Single and married had the same number of participants at 45 percent, widowed had 10 percent, and separated had zero percent. In terms of Educational Attainment, data depicted those participants with a college degree had 5 percent, those with a Master's unit had 19 percent, those with a Master's degree had 30 percent, those with Doctoral units had 28 percent and those with a Doctoral degree had 18 percent. Thus, most of the participants had master's degrees when grouped according to their educational attainment. In terms of years of service, data showed that participants with 10-14 and 15-19 years in service both had 27 percent, 9 and below participants had 25 percent, and 20 years and above comprised 21 percent. Thus, most of the participants had served for 10 – 19 years. In terms of designation, most of the participants had the designation of coordinators, 34 percent of the total number of samples. Next are chairpersons with 33 percent, deans and assistant deans comprising 11 percent, and then college secretaries with 10 percent of the respondents

Problem 2. How do the faculty respondents assess their administrative managerial competency in terms of:

2.1 Strategic Thinking

Table 1 indicates that respondents perceive their managerial competency in strategic thinking to be very high ($M=3.73$, $SD=0.94$). Strategic thinking within universities plays a crucial role in defining, establishing, and communicating priorities among faculty and staff. It also enhances their ability to envision the future, achieve goals, develop a clear vision, and reduce errors in problem-solving (Al-Basel and Soliman, 2020). This suggests that educators are confident in their managerial skills related to this aspect, which likely contributes to improved teaching performance among faculty members.

The broader perspective on teaching and teacher learning examines the fundamental assumptions regarding teaching and the expectations for enhancing educational practices. In terms of program effectiveness, the study raises inquiries about the replicability of successful programs and explores how teacher learning takes place, as well as when and how to anticipate program impacts on teaching practices (Kennedy, 2019). This also relates to the strategic thinking of faculty and its contribution to institutional performance.

In this study, respondents appear to have "demonstrated the vision and modeled the values in their daily work and practices at school." This specific item received the highest score among the five assessed ($M = 4.01$, $SD 0.33$). Conversely, the item with the lowest score among the four indicators of strategic thinking, yet still reflecting a very high level of managerial competency, is the observation that respondents "lead the implementation of the strategic plan with my co-teachers" ($M = 3.59$, $SD= 0.63$).

Table 1: Mean Distribution of Respondents' level of Managerial Competency in terms of Strategic Thinking

ITEM No.	Strategic Thinking	WAM	SD	Interpretation
1	I work with the students, school, and community stakeholders in developing the strategic plan.	3.70	0.54	Very high managerial competency
2	I lead the implementation of the strategic plan with my co-teachers.	3.59	0.63	Very high managerial competency
3	I demonstrate the vision and model the values in everyday work and practice in school.	4.01	0.33	Very high managerial competency
4	I introduce the change process	3.63	0.62	Very high managerial competency

	toward the implementation of new approaches, systems, and structures in my teaching.			
TOTAL WEIGHTED MEAN AVERAGE		3.73	0.94	VERY HIGH Managerial Competency

Legend: 1.00-1.75 (Very poor managerial competency) 1.76-2.50 (Poor managerial competency) 2.51-3.25 (High managerial competency) 3.26-4.00 (Very high managerial competency)

2.2 Instructional Leadership Skills;

Table 2 illustrates that, on the whole, teacher respondents evaluated their managerial competency in instructional leadership skills very highly, with a mean score of 3.71 and a standard deviation of 0.40. This suggests that teachers possess strong instructional leadership abilities. In this context, teachers are working collaboratively with their leaders to develop effective teaching strategies aimed at enhancing the educational quality of their students (Brolund, 2016).

Over the past few decades, the significance of leadership has increased due to the expanding responsibilities of school leaders and the accountability demands associated with their teaching roles, particularly in instructional leadership. The research highlights that transformational leadership and work motivation have a substantial impact on the performance of teachers in administrative positions. The results indicate that both transformational leadership and work motivation positively contribute to the performance of teachers at SMK Negeri in Palembang. Furthermore, these two factors work together to enhance teacher performance at this institution (Andriani et al., 2018).

In addition, transformational leadership is shown to have a favorable effect on perceived organizational support, job satisfaction, and life satisfaction. Perceived organizational support positively influences job satisfaction and life satisfaction, while job satisfaction also contributes positively to life satisfaction (Bernarto et al., 2020).

Table 2: Mean Distribution of Respondents' level of Managerial Competency in terms of Instructional Leadership Skills

ITEM No.	Instructional leadership skills	WAM	SD	Interpretation
1	I manage the curriculum implementation in my teaching assignment.	3.59	0.57	Very high managerial competency
2	I promote sensitivity to diversity and differentiated instruction in my teaching tasks.	3.54	0.67	Very high managerial competency
3	I encourage a healthy, safe, and inclusive learning environment for my students.	3.86	0.44	Very high managerial competency
4	I promote a culture of peace and respect for the diversity of my co-teachers and students.	3.89	0.34	Very high managerial competency
TOTAL WEIGHTED MEAN AVERAGE		3.71	0.40	VERY HIGH Managerial Competency

Legend: 1.00-1.75 (Very poor managerial competency) 1.76-2.50 (Poor managerial competency) 2.51-3.25 (High managerial competency) 3.26-4.00 (Very high managerial competency)

2.3 Personal Excellence

Kusumaningrum et al. (2019) found a positive relationship between professional ethics and teaching performance among teachers. Their study showed that teachers' professional ethics, outlined in a code of ethics, serve as a reference for carrying out teaching duties. Teachers' achievements in planning, implementing, and evaluating learning activities define their teaching performance.

The researchers emphasized that promoting a culture of peace, respect for diversity, and differentiated instruction are important aspects of instructional leadership skills. However, the item "I promote sensitivity to diversity and differentiated instruction in my teaching tasks" received the lowest rating among the four indicators measured.

Knowledge management in educational institutions, facilitated by faculty personal excellence, connects teachers across administrative levels to produce and share knowledge. Universities generate knowledge and shape the future of students and teachers through human and technical activities.

Gálvez Suarez and Milla Toro (2018) developed a teaching performance evaluation model focused on preparation

for student learning. Their study revealed low levels of performance related to learning preparation and discontinuity in the evaluation process. They concluded that integrating teacher reflection and performance improvement into the evaluation model is crucial.

In summary, professional ethics, instructional leadership, knowledge management, and performance evaluation are key factors influencing teachers' teaching performance and effectiveness. Promoting diversity, differentiated instruction, and continuous improvement through reflection can enhance teaching outcomes.

Table 3: Mean Distribution of Respondents' level of Managerial Competency in terms of Personal Excellence

ITEM No.	Instructional leadership skills	WAM	SD	Interpretation
1	I lead by example with my co-teachers and with my students.	3.60	0.52	Very high managerial competency
2	I demonstrate transparency and accountability with my students and superiors.	3.58	0.63	Very high managerial competency
3	I practice a balanced healthy lifestyle.	3.53	0.64	Very high managerial competency
4	I manage priorities and deliver results in my teaching assignments.	3.55	0.59	Very high managerial competency
TOTAL WEIGHTED MEAN AVERAGE		3.56	0.43	VERY HIGH Managerial Competency

Legend: 1.00-1.75 (Very poor managerial competency) 1.76-2.50 (Poor managerial competency) 2.51-3.25 (High managerial competency) 3.26-4.00 (Very high managerial competency)

Generally, the teacher respondents rated themselves with a very high managerial competency ($M=3.56$, $SD=0.43$) concerning their excellence. Personal excellence may be viewed as a fundamental idea in increasing employee productivity and, as a result, the ability of organizations to accomplish their objectives. Therefore, evaluating teachers' excellence might help identify the personal qualities they must possess to thrive personally and professionally, as well as identify the areas that still require improvement (Meysam et al., 2021).

Among the five indicators for personal excellence, the item “*I lead by example with my co-teachers and with my students.*” relatively got the highest rating ($M=3.60$, $SD=0.52$).

On the other hand, the item “*I practice a balanced healthy lifestyle.*” has the relatively lowest rating compared to the other four indicators ($M=3.53$, $SD=0.64$). Still, this skill has been rated with high managerial competency.

2.4 Implementation Learning Process;

Table 4 Overall, the teacher respondents rated themselves with a very high managerial competency ($M=3.49$, $SD=0.47$) for the implementation learning process. The implementation learning process enables educators to improve their practices and develop both academic and nonacademic growth in students. According to Made et al. (2021), the difficulties they faced when implementing e-learning were caused by the teachers' inexperience, which undoubtedly had an impact on the learning process.

Among the five indicators for the implementation learning process, the item “*I introduce new systems and procedures in delivering my teaching methodology.*” relatively got the highest rating ($M=3.54$, $SD=0.62$). On the other hand, the item “*I implement the change in the learning environment in line with my teaching task*” has the relatively lowest rating compared to the other four indicators ($M=3.39$, $SD=0.79$). Still, this skill has been rated with high managerial competency.

Teachers are essential to executing educational plans at the school level and facilitating the learning process. They encounter challenges in effectively utilizing available resources to achieve the best possible outcomes. Implementing educational initiatives in schools is a multifaceted endeavor, particularly when it comes to student learning. Given that each student has unique characteristics, educational approaches must be tailored accordingly and executed in diverse ways. The role of the teacher, a crucial element in the educational process, is examined from various perspectives (Kaur, 2019) as they navigate the learning environment.

This research aims to explore how the learning process is carried out in classrooms and to assess students' motivation to learn. Interview findings indicate that students show greater interest in learning when diverse media, beyond traditional textbooks, are employed. Consequently, there is a need for alternative methods to enhance students' motivation. One promising approach is the integration of technology as a learning tool. Learning is fundamentally an activity aimed at acquiring knowledge, mastering specific skills, and shaping student attitudes.

The effectiveness of learning can be measured by observing changes in student behavior and academic performance (Puspitarini & Hanif, 2019), as well as by evaluating how faculty members implement the learning process.

Table 4: Mean Distribution of Respondents' level of Managerial Competence in terms of the Implementation Learning Process

ITEM No.	Instructional leadership skills	WAM	SD	Interpretation
1	I implement the change in the learning environment in line with my teaching task.	3.46	0.59	Very high managerial competency
2	I introduce new systems and procedures in delivering my teaching methodology.	3.49	0.57	Very high managerial competency
3	I practice a daily experience of exposing myself to new learning in line with my teaching assignments.	3.54	0.62	Very high managerial competency
4	I demonstrate programs and management skills in line with my teaching job for my students.	3.48	0.64	Very high managerial competency
TOTAL WEIGHTED MEAN AVERAGE		3.49	0.47	VERY HIGH Managerial Competency

Legend: 1.00-1.75 (Very poor managerial competency) 1.76-2.50 (Poor managerial competency) 2.51-3.25 (High managerial competency) 3.26-4.00 (Very high managerial competency)

Problem 3. How do the faculty respondents assess their innovative teaching strategies in terms of:

3.1 Innovative method/technique;

Table 5, In the context of innovative methods or techniques, generally, the teacher respondents rated themselves as very highly innovative (M=3.58, SD=0.45). Teachers incorporating innovation in education deliver the students the necessary tools to deal with the difficulties of their future work environment and provide them the competence and skills to able to cope. The utilization of innovative techniques in academic institutions has the ability not only to invest in education but also to enable individuals, strengthen leadership, and energize communities to accomplish the social development goal for the nation (Jayalaxmi, 2016).

The item that has the highest score is the indicator "The faculty make use of active learning for the students while in the class" (M=3.75, SD=0.56).

Table 5: Mean Distribution of Respondents' level of Innovative Teaching Strategies in terms of Innovative Methods/Technique

ITEM No.	Instructional leadership skills	WAM	SD	Interpretation
1	The faculty makes use of active learning for the students while in class.	3.75	0.56	Very highly innovative
2	The faculty uses scientific process skills in dealing with different subjects for the students.	3.29	0.72	Very highly innovative
3	The faculty provides learning with fun with the students while having a class.	3.56	0.65	Very highly innovative
4	The faculty makes learning easier by using a new approach for the students.	3.71	0.53	Very highly innovative
TOTAL WEIGHTED MEAN AVERAGE		3.58	0.45	VERY Highly Innovative

Legend: 1.00-1.75 (Very poorly innovative) 1.76-2.50 (Poorly innovative) 2.51-3.25 (Highly innovative) 3.26-4.00 (Very highly innovative)

On the other hand, the lowest rating relative to the four other items is on the indicator that says "The faculty use scientific process skills in dealing with different subjects for the students" (M=3.29, SD=0.72).

3.2 New teaching-learning materials;

Table 6 In the context of new teaching-learning materials, generally, the teacher respondents rated themselves as very highly innovative ($M=3.61$, $SD=0.44$). Learning and teaching resources add important frameworks to curriculum design and the execution of the instruction. Learning materials direct both the teacher and the student and can serve as a valuable practice in the learning and teaching process particularly the utilization of innovative teaching-learning materials (Frimpong, 2021).

Table 6: Mean Distribution of Respondents' level of Innovative Teaching Strategies in terms of New Teaching-Learning Materials

ITEM No.	Instructional leadership skills	WAM	SD	Interpretation
1	The faculty uses new learning materials to obtain the creative thinking skills of the students.	3.63	0.58	Very highly innovative
2	The faculty uses appropriate learning materials for my students to improve their critical thinking skills.	3.71	0.53	Very highly innovative
3	The faculty patronizes using the right learning materials to improve trust and confidence in teaching delivery with the students.	3.68	0.59	Very highly innovative
4	The faculty promotes using the latest books and learning materials to improve the research skills of the students.	3.44	0.69	Very highly innovative
TOTAL WEIGHTED MEAN AVERAGE		3.61	0.44	VERY Highly Innovative

Legend: 1.00-1.75 (Very poorly innovative) 1.76-2.50 (Poorly innovative) 2.51-3.25 (Highly innovative) 3.26-4.00 (Very highly innovative)

The item that has the highest score is the indicator "The faculty use appropriate learning materials for my students in improving their critical thinking skills" ($M=3.71$, $SD=0.53$). On the other hand, the lowest rating relative to the four other items is on the indicator that says "The faculty promotes using the latest books and learning materials for improving the research skills of the students" ($M=3.44$, $SD=0.69$).

Information and Communication Technology (ICT) currently impacts all facets of human life. It enhances both teaching and learning, playing a crucial role for educators in creating effective pedagogical environments. ICT enables teachers to deliver their lessons in engaging ways, facilitating learning for students across various educational levels (Ratheeswari, 2018).

3.3 Team teaching/instruction;

Table 7 In the context of team teaching/instruction, generally, the teacher respondents rated themselves as very highly innovative, ($M=3.41$, $SD=0.54$). Team teaching is an important sub-dimension of innovative teaching strategies because it allows team members to develop and improve their teaching approaches and methods (Tsybulsky et al., 2019). Team members are exposed to various styles of organizing, association, and class presentation while becoming part of a positive environment (Backer et al., 2021).

Table 7: Mean Distribution of Respondents' level of Innovative Teaching Strategies in terms of New Team Teaching/Instruction

ITEM No.	Instructional leadership skills	WAM	SD	Interpretation
1	The faculty promotes team teaching in my class to provide a diverse and valuable learning experience for the students.	3.43	0.61	Very highly innovative
2	The faculty practice team teaching in my class to share field experiences with the favorable social interaction of students.	3.44	0.67	Very highly innovative
3	The faculty favors team teaching for it helps in looking at a familiar topic from a different perspective.	3.30	0.62	Very highly innovative

4	The faculty working in a team will allow me to share authority and expertise on various topics with students.	3.49	0.71	Very highly innovative
TOTAL WEIGHTED MEAN AVERAGE		3.41	0.54	VERY Highly Innovative

Legend: 1.00-1.75 (Very poorly innovative) 1.76-2.50 (Poorly innovative) 2.51-3.25 (Highly innovative) 3.26-4.00 (Very highly innovative)

The item that has the highest score is the indicator "The faculty working in a team will allow me to share authority and expertise on various topics with students" (M=3.49, SD=0.71). On the other hand, the lowest rating relative to the four other items is on the indicator that says "The faculty favor team teaching for it helps in looking at a familiar topic from a different perspective" (M=3.30, SD=0.62).

Teacher coaching has emerged as a promising alternative to conventional professional development models. While research supports the effectiveness of coaching as a development tool, further analysis has highlighted the difficulties in scaling coaching programs while preserving their efficacy. The average outcomes from larger program effectiveness trials are significantly lower than those observed in smaller program efficacy trials (Kraft et al., 2018), particularly when implementing the new team-teaching strategy among faculty.

Education must align with the realities of the world it prepares students for. Education 4.0 aims to leverage the vast opportunities provided by advanced technology in teaching and learning experiences. The results of this study indicate that both administrators and faculty feel equipped to select and integrate digital resources into their instruction, supported by capacity-building initiatives such as seminars and conferences on technological literacy (Alda et al., 2020). However, there remains a need for a new team-teaching approach to enhance instructional delivery.

3.4 Peer tutoring/mentoring

Table 8 In terms of peer tutoring/mentoring, generally, the teacher respondents rated themselves as very highly innovative, (M=3.45, SD=0.44). The need for a teacher to use peer mentoring, particularly with new teachers, will aid in overcoming isolation and encourage collaboration, as well as enhancing professionalism and retaining educators in the profession (Shanks et al., 2020). Peer teaching can help students overcome barriers and create a much more engaging learning environment.

The item that has the highest score is the indicator "Peer tutoring has helped the faculty to take greater responsibility for success" (M=3.51, SD=0.57). On the other hand, the lowest rating relative to the four other items is on the indicator that says "Peer tutoring is rewarding for the faculty in dealing with the class." (M=3.29, SD=0.59).

Table 8: Mean Distribution of Respondents' level of Innovative Teaching Strategies in terms of Peer Tutoring/Mentoring

ITEM No.	Instructional leadership skills	WAM	SD	Interpretation
1	Peer tutoring is rewarding for the faculty in dealing with the class.	3.29	0.56	Very highly innovative
2	knowledge about the subjects has increased because of peer tutoring.	3.49	0.53	Very highly innovative
3	feel more confident about the ability to succeed as a result of an experience in peer tutoring.	3.50	0.57	Very highly innovative
4	Peer tutoring has helped the faculty to take greater responsibility for success.	3.51	0.57	Very highly innovative
TOTAL WEIGHTED MEAN AVERAGE		3.45	0.44	VERY Highly Innovative

Legend: 1.00-1.75 (Very poorly innovative) 1.76-2.50 (Poorly innovative) 2.51-3.25 (Highly innovative) 3.26-4.00 (Very highly innovative)

The article also discusses the tutoring and mentoring practices at Higher Educational Establishments (HEEs) in Germany, with a particular focus on the qualifications of tutors. While there are variations in tutoring and mentoring systems across different HEEs, common principles align with the autonomy of each institution. Tutors undergo a series of qualification events, seminars, and training sessions, ultimately earning certificates. During these training modules, they not only learn teaching methods but also case-based approaches for addressing specific challenges. The findings indicate that the preparedness of tutors to lead tutorials significantly influences student success and the overall quality assurance of the educational process (Ivanytska, 2018).

Problem 4. How do the faculty respondents assess their teaching performance in terms of?

4.1 Efficiency in teaching planning and learning situations;

Table 9 In terms of efficiency in teaching planning and learning situations, generally, the students rated their teachers with a very high teaching performance, ($M=3.59$, $SD=0.54$). The result shows similarities in terms of student perceptions of their teacher's teaching behavior. According to the findings, teaching behavior was rated as satisfactory to excellent depending on the teaching behavior domain, and students did think female teachers performed better than their male colleagues (Fernández-García et al., 2019).

The item that has the highest score is the indicator "teachers prepare well for the class lesson and teach at the level of the learners" ($M=3.69$, $SD=0.56$).

On the other hand, the lowest rating relative to the four other items is on the indicator that says "Plans effectively to engage learners in their classes" ($M=3.51$, $SD=0.66$).

Table 9: Mean Distribution of Faculty's level of Teaching Performance in terms of Efficiency in teaching planning and learning situations

ITEM No.	Instructional leadership skills	WAM	SD	Interpretation
	My teacher			
1	prepares well for the class lesson and teaches at the level of the learners.	3.69	0.56	Very high teaching performance
2	uses of teaching media and provides the right opportunities for learners.	3.53	0.67	Very high teaching performance
3	Plans effectively to engage learners in their classes.	3.51	0.66	Very high teaching performance
4	Discusses the lesson logically and in an orderly manner.	3.63	0.66	Very high teaching performance
TOTAL WEIGHTED MEAN AVERAGE		3.59	0.54	Very high teaching performance

Legend: 1.00-1.75 (Very poor teaching performance) 1.76-2.50 (Poor teaching performance) 2.51-3.25 (High teaching performance) 3.26-4.00 (Very high teaching performance)

4.2 Classroom organization and discipline;

Table 10 in the context of classroom organization and discipline, generally, the students rated their teachers with a very high teaching performance, ($M=3.52$, $SD=0.55$). The outcome can be compared to the perception of students in contrast to the high rating of the students with regard to the classroom organization of their teachers. According to Kalin et al. (2017), students' responses reveal that secondary school instructors are more focused on accomplishing educational goals, while issues of establishing a proper class atmosphere remain less essential.

The item that has the highest score is the indicator "Teamwork is used more often than individual work, especially when solving important questions or projects" ($M=3.61$, $SD=0.74$).

On the other hand, the lowest rating relative to the four other items is on the indicator that says "Assessment of learners' work is done regularly according to a planned schedule" ($M=3.44$, $SD=0.71$).

The team-building training improves students' understanding of team dynamics and the team development process while also enhancing the teamwork skills of both teachers and students (Marasi, 2019).

Teachers, who face personal challenges outside of the classroom, are still expected to maintain positive attitudes during interactions with students. Therefore, managing their thoughts and emotions is crucial for effective teaching. This approach also aims to explore the relationships among various factors. In the classroom, teachers exhibit a positive attitude and perform well despite their struggles. Research indicates that there is a significant positive correlation between Filipino teachers' emotional intelligence and their ability to compartmentalize

problems, which in turn relates to their teaching performance (Go et al., 2020).

Table 10: Mean Distribution of Faculty's level of Teaching Performance in terms of Classroom organization and discipline

ITEM No.	Instructional leadership skills	WAM	SD	Interpretation
	The teacher			
1	organizes the assessment according to the school assessment policy.	3.56	0.61	Very high teaching performance
2	sets arrangements are organized according to the purpose of the lesson.	3.46	0.64	Very high teaching performance
3	Assessment of learners' work is done regularly according to a planned schedule.	3.44	0.71	Very high teaching performance
4	Manages the class in a disciplined way.	3.61	0.74	Very high teaching performance
TOTAL WEIGHTED MEAN AVERAGE		3.52	0.55	Very high teaching performance

Legend: 1.00-1.75 (Very poor teaching performance) 1.76-2.50 (Poor teaching performance) 2.51-3.25 (High teaching performance) 3.26-4.00 (Very high teaching performance)

The approach teachers take to discipline plays a crucial role in fostering an effective and meaningful teaching-learning environment. Research indicated that participants exhibited a "high" level of disciplinary styles, teaching methods, and self-regulation. Additionally, these participants demonstrated a high level of teaching performance, characterized as "Very Satisfactory." However, no significant correlation was found between the participants' disciplinary styles, teaching methods, self-regulation, and their teaching performance (Llanos, 2020).

Faculty Professional Knowledge and Commitment

Faculty members possess extensive professional knowledge, encompassing science content, general pedagogy, and pedagogical content knowledge. The analysis revealed that faculty members have very high levels of content knowledge, general pedagogical knowledge, and understanding of curriculum structure and materials. Furthermore, faculty members exhibit a strong commitment to the University, particularly in terms of affective, continuance, and normative organizational commitment (Gordo, 2021).

Classroom management is fundamentally about behavior management to ensure an effective learning experience. The findings highlighted that (i) rewards and punishments are essential tools for teachers in managing their classrooms. Non-instructional rewards, such as praise, physical contact, and token rewards, along with two types of punishment—instructional (punishment through action) and non-instructional (such as grades, penalties, and verbal reprimands)—are commonly employed. Consequently, it can be concluded that the most frequently utilized forms of rewards and punishments by teachers are praise and penalties. Rewards are effective strategies for enhancing student motivation, while punishments contribute to student discipline (Syarifuddin, 2021). This paraphrase maintains the original meaning while rephrasing the content for clarity and flow.

4.3 Leadership and Personality;

Table 11 In the context of leadership and personality, generally, the students rated their teachers with a very high teaching performance, (M=3.67, SD=0.52). Students' ratings of teachers' teaching performance may suggest that the teachers had a significant influence on the students.

Table 11: Mean Distribution of Faculty's level of Teaching Performance in terms of Leadership and Personality

ITEM No.	Instructional leadership skills	WAM	SD	Interpretation
	My teacher			
1	has a positive influence on the learners.	3.65	0.62	Very high teaching performance
2	knows and supports the vision and mission of the school.	3.68	0.59	Very high teaching performance
3	is friendly, approachable, and emotionally stable.	3.63	0.64	Very high teaching performance
4	dresses in an appropriate manner and has a clean sense of humor.	3.74	0.59	Very high teaching performance
TOTAL WEIGHTED MEAN AVERAGE		3.67	0.52	Very high teaching performance

Legend: 1.00-1.75 (Very poor teaching performance) 1.76-2.50 (Poor teaching performance) 2.51-3.25 (High teaching performance) 3.26-4.00 (Very high teaching performance)

A comparable conclusion demonstrated that educators who are equipped with agreeableness, emotional stability, and responsiveness personalities had an impact on the academic achievement of students in high school (Adenyo et al., 2021).

The item that has the highest score is the indicator "*Faculty dresses appropriately and has a clean sense of humor*" ($M=3.74$, $SD=0.59$). On the other hand, the lowest rating relative to the four other items is on the indicator that says "*Faculty is friendly, approachable, and emotionally stable*" ($M=3.63$, $SD=0.64$).

Global trends suggest that the future success of Generation Z and Millennial students will largely depend on the effectiveness of current educators. There is no notable difference in how teachers and administrators perceive the key factors that contribute to the outstanding performance of public secondary school teachers. Furthermore, these factors significantly impact the ability of teachers to maintain high performance. Consequently, elements related to individuals, schools, students, and the community are essential considerations in evaluating the effectiveness of teachers, who play a crucial role in shaping the minds, skills, and values of future generations (Haramain, 2018), thereby demonstrating effective leadership and positive character.

4.4 Responsiveness in Professional Development

Table 12 In the context of responsiveness in professional development, generally, the students rated their teachers with a very high teaching performance, ($M=3.41$, $SD=0.54$). For students to acquire the incredibly advanced skills they need to excel in the 21st century, teacher professional development is essential. Excellent professional development is essential to assist instructors in learning and improve the instructional practices required to teach learners (Darling-Hammond et al, 2017). According to Tantawy (2020), there is a significant relationship between professional development on educators' professional competence, personality, students' outcomes, career advancement, and dedication to the profession.

The item that has the highest score is the indicator "*Faculty works with other teachers to ensure common standards in assessing student progress in the institution*" ($M=3.58$, $SD=0.59$). On the other hand, the lowest rating relative to the four other items is on the indicator that says "*Faculty exchanges teaching materials with colleagues in the institution.*" ($M=3.21$, $SD=0.81$).

Table 12: Mean Distribution of Faculty's level of Teaching Performance in terms of Responsiveness in Professional Development

ITEM No.	Instructional leadership skills	WAM	SD	Interpretation
	My teacher			
1	utilizes learner leaders in their classroom management and development.	3.46	0.62	Very high teaching performance
2	appropriately communicates with other teachers' classes and provides feedback to the teachers in the institution.	3.38	0.72	Very high teaching performance
3	exchanges teaching materials with colleagues in the institution.	3.21	0.81	High teaching performance
4	works with other teachers to ensure common standards in assessing student progress in the institution.	3.58	0.59	Very high teaching performance
TOTAL WEIGHTED MEAN AVERAGE		3.41	0.54	Very high teaching performance

Legend: 1.00-1.75 (Very poor teaching performance) 1.76-2.50 (Poor teaching performance) 2.51-3.25 (High teaching performance) 3.26-4.00 (Very high teaching performance)

The systematic review of research on digital competencies and teacher professional development highlighted the importance of digital competence as a key challenge facing teachers today. The studies reviewed were primarily qualitative in nature. The main conclusions drawn were that most of the selected studies revealed a lack of teacher training and insufficient ICT training (Fernández-Batanero et al., 2022), as well as a need for more professional development opportunities.

Coaching has been a growing trend in teacher and school leader professional development for quite some time, taking on different forms and approaches. As coaches engaged in discussions with one another, insights surfaced about the nature of their work and their reflections on it. These insights were analyzed thematically while also considering individual narratives. The study suggests that coaching can be an effective way to utilize the expertise of experienced professionals to support an education system grappling with teacher and school leader retention (Lofthouse, 2019).

The study highlights the potential of coaching as a valuable tool for professional development in the education sector. By leveraging the knowledge and experience of seasoned professionals, coaching can provide targeted support and guidance to teachers and school leaders. This approach can be particularly beneficial in addressing the challenges faced by education systems, such as high teacher and school leader turnover rates.

The research methodology involved analyzing the reflections and narratives of the coaches themselves. By engaging in conversations with coaches and examining their personal experiences, the study gained valuable insights into the nature of coaching work. The thematic analysis allowed for the identification of common themes and patterns, while also considering individual stories and perspectives.

Problem 5. Is there a significant difference in the teaching performance of faculty when they are grouped according to their demographic profile?

In Table 13, the Teaching Performance of the teacher respondents did not significantly differ when grouped according to sex ($F=1.52$, $p=.24$). This implies that male teacher respondents are equally capable in terms of Teaching Performance when compared to females. Clifford et al, (2015) discovered a similar conclusion, revealing that there is no significant difference in the competencies of male and female social studies educators.

On the other hand, the Teaching Performance of the teacher respondents also did not significantly differ when grouped according to age ($F=.41$, $p=.62$). Thus, younger teacher respondents have a similar ability in terms of Teaching Performance when compared to the older ones. Regarding the Teaching Performance of the teacher respondents when grouped according to their marital status, there is no significant difference between those who are married and those who are single ($F=.003$, $p=.89$).

In terms of years of service, similar to the above finding on age, the number of years in service does not influence the Teaching Performance of the teacher respondents, that is, those who have served for long years have the same Teaching Performance compared to those who have served for less than ten years ($F=.94$, $p=.20$).

Table 13: Test on Difference of the Respondents' Teaching Performance When Grouped According to their Profile

Profile	Teaching Performance		
	F-value	P-value	Interpretation
Sex	1.52	0.24	NS
Age	0.41	0.62	NS
Marital Status	0.03	0.89	NS
Years of Service	0.94	0.20	NS
Educational Attainment	0.23	0.89	NS
Designation	0.75	0.90	NS

**significant at the 0.05 level (2-tailed)*

On the other hand, the Teaching Performance of the teacher respondents did not significantly differ when grouped according to educational attainment ($F=0.23$, $p=.89$). Lastly, Looking at the Teaching Performance of the teacher respondents when grouped according to their designations, there is no significant difference between those who have designations as Deans and those who have designations as Chairman or coordinators ($F=.75$, $p=.90$).

Problem 6. Is there a significant relationship between faculty managerial competency and innovative strategies?

Table 14, The overall managerial competency has a moderate and positive significant relationship with the overall innovative strategies of the teacher respondents ($r=.745$, $p=.000$). For instance, managerial competency is significantly and moderately correlated with the sub-dimension of $r=.586$, $p=.000$. This means that, if a teacher respondent rated high on new teaching materials, the tendency is that, that particular teacher also has high managerial competency.

On the other hand, managerial competency is significantly and moderately correlated with the sub-dimension of innovative strategies which is team teaching instruction ($r=.648$, $p=.000$). This means that, if a teacher respondent rated high on team teaching instruction, the tendency is that that particular teacher also has high managerial competency.

Further, managerial competency is significantly and moderately correlated with the sub-dimension of innovative strategies which is peer tutoring/mentoring ($r=.506$, $p=.000$). This means that, if a teacher respondent rated high on peer tutoring/mentoring, the tendency is that that particular teacher also has high managerial competency.

Managerial competency does not show a significant correlation with the sub-dimension of innovative strategies, specifically innovative methods, and techniques ($r = .17$, $p = .14$). Additionally, the ongoing education for headmasters in managerial competencies primarily focuses on areas such as human resources, financial management, delivering effective feedback, and creating career development programs for teachers (Lisnerova & Urbanová, 2020).

Table 14: Test on Relationship of the Respondents' Managerial Competency and Innovative Strategies

	Managerial Competency														
	Strategic Thinking			Instructional leadership skills			Personal Excellence			Peer tutoring/ mentoring			OVERALL		
Innovative Strategies	r-value	p-value	Interpretation	r-value	p-value	Interpretation	r-value	p-value	Interpretation	r-value	p-value	Interpretation	r-value	p-value	Interpretation
Innovative Methods/Tech	.17	.14	NS	.639**	.00	S	.520**	.00	S	.692**	.00	S	.586**	.00	S
New Teaching Learning Materials	.383**	.00	S	.585**	.00	S	.541**	.00	S	.684**	.00	S	.699**	.00	S
Team Teaching Instruction	.342**	.00	S	.546**	.00	S	.561**	.00	S	.603**	.00	S	.648**	.00	S
Peer Tutoring/Mentoring	.19	.10	S	.498**	.00	S	.594**	.00	S	.427**	.00	S	.506**	.00	S
OVERALL	.332**	.00	S	.690**	.00	S	.675**	.00	S	.733**	.00	S	.745**	.00	S

*significant at the 0.05 level (2-tailed)

Problem 7. Does administrative managerial competency influence the teaching performance of faculty?

Table 15 explains the influence of the administrative managerial competency of the faculty on their teaching performance. The findings depict that none of the sub-dimension of managerial competence significantly predicts teaching performance.

Table 15: Regression Coefficients for predicting Teaching Performance using sub-dimensions of the predictors' Administrative Managerial Competency

Independent Variables	Estimate	SE	T-value	Sig.
Strategic Thinking	-.080	.064	-1.258	.213
Instructional Leadership Skills	-.257	.220	-1.170	.246
Personal Excellence	.242	.201	1.203	.233
Implementation Learning Process	-.171	.181	-.944	.348
Dependent Variable	Teaching Performance			

Table 16 shows the regression coefficients for predicting teaching performance using administrative managerial competency and innovative teaching strategies as predictors. Administrative managerial competency ($\beta = -0.321$, $p = .097$) is not a significant predictor of teaching performance. These results imply that some of the variables used in the study do not apply to influencing the teaching performance of the faculty with administrative functions. The institution may use this as the basis for the application of new approaches in improving the teaching performance of the faculty. Thus, future researchers may find some variables in achieving significant predictors.

Table 16: Regression Coefficients for Predicting Teaching Performance Using Administrative Managerial Competency

Independent Variables	Estimate	SE	T-value	Sig.
Administrative Managerial Competency	-.321	.191	-1.679	.097
Dependent Variable	Teaching Performance			

Problem 8. Do innovative teaching strategies influence the teaching performance of faculty?

Table 17 explains the influence of innovative teaching strategies of the faculty on their teaching performance. The findings depict that none of the sub-dimension of innovative teaching strategies significantly predicts teaching performance.

Table 17: Regression Coefficients for Predicting Teaching Performance Using Sub-dimensions of the Predictors Innovative Teaching Strategies

Independent Variables	Estimate	SE	T-value	Sig.
Innovative Method/Technique	.127	.190	.669	.506
New Teaching Learning Materials	.017	.198	.087	.931
Team Teaching Instruction	-.008	.147	-.052	.959
Peer Tutoring/Mentoring	.129	.161	.799	.427
Dependent Variable	Teaching Performance			

Regression Table 17 above shows the regression coefficients for predicting teaching performance using innovative teaching strategies as predictors. The innovative teaching strategies ($\beta=0.276$, $p=.180$) were not significant predictors of teaching performance.

Table 18: Regression Coefficients for predicting Teaching Performance using Innovative Teaching Strategies as predictors

Independent Variables	Estimate	SE	T-value	Sig.
Innovative Teaching Strategies	.276	.204	1.354	.180
Dependent Variable	Teaching Performance			

These [table 18] results imply that some of the variables used in the study do not apply to influencing the teaching performance of the faculty with innovative teaching strategies. The institution may use this as the basis for the application of new approaches in improving the teaching performance of the faculty. Thus, future researchers may find some variables in achieving significant predictors.

9. Based on the results of the study, what plan can be recommended for enhancing administrative managerial competency and innovative teaching strategies?

Innovative teaching methods represent a powerful approach to integrating innovation in education, fostering critical thinking, adventurous learning, and adaptability among students. These techniques equip learners with essential tools to face future workplace challenges, instilling self-confidence and resilience. By inspiring both faculty and students to explore, research, and utilize various resources, innovation in education encourages a fresh perspective on problem-solving. This thought process nurtures creativity and enhances problem-solving abilities for everyone involved.

Team teaching offers numerous pedagogical and intellectual benefits. It fosters an active and interactive learning environment, enables faculty to model interdisciplinary thinking, and stimulates new research ideas and collaborations among educators. Collaborative learning not only enhances higher-order thinking skills in both faculty and students but also boosts their confidence and self-esteem. Engaging in group projects enriches the educational experience by demonstrating course material while simultaneously developing social and interpersonal skills.

Teachers who consistently strive for excellence experience fulfillment and contribute positively to their communities. This pursuit of excellence sets higher standards and expectations. Achieving personal excellence is a continuous journey that involves cultivating mental and emotional skills to improve in all areas of life. To attain this level of excellence, it is crucial to focus on personal growth and development.

CONCLUSION

The research validated the Competency Theory, which supports the selection of teaching methods and the implementation of suitable teaching practices essential for faculty and organizational effectiveness in today's knowledge-driven environment. Additionally, it confirmed the Principles of Management—planning, organizing, directing, and controlling—that foster innovative teaching strategies impacting teaching performance.

The findings indicated that the respondents exhibited a very high level of managerial competence. Furthermore, the faculty's evaluation of innovative teaching strategies revealed a very high degree of innovation. The overall teaching performance of the faculty was also rated as very high. These accomplishments and the performance of faculty members in administrative roles can serve as a foundation for strategic planning aimed at enhancing performance for both the faculty and the university.

The managerial competency of the teacher respondents did not significantly differ when grouped according to sex and marital status. Managerial competency is significantly and moderately correlated with the sub-dimension of innovative strategies which is team teaching instruction. Faculty managerial competence and innovative teaching strategies did not significantly influence the teaching performance of faculty. These innovative teaching strategies can aid the faculty with administrative functions and the administration of the university an assured performance for both the faculty and the university.