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The Moderating Role of Faculty Self-Efficacy on the Relationship of Management Practices and Institutional Performance

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ABSTRACT This study examined whether faculty self-efficacy moderates the relationship between management practices and institutional performance in a multi-campus Philippine state university. Using a cross-sectional explanatory design, data were collected from 250 faculty members through structured questionnaires utilising five-point Likert scales. Management practices were conceptualised as a multidimensional construct including participatory governance, resource management, strategic leadership, faculty development, fairness, accountability, empowerment, and collaborative policy support. Data were analysed using hierarchical multiple regression and partial least squares structural equation modelling. Results indicated positive perceptions of management practices, faculty self-efficacy, and institutional performance. Management practices significantly predicted institutional performance, and the inclusion of faculty self-efficacy increased the explained variance. The interaction effect was also significant, indicating that higher faculty self-efficacy strengthens the relationship between management practices and institutional performance. The findings highlight the importance of strengthening faculty capability to maximise the effectiveness of institutional management systems.