

Structural Model in Creativity and Innovation Among Local Colleges in Region XI: An Explanatory Sequential Design

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Abstract— This explanatory sequential mixed-method study aimed to determine the influence of academic freedom, organizational commitment, and work engagement on creativity and innovation among local college teachers in Region XI, Philippines. Quantitative data were collected from local college teachers using validated adapted survey questionnaires, while qualitative data were gathered through purposively selected participants using semi-structured interviews and focus group discussions. Structural Equation Modeling (SEM) and thematic analysis were employed to analyze the data. SEM results revealed that academic freedom and work engagement significantly influenced creativity and innovation, with organizational commitment acting as a mediator. The qualitative findings confirmed the total effect of academic freedom on creativity and innovation, the direct effect of academic freedom on organizational commitment, the total effect of work engagement on creativity and innovation, and the best fit model of creativity and innovation. Qualitative findings corroborated the quantitative results, confirming high levels across all variables. Data integration revealed a connecting-confirmation, connecting-expansion, and connecting-diverging between the quantitative and qualitative phases.

Keywords— Educational leadership, academic freedom, organizational commitment, work engagement, creativity, innovation, structural equation modeling, explanatory sequential design, Philippines.

I. INTRODUCTION

Creativity and innovation have become essential in addressing global challenges and advancing education. Creativity refers to generating novel and valuable ideas, while innovation involves implementing these ideas into practical solutions [6]. However, many education systems struggle to promote these capacities due to rigid curricula, excessive standardization, and limited resources [16]. In today's digitally connected world, fostering creativity is crucial for preparing students to navigate a knowledge-based economy.

In Southeast Asia, especially the Philippines, the need for innovation in education is urgent. Challenges such as overcrowded classrooms, inadequate infrastructure, and unequal learning opportunities limit the ability of schools to foster creativity [26]. Specifically, Filipino educators often lack the autonomy and institutional support needed to innovate in the classroom. Research suggests that without academic freedom, teachers' creativity and motivation suffer [12]. Despite these barriers, opportunities exist for reform through teacher empowerment and supportive leadership.

Recent studies emphasize that academic freedom, organizational commitment, and work engagement

significantly influence creativity and innovation in educational contexts. Academic freedom allows teachers to explore diverse strategies without fear of reprisal [19]. Work engagement—defined as a fulfilling and positive state of mind—has been linked to increased innovation and professional dedication [9].

Organizational commitment, or the emotional bond teachers feel toward their institution, also enhances collaboration and creative teaching practices [33]. These elements are interrelated and vital in cultivating an environment where innovation can thrive.

Despite existing evidence, there remains a lack of research on how these factors function in the specific cultural and educational context of the Philippines, particularly in Region XI [12]. This study aims to bridge that gap using an explanatory sequential mixed-methods design.

By examining the interplay between academic freedom, organizational commitment, and work engagement, the research seeks to generate insights that can inform policies and practices aimed at strengthening creativity and innovation in local higher education institutions.

PURPOSE OF THE STUDY

Using an explanatory sequential mixed methods design, the study examined the validity of a multivariate structural equation model that best fits in predicting creativity and innovation among local college instructors in Region XI. Quantitative data were collected first through adapted survey questionnaires, utilizing Structural Equation Modeling (SEM) to analyze and validate the proposed model.

Subsequently, qualitative data were gathered to provide deeper insights into the quantitative findings. In the qualitative phase, semi-structured interviews with local college teachers, including Individual Depth Interviews (IDIs) and Focus Group Discussions (FGDs), were conducted to further establish the authenticity and relevance of the structural equation model.

RESEARCH QUESTIONS

1. What model best fits creativity and innovation?
2. What are the underlying implications of the significant causal links in the creativity and innovation?
3. What are the standpoints of the participants on the salient points of the causal link in the creativity and innovation?
4. How do qualitative results explain the quantitative findings of the study?

II. METHODS

Research Design

This study employed an explanatory sequential mixed methods design to investigate the influence of academic freedom, organizational commitment, and work engagement on the creativity and innovation of local college teachers in Region XI. The research began with a quantitative phase, where validated survey instruments were used to collect data. Structural Equation Modeling (SEM) was applied to analyze the relationships between variables. The findings from the quantitative analysis informed the qualitative phase, which used in-depth interviews (IDIs) and focus group discussions (FGDs) to provide deeper context and explanations.

Place of Study

The research was conducted in Region XI, Southern Mindanao, Philippines, focusing on local colleges in Davao City, Davao del Norte, Davao Oriental, and Davao de Oro. The region was selected due to its diverse academic landscape and the researcher's professional engagement in the area. Davao del Sur and Davao

Occidental were excluded due to the absence of local colleges.

Research Participants

The quantitative phase involved 214 college teachers selected through stratified random sampling, ensuring representativeness across geographic and institutional strata. Inclusion criteria required participants to have at least two years of teaching experience and to voluntarily consent to participate. The qualitative phase engaged 17 participants, with 10 in IDIs and 7 in FGDs, chosen based on their responses in the quantitative phase to ensure diverse perspectives.

Research Instruments

Validated survey instruments were employed to measure academic freedom, organizational commitment, work engagement, and creativity and innovation. These tools underwent reliability testing, achieving Cronbach's alpha values between 0.800 and 0.985. The qualitative phase used a semi-structured interview guide, developed based on quantitative findings and validated by experts in educational leadership.

Data Collection

Quantitative data were collected through surveys distributed electronically and in person, with measures to ensure privacy and anonymity. The qualitative phase utilized IDIs and FGDs conducted via online platforms at convenient times for participants. Informed consent was obtained, and all sessions were recorded with participant approval for transcription and analysis.

Data Analysis

Quantitative data were analyzed using SEM to test the hypothesized relationships among variables and assess model fit. Thematic analysis was applied to qualitative data, identifying patterns and themes from transcripts. The findings from both phases were integrated during the interpretation stage, ensuring a comprehensive understanding of the research objectives.

Ethical Considerations

The study adhered to the Belmont Report's principles of beneficence, justice, and respect for persons. Informed consent was obtained, and participants' anonymity and data confidentiality were strictly maintained. Ethical clearance was secured from the University of the Immaculate Conception-Research Ethics Committee. Safeguards were implemented to ensure participant well-being and minimize risks throughout the study.

III. RESULTS AND DISCUSSIONS

The Best Fit Model for Creativity and Innovation

The model fit indices confirm that Model 3 is the best fit for explaining the relationships among academic freedom, work engagement, organizational commitment, and creativity and innovation.

Model 3 meets all acceptable criterion values for goodness-of-fit indices. The CMIN/df value is 1.484, which falls within the acceptable range of less than 3.

The Normed Fit Index (NFI) is 0.947, the Tucker-Lewis Index (TLI) is 0.970, and the Comparative Fit Index (CFI) is 0.982, all exceeding the threshold of 0.90. Additionally, the Goodness of Fit Index (GFI) is 0.971, further confirming the model's strong fit.

The Root Mean Square Error of Approximation (RMSEA) is 0.048, which is below the acceptable value of 0.08, while the p-close value of 0.491 surpasses the required threshold of 0.05.

These indices highlight that Model 3 effectively illustrates how academic freedom (AF) and work engagement (WE) influence creativity and innovation (CI) through organizational commitment (OC).

Academic freedom (AF) directly impacts organizational commitment (OC) with an estimated degree of 0.67, while work engagement (WE) exerts a direct influence of 0.47. In turn, organizational commitment (OC) significantly drives creativity and innovation (CI) with an estimated degree of 0.90.

Academic freedom (AF) is supported by subdimensions such as freedom of participation (FTP) and freedom of expression (FOE), while work engagement (WE) is characterized by vigor (VI), dedication (De), and absorption (AB).

These constructs collectively strengthen organizational commitment (OC), which serves as a catalyst for enhancing creativity and innovation (CI).

Table 1. Goodness of Fit Measures of the Best Fit Model

Indices	Criteria	Model Fit Value		
		Model 1	Model 2	Model 3
CMIN/DF	<3.0	3.224	2.974	1.484
NFI	>.90	0.767	0.799	0.947
TLI	>.90	0.789	0.813	0.970
CFI	>.90	0.824	0.854	0.982
GFI	>.90	0.852	0.869	0.971
RMSEA	<.08	0.103	0.097	0.048
PCLOSE	>.05	0.000	0.000	0.491

This aligns with the study by Hassan et al. [18], which highlights the critical role of work engagement and organizational commitment in fostering creativity and innovation in academic settings.

Their findings show that work engagement mediates the link between job self-efficacy and innovative behavior, emphasizing the need for supportive environments.

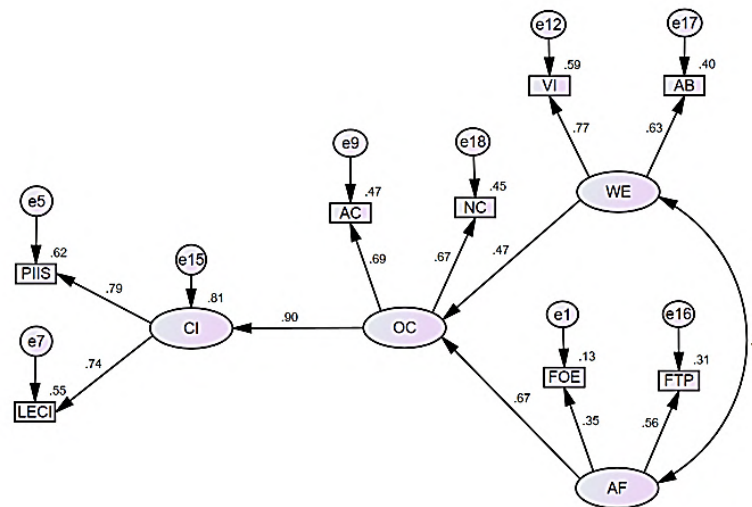
This reflects the participants' experiences, where engagement and commitment were central to innovation.

Similarly, Dixit and Upadhyay [14] use the JD-R model to explain how job resources like support and autonomy fuel work engagement and, in turn, innovative teaching practices.

Their study confirms that an engaged workforce is more likely to contribute creatively in academic environments.

Slåtten et al. [29] further reinforce this by demonstrating how empowerment, psychological capital, and leadership autonomy promote innovation, even in healthcare contexts—mirroring the participants' accounts of a creative climate shaped by academic freedom and institutional support.

Amabile and Pratt [7] also support this view through their dynamic componential model, which connects autonomy, support, and commitment with higher levels of creativity and innovation, validating the structural relationships identified in the study.



Legend: OC = organizational commitment; WE = work engagement; AF = academic freedom; CI = creativity and innovation; LECI = leadership encouragement for creativity and innovation; FTP = freedom of participation in academic discussion; AB = absorption; NC = normative commitment

Causal Links

The standardized path estimates of the best-fit model reveal significant relationships among latent and observed variables. The path between work engagement (WE) and organizational commitment (OC) is significant, with an estimate value of 0.187 and a p-value of 0.004, indicating that work engagement positively predicts organizational commitment. Likewise, academic freedom (AF) significantly predicts organizational commitment, as shown by an estimate value of 0.635 and a p-value of 0.001. This result highlights that a one-unit increase in academic freedom leads to a 0.635 increase in organizational commitment.

Similarly, organizational commitment significantly predicts creativity and innovation (CI), with an estimate value of 0.102 and a p-value of 0.000, emphasizing its critical role in enhancing creativity and innovation.

Additionally, leadership encouragement for creativity and innovation (LECI) significantly predicts creativity and innovation, with an estimate value of 0.086 and a p-value of 0.000. The relationship between academic freedom and freedom of participation in academic discussion (FTP) is also significant, with an estimate value of 0.579 and a p-value of 0.000, demonstrating that an increase in academic freedom corresponds to greater participation freedom. Furthermore, work engagement significantly predicts absorption (AB), with an estimate value of 0.121 and a p-value of 0.000. Finally, normative commitment (NC) is significantly predicted by organizational commitment, as reflected by an estimate value of 0.104 and a p-value of 0.000.

Table 2. Standardized Regression Weights

			Estimate	p	Interpretation
OC	<---	WE	.187	.004	Significant
OC	<---	AF	.635	.001	Significant
CI	<---	OC	.102	.000	Significant
LECI	<---	CI	.086	.000	Significant
FTP	<---	AF	.579	.000	Significant
AB	<---	WE	.121	.000	Significant
NC	<---	OC	.104	.000	Significant

Legend: OC = organizational commitment; WE = work engagement; AF = academic freedom; CI = creativity and innovation; LECI = leadership encouragement for creativity and innovation; FTP = freedom of

participation in academic discussion; AB = absorption; NC = normative commitment

The direct and total effects analysis further highlights the importance of academic freedom and work

engagement. Academic freedom has a substantial direct effect on organizational commitment, with an estimate of 0.666 and a p-value of 0.007, confirming its strong influence. On the other hand, the direct effect of work engagement on organizational commitment, with an estimate of 0.467, is not statistically significant ($p = 0.055$), indicating a weaker influence. However, the total effects analysis shows that academic freedom significantly influences creativity and innovation, with a total effect of 0.599 and a p-value of 0.004. Work engagement also significantly contributes to creativity and innovation, with a total effect of 0.420 and a p-value of 0.048, underscoring its meaningful role in fostering creativity and innovation. The participants' findings align with recent research highlighting the strong links

between work engagement, academic freedom, organizational commitment, and creativity. Barua et al. [10] confirm that employee empowerment and work engagement are closely tied to organizational commitment, which in turn drives creativity. Their study shows that when employees feel supported and engaged, their commitment grows, enhancing innovation.

Likewise, Koroglu and Ozmen [24] demonstrate that work engagement mediates the relationship between support and innovative behavior. Their findings support the view that empowered, engaged individuals are more likely to act creatively—echoing the participants' experiences of how institutional support and engagement foster innovation.

Table 2. Standardized Regression Weights

Independent Variables	Dependent Variable	Effect Type	Beta	p-value
Academic Freedom	Organizational Commitment	Direct	0.666	0.00
Work Engagement			0.467	0.05
Academic Freedom	Creativity and Innovation	Total	0.599	0.00
Work Engagement			0.42	0.04

Adil et al. [1] highlight how work engagement directly influences creativity and job satisfaction, supporting this study's findings that both academic freedom and work engagement significantly affect creativity and innovation. Similarly, Agarwal [2] emphasizes work engagement as a mediator between organizational justice and innovative behavior, reinforcing its role as a key driver of creativity. These findings align with the model showing that organizational commitment strengthens creativity through engaged teaching practices.

Kark and Carmeli [21] further support this by showing that psychological safety and organizational support enhance work engagement, which in turn fosters creativity. Their study confirms that engaged employees, who feel safe and supported, are more likely to innovate—mirroring the participants' experiences within supportive academic environments.

Standpoints of the Participants on the Salient Points in the Causal Links

The standpoints of the participants revealed compelling stories of how academic freedom, work engagement, and organizational support influenced their creativity, innovation, and commitment. For many teachers, academic freedom was the spark that ignited their creative potential. They recounted how working in an environment that welcomed their ideas and provided a

safe space for open dialogue allowed them to experiment with teaching strategies. Instead of fearing criticism or imposed limitations, they described feeling encouraged to express their thoughts freely. This supportive atmosphere created a sense of trust and empowerment, where teachers could push boundaries and innovate without hesitation. The ability to explore and adapt their approaches made them feel more confident in their roles, allowing them to deliver meaningful and dynamic lessons.

Teachers also shared how autonomy played a vital role in fostering innovation. The freedom to make classroom decisions allowed them to respond to the specific needs of their students, tailoring methods that aligned with learning goals.

With this independence, educators embraced a sense of ownership over their work. They described how this trust motivated them to design strategies that were not only effective but also engaging.

Such autonomy inspired a deep commitment to finding creative solutions, driven by their understanding of what works best for their students and classrooms.

If administrators accept criticism...don't persecute you...and welcome ideas for improvement...you'll feel more engaged and open to share. (IDI 1)

The more autonomy you give faculty...the more their freedom grows...they can create strategies...and decide what's best for their class. (IDI 5)

Rahman et al. [27] affirm that organizational support and empowerment significantly enhance employee engagement and well-being, which directly impacts creativity and innovation. Their findings suggest that when teachers feel supported, they are more engaged and inclined to adopt innovative practices. This reflects the participants' experiences of feeling empowered to try new teaching methods.

Similarly, Bakker [9] underscores the importance of job resources like autonomy and support in boosting creativity and performance. Thurlings and Evers [31] add that teacher innovation is strongly influenced by job involvement and autonomy—supporting the participants' accounts of how academic freedom encouraged experimentation in teaching.

Kark and Carmeli [21] also emphasize that psychological safety and supportive environments promote creativity and engagement, reinforcing the participants' sense of trust and empowerment as critical to their innovative behavior. The connection between academic freedom and organizational commitment surfaced as another key theme. Teachers spoke of how the opportunity to go beyond the limits of a prescribed curriculum allowed them to align their work with their personal goals and values. This freedom fostered a sense of purpose, as educators saw their roles as meaningful extensions of the institution's vision, mission, and goals. Teachers described how this alignment strengthened their emotional and professional connection to their schools, encouraging loyalty and dedication to institutional success.

A sense of belonging also emerged as a powerful motivator. Teachers emphasized that when they felt appreciated and trusted, they became more committed to excelling in their work. Organizational initiatives such as recognition programs validated their efforts, creating a positive cycle of engagement and motivation. This acknowledgment made educators feel seen and valued, inspiring them to remain connected to their schools and take pride in their contributions to institutional growth.

When you love your school...you find ways to excel...and believe there's a reward for your efforts. (IDI 1)

If you're committed to work...it means you see something in the organization...that makes you stay committed. (IDI 2)

The connection between academic freedom and organizational commitment is supported by studies highlighting how aligning personal goals with institutional values drives teacher commitment. Ajmal et al. [4] argue that autonomy and alignment with institutional goals foster intrinsic motivation and affective commitment. Similarly, Ahakwa [3] emphasizes that autonomy in teaching boosts job satisfaction and motivation, both closely linked to organizational commitment.

Recognition and belonging also play a vital role. Comighud and Arevalo [11] found that teachers who feel appreciated show stronger commitment to institutional success. This mirrors the participants' experiences, where recognition programs reinforced their sense of connection. Horta et al. [19] further reveal that stress and misalignment reduce commitment, but when support and academic freedom are present, teachers feel more connected and engaged—echoing the findings of this study. Work engagement was another element that contributed to teachers' creativity and innovation. Teachers shared stories of how their sense of responsibility and passion for professional growth inspired them to think outside the box. Designing engaging classroom activities or developing comprehensive syllabi, they explained, was not just about fulfilling tasks but about striving for excellence. Their active participation in professional development initiatives, such as further studies or research, also served as catalysts for creativity. Through these opportunities, teachers were able to refine their skills, experiment with new ideas, and implement innovative approaches that enhanced the learning experience.

Teachers further reflected on the role of institutional support in nurturing their engagement. Feeling valued and empowered to participate in organizational initiatives provided them with the confidence to explore new methods.

They described how being part of a supportive community encouraged them to align their creativity with institutional goals, creating a productive environment where innovation flourished. This balance of personal commitment and institutional empowerment ultimately strengthened their capacity to address professional challenges with creativity and resilience.

I strive to be more creative...I was tasked to create syllabi for Values Education majors...so I worked on new activities and assessments to fulfill my responsibilities. (IDI 1)

Being committed to work...means you see value in the organization...you're more engaged and can exercise creativity and innovation. (IDI 2)

The link between work engagement and teacher creativity is well-supported by recent studies. Kimaryo et al. [23] show that supportive leadership enhances teacher engagement and encourages innovative practices, reflecting teachers' passion for growth and excellence. Khaliq et al. [22] also found that when teachers feel supported by their institutions, they become more engaged and creative in their work.

Institutional support is further emphasized by Derakhshan et al. [13], who demonstrate that environments where creativity is recognized foster higher engagement and innovation among teachers. This mirrors the participants' experiences, where professional development and recognition programs played a key role in boosting creativity. Su et al. [30] add that emotional intelligence enhances work engagement, which mediates the link between creativity and performance—reinforcing how both support and emotional awareness fuel innovative teaching. Finally, the participants revealed how passion, balanced responsibilities, and supportive leadership form the cornerstone of creativity and innovation. Teachers described how their love for the profession drove them to overcome challenges and seek creative solutions. They reflected on the importance of working in an environment where leaders trust their abilities and encourage open communication. By feeling heard and valued, teachers were motivated to experiment with new teaching strategies and share innovative ideas with colleagues.

However, participants also recognized that an excessive workload could stifle their creative potential. They stressed the importance of balancing professional demands with opportunities for growth. Supportive administrators who created space for collaboration and autonomy were described as essential in sustaining engagement and innovation. These interconnected elements—passion, freedom, leadership, and balanced workloads—formed a dynamic model that empowered teachers to thrive in their roles while continuously fostering creativity.

When everyone is heard...you have freedom of expression...and they trust you to innovate teaching strategies. (IDI 1)

Giving faculty more autonomy...helps them decide what's best for their class, enhancing creativity and innovation. (IDI 5)

The role of passion, balanced responsibilities, and supportive leadership in fostering creativity is emphasized in recent studies. Ravich [28] highlights how a school culture that encourages creativity empowers teachers to innovate, with leadership trust playing a key role—echoing participants' views that leadership motivates innovation and professional growth. Fei and Tien [17] also show that autonomy and support from leadership increase teacher engagement and innovation, reinforcing the connection between passion, support, and creativity.

Fei [17] further notes that when teachers are given flexibility, they are better able to handle pressures and sustain their creative potential. Similarly, Zhang and Ma [33] stress that leadership promoting autonomy and recognizing teacher efforts leads to a more motivated and innovative workforce. These findings align with participants' reflections that supportive environments are essential for fostering creativity in educational settings.

Joint Display of Quantitative and Qualitative Results

The joint display of quantitative and qualitative results highlights the causal links among academic freedom, work engagement, and organizational commitment to creativity and innovation. Quantitative findings revealed that academic freedom has a total effect of 0.599 on creativity and innovation, affirmed by participants' narratives. Teachers emphasized that the freedom to express ideas and design their teaching strategies fosters creativity by enabling them to explore innovative approaches tailored to students' needs. Trust from administrators empowers educators to experiment with dynamic methods, aligning with evolving educational demands. This integration reflects connecting-confirmation, as both quantitative and qualitative data validate the profound influence of academic freedom on innovation.

Regarding academic freedom's direct effect on organizational commitment, quantitative results showed a direct effect of 0.67, which was strongly supported by qualitative insights. Participants shared that the autonomy to express ideas and perform authentically

deepens their loyalty to institutions. They emphasized that supportive leadership fosters open communication and a sense of value, encouraging alignment with institutional goals. This integration also highlights connecting-confirmation, showing that academic freedom enhances not only creativity but also teachers' organizational commitment.

The best fit model for creativity and innovation was identified through quantitative analysis and enriched through qualitative data. Participants affirmed how interconnected factors—academic freedom, autonomy, and organizational support—foster environments where creativity thrives. This reflects connecting-expansion, as qualitative data deepens the quantitative findings by offering a richer understanding of these dynamics. However, diverging perspectives also emerged, particularly among teachers with service contracts and those overwhelmed by excessive responsibilities, who experienced reduced commitment and engagement. These differing insights represent connecting-diverging, highlighting the multifaceted and sometimes contradictory factors that influence creativity and innovation in educational settings.

The joint display of quantitative and qualitative findings on academic freedom, work engagement, and organizational commitment to creativity and innovation is supported by recent literature. Al-Mansoori and Koç [5] emphasize that transformational leadership, institutional systems, and intrinsic motivation drive innovation in higher education, with autonomy playing a key role in fostering faculty creativity. This reflects the participants' experiences, where academic freedom supported innovative teaching practices.

Similarly, Dou et al. [15] highlight that school autonomy and strong leadership promote job satisfaction and organizational commitment, reinforcing how autonomy contributes to a creative school environment. These connections between autonomy, leadership, and academic freedom are echoed in both the statistical data and participants' narratives.

Lee et al. [25] further support this view through a meta-analysis showing that leaders who offer autonomy and model desired behaviors significantly enhance innovation within teams. This mirrors the participants' emphasis on leadership trust and autonomy as critical enablers of innovation. Huang et al. [20] also affirm that leadership support for autonomy fosters a creative academic climate, reinforcing participants' reflections

on how leadership enhances engagement and innovation.

Finally, Uslu [32] underscores the importance of academic freedom and organizational support in promoting faculty leadership and innovation. His findings align with the model presented in the study, affirming that a supportive, autonomous environment—guided by effective leadership—is essential for sustaining creativity and innovation in educational institutions.

Implications for Educational Practice

In the field of education, particularly in leading a local community college, educational leaders face unique challenges, including limited funding and political intervention. In this context, fostering creativity and innovation among faculty and staff becomes essential to address these constraints effectively. The results of this study emphasize the critical role of academic freedom, work engagement, organizational commitment, and creativity and innovation in enhancing institutional outcomes. By strategically aligning these variables, leaders can navigate local governance challenges and promote sustainable educational practices.

The best-fit model suggests that academic freedom and work engagement influence creativity and innovation through organizational commitment. This finding implies that fostering organizational commitment should be a central focus for leaders in local colleges. By building a culture of trust and mutual respect, leaders can motivate faculty to contribute creatively and collaboratively despite funding and political challenges. Leaders must also advocate for sustained support from local government units to ensure organizational commitment translates into sustained creativity and innovation.

The causal links indicate that academic freedom directly impacts organizational commitment, creativity, and innovation. Local college leaders must safeguard academic freedom to strengthen faculty loyalty and their capacity to generate innovative solutions. Organizational commitment is shown to directly affect creativity and innovation, underscoring the importance of policies and practices that enhance faculty morale and alignment with institutional goals.

These findings highlight the need for leaders to balance external demands with internal priorities to maintain organizational stability and foster innovation.

The standpoints of participants affirm that academic freedom, work engagement, and organizational commitment are vital in promoting creativity and innovation. Faculty members emphasized that when academic freedom is protected, and work engagement is supported, they feel motivated to exceed expectations and innovate, even under constrained funding. Leaders must address potential threats, such as political interference, by building transparent policies and fostering a collaborative environment that values faculty input.

Integrating quantitative and qualitative data underscores the importance of aligning institutional priorities with faculty contributions. Leaders in local colleges should focus on balancing academic freedom with structured support systems to sustain work engagement and organizational commitment. Additionally, they may advocate for equitable resource allocation from local government units to address funding limitations and ensure institutional success.

In conclusion, the results provide actionable insights for educational leaders in local colleges. By safeguarding academic freedom, supporting work engagement, and strengthening organizational commitment, leaders can foster creativity and innovation despite the challenges of local governance. This approach enhances institutional performance and empowers faculty to contribute meaningfully to the college's mission and its broader role within the community.

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