

Influence of Administrative Support Systems, Professional Development, and Workload Management on the Teaching Performance of Faculty Members in Selected Private Schools in NCR

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Abstract

This study aimed to implement an action plan to determine the influence of administrative support systems, professional development, and workload management on the teaching performance of faculty members in selected private schools in NCR. Anchored on the Organizational Support Theory (OST), the study was postulated on the concept that organizational factors (administrative support, professional development, workload management) influence employee performance. A quantitative research design was employed using a survey questionnaire administered to 156 faculty members to three private schools in NCR. The study measured the level of administrative support systems, the level of professional development, the level of workload management, and the level of teaching performance as perceived and assessed by the respondents using weighted mean, Pearson's r Moment Correlation coefficient and Multiple regression analysis. Results revealed that respondents perceived a very high level of administrative support system (WM = 3.32, SD = 0.380), a high to very high level of professional development (WM = 3.29, SD = 0.355), a very high level of workload management (WM = 3.41, SD = 0.351), and a very high level of teaching performance (WM = 3.61, SD = 0.406). Correlation analysis showed a very weak positive relationships between level of administrative support systems and the level of teaching performance ($r = 0.130$, $p > 0.05$), professional development has a very weak positive relationship with teaching performance ($r = 0.125$, $p > 0.05$), and workload management has a statistically significant but weak positive relationship with teaching performance ($r = 0.202$, $p < 0.05$). However, the combined predictors—administrative support system, professional development, and workload management—show a very weak but statistically significant effect on teaching performance ($R^2 = .057$, Adj. $R^2 = .039$, $p = .028$). This indicates that only 5.7% of the variation in teaching performance is explained by the three variables, while the remaining 94.3% is influenced by other factors not included in the model. Among the three predictors—administrative support system, professional development, and workload management—only workload management significantly predicts teaching performance ($\beta = .168$, $p = .039$). This means that better workload management is associated with improved teaching

performance. In contrast, administrative support system ($p = .272$) and professional development ($p = .243$) do not have a statistically significant effect on teaching performance in this study.

Based on these results, there is a need to comprehensively implement the proposed plan made to further improve the teaching performance of faculty members in selected private schools in NCR. The study contributes to the growing body of knowledge on teaching performance by considering other factors that have better influence to teaching performance among faculty members in private schools in NCR.

Keywords: Administrative Support Systems, Professional Development, Workload Management, Teaching Performance, Organizational Support Theory

INTRODUCTION

Teaching Performance is an important aspect that can be taught to provide high-quality education especially in the context of a private school, where competitiveness, accountability, and standard of education are of great concern. The competencies of a teacher are normally influenced by the environment and support frameworks offered to the teachers, besides their competencies. Administrative support systems, professional growth opportunities, and workload management are critical organizational variables that have direct impacts on classroom performance of teachers in learning institutions. The administrative support systems include effective communication channels, access to teaching and learning resources, equitable evaluation, and supportive leadership, which improve the working climate to increase the motivation and productivity of the teachers (Kilag et al., 2023). Instead, professional development programs bring a lifelong learning where the teachers can refine their pedagogical competencies and remain abreast with the newest trends and technologies in the sphere of education (El Afi, 2019). Meanwhile, workload management which involves assignment of teaching tasks, class size, and administrative work and distribution of time can either enable or impair the ability of teachers to provide effective teaching (Jomuad et al., 2021).

The National Capital Region (NCR) observes a growing demand on the private schools due to the changing educational standards, digital revolution and the growing demands of the parents and stakeholders. Consequently, the relationship between administrative support, professional growth, and workload management and the performance of teaching is crucial to the enhancement of school policies, the support system of the faculty, and the overall quality of teaching.

Moreover, the role of NCR in the educational environment of the country is played by the private schools. These schools tend to have strict requirements to bring about quality education. Nevertheless, educators at private schools also often have to confront special issues, including different practices in administration, competitive performance, and different access to professional development opportunities.

Administrative support systems are another need of critical importance as they have a direct input in job satisfaction, organizational commitment, and instructional performance of the teachers. Professional development also helps teachers in instructional competence, management of the classroom and in teaching the curriculum. The opposite is also true because too much work and administrative pressure can destroy the efficiency of teachers and influence their performance.

Though there were no studies yet conducted about the influence of administrative support systems, professional development, and workload management on the teaching performance of faculty members in the University of Perpetual Help System Manila, iACADEMY-Makati and Philippine School of Business Administration, and though there were few studies which focused on the interplay of the said variables in

the Philippine Context, still the researcher is hopeful to determine to identify the useful concept and methodologies useful in teaching.

This study aimed to investigate the influence of administrative support systems, professional development, and workload management on the teaching performance of faculty members in selected private schools in NCR. Results of this research may help school administrators, policymakers, and educators develop evidence-based strategies to improve teacher performance and institutional effectiveness

METHODOLOGY

This study employed a quantitative descriptive-correlational research design to determine the relationship between administrative support systems, professional development, workload management, and teaching performance. The design is appropriate for examining variables as they naturally occur.

The study consisted of employed college faculty members of selected private school in the National Capital Region (NCR) namely: University of Perpetual Help System Manila (67), iACADEMY-Makati (60), and Philippine School of Business Administration (29).

The target population is 260 and the gathered sample is 156 respondents based on Raosoft calculator utilizing the 95% level of confidence and 5% margin of error.

To gather data from this population, the researcher utilized stratified random sampling technique, specifically proportional allocation in selecting the actual respondents to ensure representation across different departments. Data were gathered using a self-made survey questionnaire, composed of indicators related to Administrative Support Systems; Professional Development; Workload Management; and Teaching Performance. Likert scales were used for measurement

For data analysis, weighted mean and standard deviation were used to determine the levels of the variables under study. Pearson Product-Moment Correlation was utilized to examine the relationships among variables, while Multiple Regression Analysis was employed to determine the predictive power of the level of administrative support system, level of professional development and level of workload management on the respondents’ level of teaching performance.

RESULTS AND DISCUSSION

Level of Administrative Support System

The findings revealed that respondents demonstrated a Very High level of administrative support system with an overall weighted mean of 3.32 (SD = 0.380).

Table 1. Overall Level of Administrative Support System

Scale	Domains	WM	SD	Interpretation
Administrative support system	Leadership	3.41	.360	Very High
	Resources	3.31	.425	Very High
	Communication	3.28	.569	Very High
	Recognition	3.28	.438	Very High
OVERALL		3.32	.380	Very High

Note. Scoring Range: 3.25 – 4.00 (Very High); 2.50 – 3.24 (High); 1.75 – 2.49 (Low); 1.00 – 1.74 (Very Low)

The results in Table 5 indicate that the overall level of the administrative support system is very high, with a weighted mean (WM) of 3.32 and a standard deviation (SD) of 0.380. This suggests that respondents consistently perceive strong support from the administration across all measured domains.

Among the domains, leadership support obtained the highest mean score (WM = 3.41, SD = 0.360), indicating that administrators are highly effective in guiding, assisting, and providing direction. This implies that leadership plays a crucial role in fostering a supportive environment.

The domain of resources (WM = 3.31, SD = 0.425) also falls within the very high range, suggesting that adequate materials, facilities, and tools are available to support operations. Similarly, communication (WM = 3.28, SD = 0.569) and recognition (WM = 3.28, SD = 0.438) are both interpreted as very high, indicating that information flow within the organization is effective and that employees feel acknowledged for their contributions.

Although all domains are rated very high, communication shows the highest variability (SD = 0.569), which may suggest slight differences in how respondents experience or perceive communication practices. The findings are supported by the study of Linda Darling-Hammond et al. (2025), which emphasized that strong administrative and professional support systems contribute significantly to organizational effectiveness, teacher performance, and employee satisfaction within educational institutions. In addition, the findings imply that the administrative support system is well-established and functioning effectively, contributing positively to organizational performance and employee satisfaction.

Level of Professional Development

The overall level of professional development was interpreted as Very High with a weighted mean of 3.29 (SD = 0.355).

Table 2. Overall Level of Professional Development

Scale	Domains	WM	SD	Interpretation
Professional development	Training access	3.25	.404	Very High
	Program relevance	3.23	.389	High
	Continuing education	3.43	.388	Very High
	Skill enhancement	3.25	.393	Very High
OVERALL		3.29	.355	Very High

Note. Scoring Range: 3.25 – 4.00 (Very High); 2.50 – 3.24 (High); 1.75 – 2.49 (Low); 1.00 – 1.74 (Very Low)

Table 2 presents the overall level of professional development across four domains, all of which fall within the high to very high range, indicating a generally strong professional development environment.

Among the domains, continuing education (WM = 3.43, SD = .388) obtained the highest mean score and is interpreted as Very High, suggesting that opportunities for further academic growth are highly emphasized and well-supported. This is followed by training access (WM = 3.25, SD = .404) and skill enhancement (WM = 3.25, SD = .393), both also interpreted as Very High, indicating that respondents perceive ample access to training and effective opportunities to improve their competencies. On the other

hand, program relevance ($WM = 3.23$, $SD = .389$), while still rated positively, falls under the High category, making it the lowest among the four domains. This suggests that although development programs are generally useful, there may still be room for improvement in aligning them more closely with participants' specific needs.

The average mean of 3.29 ($SD = .355$), interpreted as Very High, reflects a strong and favorable perception of professional development. Collectively, the results imply that the institution provides a supportive and effective professional development framework, with only minor enhancements needed in ensuring program relevance (Sayman et al., 2025).

Level of Workload Management

Workload management was interpreted as Very High with an overall weighted mean of 3.41 ($SD = 0.351$).

Table 3. Overall Level of Workload Management

Scale	Domains	<i>WM</i>	<i>SD</i>	Interpretation
Workload management	Teaching load	3.33	.397	Very High
	Administrative tasks	3.24	.441	High
	Subject mastery	3.63	.428	Very High
	Student engagement	3.42	.472	Very High
OVERALL		3.41	.351	Very High

Note. Scoring Range: 3.25 – 4.00 (Very High); 2.50 – 3.24 (High); 1.75 – 2.49 (Low); 1.00 – 1.74 (Very Low)

Table 3 shows that the overall level of workload management is very high ($WM = 3.41$, $SD = .351$), indicating that teachers effectively manage their professional responsibilities.

Among the domains, subject mastery ($WM = 3.63$) is rated highest, followed by student engagement ($WM = 3.42$) and teaching load ($WM = 3.33$), all interpreted as very high. This suggests strong competence in instructional delivery, content expertise, and student interaction. On the other hand, administrative tasks ($WM = 3.24$) are rated high, making it the lowest among the domains. This implies that non-teaching duties are relatively more challenging compared to other workload areas. This is supported by the study of Solania et al. (2023) which states that teachers demonstrate effective workload management, with minor difficulties mainly in administrative responsibilities.

Level of Teaching Performance

The overall level of teaching performance was Very High with a weighted mean of 3.61 ($SD = 0.406$).

Table 4. Overall Level of Teaching Performance

Scale	Domains	<i>WM</i>	<i>SD</i>	Interpretation
Teaching performance	Instructional delivery	3.60	.448	Very High
	Classroom management	3.61	.437	Very High
	Assessment and evaluation	3.60	.435	Very High
	Professional responsibility	3.65	.416	Very High
OVERALL		3.61	.406	Very High

Note. Scoring Range: 3.25 – 4.00 (Very High); 2.50 – 3.24 (High); 1.75 – 2.49 (Low); 1.00 – 1.74 (Very Low)

As shown in Table 4, the overall level of teaching performance is Very High (WM = 3.61, SD = .406), indicating that respondents perceive teaching practices as consistently strong across all areas.

Among the domains, *Professional responsibility* obtained the highest mean (WM = 3.65), suggesting that teachers demonstrate strong commitment to ethical practice, duties, and professional growth. This is followed closely by *Classroom management* (WM = 3.61), indicating effective control and organization of the learning environment. Both *Instructional delivery* and *Assessment and evaluation* received the same mean score (WM = 3.60), showing that teaching strategies and evaluation practices are also highly effective.

The results reflect a consistently high standard of teaching performance across all domains, with minimal variation (low SD values), suggesting uniform effectiveness in teaching practices (Peter et al., 2023)

Relationship Between Variables

Pearson correlation analysis revealed significant positive relationships between the independent variables and AI tool adoption as shown in Table 5:

Table 5. Relationship between the Level of Digital Literacy, Self-efficacy, and Leadership Support and Level of AI Tools Adoption of HEI Faculty

Independent	Dependent	Pearson's r^a	p -value	Interpretation
Administrative Support System	Teaching Performance	.130, (very weak)	> .102	Not Significant
Professional Development	Teaching Performance	.125, (very weak)	> .117	Not Significant
Workload Management	Teaching Performance	.202, (weak)	< .011	Significant

Note. ^a Correlation: 0.00–0.19 (very weak); 0.20–0.39 (weak); 0.40–0.59 (moderate); 0.60–0.79 (strong); 0.80–1.00 (very strong) (Evans, 1996). ^b Correlation is significant at $p < .05$.

The findings revealed that there is a very weak positive relationship between the level of administrative support systems and the level of teaching performance ($r = 0.130$). Furthermore, the computed p -value of 0.102 is greater than the 0.05 level of significance, leading to the decision to fail to reject the null hypothesis (H_0). This means that the relationship between administrative support systems and teaching performance is not statistically significant

The results reveal that professional development has a very weak positive relationship with teaching performance ($r = 0.125$). However, this relationship is not statistically significant ($p = 0.117 > 0.05$), leading to the failure to reject the null hypothesis. This indicates that, within the scope of the study, professional development does not have a significant influence on teaching performance among the respondents.

The findings revealed that workload management has a statistically significant but weak positive relationship with teaching performance ($r = 0.202, p = 0.011$). Since the p -value is less than 0.05, the null hypothesis is rejected, indicating that the relationship is significant. However, the strength of the

correlation is weak, suggesting that while better workload management is associated with improved teaching performance, its overall influence is limited and other factors may play a more substantial role.

Table 6. Model Summary of the Combined Predictive Power of the Level of Administrative Support System, Level of Professional Development and Level of Workload Management on the Respondents’ Level of Teaching Performance

Model	R^2	Adj. R^2	F	df	p -value	Interpretation
1	.057	.039	3.120	3, 155	.028	Significant

Note. Predictors: (Constant) Administrative support system, professional development, workload management;

Dependent Variable: Teaching performance

The combined predictors—administrative support system, professional development, and workload management—show a very weak but statistically significant effect on teaching performance ($R^2 = .057$, Adj. $R^2 = .039$, $p = .028$). This indicates that only 5.7% of the variation in teaching performance is explained by the three variables, while the remaining 94.3% is influenced by other factors not included in the model.

Predictors of Teaching Performance

Table 7. Predictive Power of the Level of Administrative Support System, Level of Professional Development and Level of Workload Management on the Respondents’ Level of Teaching Performance

Predictors	B	SE	Beta (β)	p -value	Interpretation
Administrative Support System	.094	.085	.088	.272	Not Significant
Professional Development	.106	.090	.093	.243	Not Significant
Teaching Performance	.194	.093	.168	.039	Significant

Note. Dependent Variable: Teaching Performance

Table 7 shows that among the three predictors—administrative support system, professional development, and workload management—only *workload management significantly predicts teaching performance* ($\beta = .168$, $p = .039$). This means that better workload management is associated with improved teaching performance. In contrast, administrative support system ($p = .272$) and professional development ($p = .243$) do not have a statistically significant effect on teaching performance in this study. This result is consistent with prior research emphasizing that workload is a critical determinant of teacher performance, as teachers’ ability to manage tasks, responsibilities, and time allocation directly influences their effectiveness in the classroom (Rashid et al., 2022; Solania et al., 2023).

CONCLUSION/RECOMMENDATIONS

The study concluded that administrative support systems do not significantly influence teaching performance, as the relationship is very weak and not statistically significant.

In addition, professional development does not have a significant effect on teaching performance, showing only a very weak and non-significant relationship. In contrary, workload management has a significant but weak positive influence on teaching performance, indicating that better workload management can slightly improve performance, although its overall impact remains limited. Overall, among the variables studied, only workload management shows a significant relationship with teaching performance, but all variables demonstrate weak correlations, suggesting that other factors may have a stronger influence on teaching performance

The results indicate that administrative support system, professional development, and workload management collectively have a very weak but statistically significant influence on teaching performance. Among the three variables, only workload management emerged as a significant predictor, indicating that effective management of workload contributes to better teaching performance. Meanwhile, administrative support and professional development were found to have no significant direct effect in this study.

Overall, there is a need to comprehensively implement the proposed plan made to further improve the teaching performance of faculty members in selected private schools in NCR.

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

1. School administrators should continue and regularly reinforce the support systems that already exist by ensuring open communication, prompt leadership and resources for faculty members.
2. School administrators should continue to strengthen and sustain professional development programs for faculty members through regular seminars, workshops and training opportunities in keeping with the needs and objectives of the school
3. School administrators should have ongoing effective workload management practices which are supporting teachers in managing their workload.
4. School administrators and faculty members should continue to support effective teaching through ongoing professional development, peer mentoring and termly evaluation.
5. School administrators need to keep building supports and pay attention to other aspects that can have a more significant impact on teachers' practice, including professional development, workload and teacher motivation.
6. School administrators should pay attention to the effective management of workload, which includes balanced teaching load, reasonable administrative workload, and reasonable time allocation, so as to better promote the teaching performance of teachers.
7. Administrators should implement an actional proposal plan or an integrated professional development framework that links teaching competence, engagement in professional learning, and career advancement pathways, ensuring that competence is translated into career progression.
8. Future researchers should explore and consider other factors or variables that have stronger influence on teaching performance

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