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School Administrators Support Practices and their Influence of Teachers' Job Performance and Satisfaction

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ABSTRACT

This study examined school administrators' support practices and their relationship with teachers' job performance and job satisfaction in selected public elementary schools in Sierra Bullones District, Schools Division of Bohol, during School Year 2026–2027. Specifically, it assessed the administrators' support practices, teachers' job performance, and job satisfaction, and determined whether significant relationships existed among these variables. The study employed a quantitative descriptive-correlational research design involving 33 respondents, consisting of three school heads and 30 teachers from Matin-ao Elementary School, Bugsoc Elementary School, and San Isidro Elementary School. Data were gathered through a structured questionnaire and analyzed using frequency counts, percentages, weighted means, standard deviations, and Pearson product-moment correlation.

The findings showed that school administrators' support practices were rated high, with an overall mean of 3.91. Teachers' job performance obtained an overall mean of 4.10, while job satisfaction received an overall mean of 3.86, both interpreted as high. The correlation analysis further indicated a positive and statistically significant relationship between administrators' support practices and teachers' job performance ($r = .624$, $p < .001$). Similarly, a positive and statistically significant relationship was found between administrators' support practices and teachers' job satisfaction ($r = .701$, $p < .001$).

These findings suggest that stronger perceived administrative support is associated with higher teacher performance and job satisfaction. Nevertheless, areas such as instructional resources, recognition, and professional growth opportunities require continued attention. Based on the findings, a Proactive Supervisory Support Plan was proposed to strengthen administrative support and promote a positive and productive school environment.

Keywords: School Administrators, Supervisory Support, Teachers' Job Performance, Job Satisfaction, Public Elementary Schools, Descriptive-Correlational Research

CHAPTER 1
THE PROBLEM AND ITS SCOPE
INTRODUCTION

Rationale of the Study

School administrators play a significant role in creating a supportive and productive educational environment where teachers can effectively perform their professional responsibilities and experience satisfaction in their work. Globally, educational leadership has increasingly been recognized as an important organizational factor associated with teaching effectiveness, teacher well-being, and school improvement. School administrators are expected not only to manage institutional operations and

supervise classroom instruction but also to provide instructional guidance, establish effective communication, recognize teachers' contributions, facilitate access to instructional resources, encourage professional development, and promote fair and responsive administrative practices. These responsibilities are essential because teachers' professional performance and satisfaction are influenced not only by their individual competencies and motivation but also by the organizational support and working conditions provided by their school leaders. In this regard, administrative support encompasses both the practical assistance and interpersonal leadership that enable teachers to fulfill their instructional and professional obligations. Laguisma (2026) examined administrative support as a predictor of job satisfaction and performance among senior high school teachers, emphasizing the relevance of considering these outcomes together. Similarly, Maheshwari (2022) investigated the influence of transformational and transactional school leadership on teachers' job satisfaction and performance, while Sarwar et al. (2022) examined the relationship between principals' leadership styles and teachers' performance at the college level. These studies highlight the importance of school leadership and administrative support in shaping teachers' professional experiences. However, the extent to which particular support practices contribute to teachers' performance and satisfaction may differ according to the institutional context, available resources, leadership approaches, and organizational needs of individual schools.

In the Philippine educational system, teachers are entrusted with responsibilities that extend beyond classroom instruction. They are expected to prepare appropriate learning materials, implement curriculum standards, manage diverse classroom needs, assess learners' progress, maintain academic records, participate in school programs, and engage in continuing professional development. These responsibilities require not only professional knowledge and teaching competencies but also adequate institutional support and effective school leadership. School administrators, therefore, have an important responsibility to establish working conditions that enable teachers to accomplish their duties while addressing the professional and organizational challenges they encounter. Consistent with the principles of school-based management and shared governance under Republic Act No. 9155, or the Governance of Basic Education Act of 2001, school leadership involves providing direction, managing resources, supporting instructional improvement, and promoting an environment conducive to quality education. In this context, school administrators' support practices may be reflected in the quality of instructional and professional assistance, communication and interpersonal relationships, provision of resources and instructional materials, professional development opportunities, recognition and appreciation, and fairness and responsiveness to teachers' concerns. These practices are particularly relevant in public elementary schools, where school administrators must balance instructional supervision, personnel management, administrative responsibilities, and the efficient use of available resources. Consequently, examining administrative support within the Philippine educational setting is important in understanding how school leadership corresponds with teachers' professional performance and workplace satisfaction.

Teachers' job performance is a fundamental component of educational quality because it reflects how effectively teachers carry out their instructional and professional responsibilities. Their performance involves instructional effectiveness, classroom management, fulfillment of professional responsibilities, assessment and monitoring of learners' progress, and collaboration and participation in school activities. Although teachers' knowledge, experience, and motivation contribute to their performance, the administrative environment in which they work may also influence their capacity to perform effectively. School administrators can help strengthen teachers' performance by providing constructive instructional feedback, clarifying professional expectations, addressing classroom-related concerns, ensuring access to

appropriate instructional materials, and encouraging collaboration and professional learning. Firmansyah et al. (2022), through a meta-analysis of studies conducted in Asia, examined the relationship between transformational leadership and teacher performance, while Kumari and Kumar (2023) investigated the influence of motivation on teachers' job performance. Furthermore, Li et al. (2025) explored the interplay of personality traits, perceived organizational support, self-efficacy, and job satisfaction in shaping teacher job performance. These studies indicate that teachers' performance is associated with a combination of personal and organizational factors. Nevertheless, the availability of administrative support does not automatically guarantee effective teaching performance. Its relevance depends on whether the assistance provided addresses teachers' actual professional needs and instructional responsibilities. For instance, providing instructional materials may have limited value when teachers do not receive appropriate guidance on their use, while classroom monitoring may be less beneficial when it is not accompanied by constructive feedback and meaningful professional assistance. Thus, examining teachers' job performance in relation to school administrators' support practices is necessary to determine how administrative assistance corresponds with the different responsibilities expected of teachers.

Alongside job performance, teachers' job satisfaction is another important consideration in maintaining a positive and productive school environment. Job satisfaction refers to teachers' overall evaluation of their professional experiences, including their responsibilities, workplace relationships, administrative support, recognition, professional growth, and working conditions. Teachers who perceive their school environment as supportive may experience stronger professional relationships, greater confidence in fulfilling their duties, and a stronger sense of belonging within their institutions. Conversely, inadequate resources, unclear administrative expectations, limited recognition, unfair decisions, and insufficient responses to professional concerns may contribute to dissatisfaction. Fang and Qi (2023) examined the influence of school climate on teachers' job satisfaction through the mediating role of teacher self-efficacy, while Baroudi et al. (2022) investigated intrinsic and extrinsic factors associated with teachers' job satisfaction. Dami et al. (2022) also explored the relationship between servant leadership and job satisfaction, considering trust and leader-member exchange as mediating factors. In addition, Woods et al. (2023) investigated the relationship between teacher stress and job satisfaction, while Chen et al. (2022) examined job burnout and job satisfaction among Chinese generalist teachers in rural primary schools, incorporating perceived organizational support and work engagement into their analysis. These studies emphasize that teachers' satisfaction is closely associated with leadership practices, workplace relationships, organizational support, and occupational demands. For school administrators, this highlights the importance of maintaining open communication, recognizing teachers' contributions, responding fairly to concerns, providing opportunities for professional development, and creating a working environment characterized by mutual respect and support. It is also important to distinguish job performance from job satisfaction because these represent related but separate aspects of teachers' professional experiences. Teachers may fulfill their responsibilities while experiencing dissatisfaction with their working conditions, while satisfaction with their work does not necessarily mean that all performance expectations are consistently achieved. Examining both outcomes provides a more comprehensive understanding of how administrative support practices relate to teachers' professional functioning and workplace experiences.

Despite the growing body of international and national literature on educational leadership, organizational support, teacher performance, and job satisfaction, further investigation is necessary within the context of public elementary schools in the Philippines, particularly at the district and school levels. Previous studies have examined different educational settings, populations, and organizational conditions, including senior

high school teachers, college-level educators, and teachers working in rural primary schools. Although these studies provide valuable insights, their findings may not fully represent the experiences and working conditions of teachers in other educational settings. Moreover, existing research has examined various aspects of leadership, such as transformational leadership, servant leadership, school climate, motivation, perceived organizational support, and occupational stress. However, there remains a need to examine the specific dimensions of school administrators' support practices in relation to both teachers' job performance and job satisfaction within a single study and a defined local educational setting. In particular, limited context-specific evidence has been established for the selected schools concerning how teachers and school heads perceive administrative support practices, how teachers' professional performance is assessed, and how teachers evaluate their own job satisfaction. This gap provides a basis for investigating these variables together rather than assuming that findings from other educational institutions necessarily apply to the selected schools. Establishing this relationship is important because the effectiveness of administrative support should be understood in consideration of the actual responsibilities, professional needs, and organizational circumstances of the teachers and school administrators involved.

Within the local context, the present study will be conducted in Matin-ao Elementary School, Bugsoc Elementary School, and San Isidro Elementary School in Sierra Bullones District, DepEd Schools Division of Bohol. These selected public elementary schools provide the research setting for examining school administrators' support practices and their relationship with teachers' job performance and job satisfaction. Considering that school administrators perform instructional, supervisory, and administrative responsibilities while teachers address classroom instruction and other school-related duties, it is important to understand how support is experienced and perceived within these school environments. Differences in school size, staffing arrangements, available resources, administrative responsibilities, and opportunities for professional development may influence the nature of support provided and received. Nevertheless, the extent to which these factors are reflected in the actual experiences of the respondents has yet to be established through systematic investigation. Thus, the study will gather information from school heads and teachers to determine their perceptions of administrative support practices and teachers' job performance, while teachers will also assess their own level of job satisfaction. Through this approach, the study will provide context-specific evidence concerning the relationship between school administrators' support practices and the professional experiences of teachers in the three selected elementary schools.

In view of these considerations, the present study aims to determine the relationship between school administrators' support practices and teachers' job performance and job satisfaction in selected public elementary schools in Sierra Bullones District, Schools Division of Bohol, during School Year 2026–2027. Specifically, it will examine school administrators' support practices in terms of instructional and professional support, communication and interpersonal support, provision of resources and instructional materials, professional development opportunities, recognition and appreciation, and fairness and responsiveness to teachers' concerns. It will also assess teachers' job performance in terms of instructional effectiveness, classroom management, professional responsibilities, assessment and monitoring of learners' progress, and collaboration and participation in school activities. Furthermore, the study will determine teachers' level of job satisfaction based on the five dimensions identified in the adopted research instrument and examine whether significant relationships exist between school administrators' support practices and teachers' job performance and job satisfaction. The findings are expected to provide school administrators with a clearer understanding of the support practices that may need strengthening and the

areas of teachers' professional experiences that require greater attention. Education policymakers and the Department of Education may also benefit from the findings as contextual evidence for strengthening school-level supervisory and administrative support mechanisms. Most importantly, the results will serve as the basis for developing a **Proactive Supervisory Support Plan** that may guide school administrators in improving instructional assistance, communication, resource provision, professional development, recognition, and responsiveness to teachers' concerns. Ultimately, the study seeks to contribute to a more supportive school environment in which teachers are better assisted in performing their professional responsibilities and are provided with opportunities to experience greater job satisfaction. The study will establish the relationships among the identified variables based on empirical findings and will not presume that administrative support necessarily causes improvements in teachers' performance or satisfaction.

Theoretical Background

The theoretical background of this study is anchored on Social Exchange Theory by Blau (1964), Organizational Support Theory by Eisenberger et al. (1986), Herzberg's Two-Factor Theory by Herzberg et al. (1959), the Instructional Leadership perspective discussed by Hallinger (2003), and the Job Demands–Resources Model by Demerouti et al. (2001). These perspectives provide complementary explanations of how school administrators' support practices may be related to teachers' job performance and job satisfaction. Specifically, they explain the importance of reciprocal professional relationships, perceived organizational support, workplace conditions, instructional leadership, and the availability of resources in the school environment. Together, these perspectives guide the examination of the six dimensions of school administrators' support practices, teachers' job performance, and teachers' job satisfaction.

Social Exchange Theory. Social Exchange Theory, developed by Blau (1964), explains that relationships involve exchanges of support, trust, and reciprocal benefits. Individuals may respond positively when they receive favorable treatment and assistance from others. In the school setting, this perspective suggests that when school administrators provide instructional guidance, communicate effectively, recognize teachers' contributions, respond to their concerns, and offer appropriate professional assistance, teachers may reciprocate through cooperation, commitment, and greater effort in fulfilling their responsibilities. This theory is relevant to the study because it provides a basis for examining whether teachers' perceptions of administrative support are associated with their job performance. It also explains why positive professional relationships between school heads and teachers may contribute to a more cooperative and supportive school environment. However, the study will determine the presence and strength of relationships among the variables rather than assume that administrative support directly causes improved performance.

Organizational Support Theory. Organizational Support Theory, introduced by Eisenberger et al. (1986), emphasizes employees' perceptions that their organization values their contributions and cares about their well-being. In this study, school administrators represent an important part of the organizational environment through which teachers experience institutional support. Their practices, including communication and interpersonal support, provision of instructional resources, professional development opportunities, recognition, fairness, and responsiveness to teachers' concerns, may shape teachers' perceptions of whether their contributions and professional needs are valued. When teachers perceive meaningful support from their school administration, they may develop more positive attitudes toward their work and workplace. This perspective is therefore relevant to examining the relationship between administrators' support practices and teachers' job satisfaction, as well as their willingness to perform

professional responsibilities. It also supports the inclusion of teachers' perceptions as an important consideration in assessing the quality of administrative support.

Herzberg's Two-Factor Theory. Herzberg et al. (1959) proposed that job satisfaction and dissatisfaction are associated with two categories of workplace factors: hygiene factors and motivators. Hygiene factors include supervision, interpersonal relationships, organizational policies, and working conditions. Their inadequacy may contribute to dissatisfaction, while their appropriate provision helps establish acceptable working conditions. Motivators, on the other hand, include achievement, recognition, responsibility, and opportunities for growth, which may contribute to greater satisfaction and motivation. Applied to this study, fair administrative practices, constructive supervision, effective communication, and adequate instructional resources are related to the workplace conditions experienced by teachers. Meanwhile, recognition and appreciation, professional development opportunities, and opportunities to exercise professional responsibility are connected to factors that may contribute to teachers' sense of achievement and satisfaction. This theory provides a foundation for examining teachers' job satisfaction in relation to the support practices provided by school administrators. It also helps explain why administrative support should consider both the conditions under which teachers work and the professional recognition and growth they receive.

Instructional Leadership Perspective. The Instructional Leadership perspective discussed by Hallinger (2003) emphasizes the role of school leaders in directing and supporting the instructional work of the school. School administrators are expected to establish clear instructional goals, coordinate teaching and learning activities, monitor instructional practices, and promote teachers' professional development. In relation to the present study, this perspective is particularly relevant to instructional and professional support, provision of resources and instructional materials, and professional development opportunities. These administrative practices may help teachers strengthen instructional effectiveness, classroom management, assessment and monitoring of learners' progress, and participation in school activities. The perspective also highlights the importance of school administrators' active involvement in creating conditions that support effective teaching and learning. Thus, it provides a school leadership foundation for examining the relationship between administrators' support practices and teachers' job performance.

Job Demands–Resources Model. The Job Demands–Resources Model developed by Demerouti et al. (2001) explains that workplace conditions may be understood in terms of job demands and job resources. Job demands refer to aspects of work that require sustained physical, mental, or emotional effort, while job resources refer to conditions and support that help employees accomplish work goals, manage job demands, and maintain work engagement. In the school context, teachers perform various responsibilities, including classroom instruction, classroom management, assessment, documentation, and participation in school activities. Administrative guidance, adequate instructional materials, professional learning opportunities, constructive communication, and responsive supervision may serve as resources that help teachers carry out these responsibilities. The model is relevant to the study because it provides a framework for understanding how the support available in the school environment may be associated with teachers' ability to perform their duties and their satisfaction with their work. It also reinforces the importance of examining whether teachers perceive that the support they receive is sufficient in relation to their professional responsibilities.

The study is further situated within the Philippine legal framework governing basic education and the professional welfare of public school teachers. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, establishes the governance structure and responsibilities of school leaders in

managing school operations and promoting effective teaching and learning. Its provisions provide an institutional basis for examining school administrators' responsibilities in instructional leadership, school management, and accountability. Republic Act No. 4670, or the Magna Carta for Public School Teachers, provides for the rights, working conditions, and welfare of public school teachers. It is relevant to the study's consideration of fairness, professional well-being, and the conditions under which teachers perform their duties. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, provides the legal framework for the enhanced basic education program and emphasizes the improvement of the quality and relevance of basic education. This law provides a broader educational context for considering the instructional responsibilities of teachers and the support needed to carry them out. These legal provisions establish the governance and professional context of the study; they do not, by themselves, establish a direct causal relationship between administrative support and teachers' performance or satisfaction.

Taken together, the five theoretical perspectives provide a comprehensive foundation for examining the relationship between school administrators' support practices and teachers' job performance and job satisfaction. Social Exchange Theory explains the potential reciprocity between administrative assistance and teachers' professional responses, while Organizational Support Theory highlights the importance of teachers' perceptions that their contributions and well-being are valued. Herzberg's Two-Factor Theory explains how workplace conditions, supervision, recognition, and professional growth may be associated with job satisfaction. The Instructional Leadership perspective emphasizes the school administrator's role in supporting teaching and learning, while the Job Demands–Resources Model explains the importance of providing resources that help teachers fulfill their professional responsibilities.

In relation to the variables of the study, these perspectives support the assessment of school administrators' instructional and professional support; communication and interpersonal support; provision of resources and instructional materials; professional development opportunities; recognition and appreciation; and fairness and responsiveness to teachers' concerns. These dimensions will be examined alongside teachers' job performance in terms of instructional effectiveness, classroom management, professional responsibilities, assessment and monitoring of learners' progress, and collaboration and participation in school activities. Teachers' job satisfaction will likewise be assessed using the five dimensions specified in the adopted research questionnaire. Through these theoretical foundations, the study will determine whether significant relationships exist between school administrators' support practices and teachers' job performance and job satisfaction in the selected public elementary schools in Sierra Bullones District, Schools Division of Bohol, during School Year 2026–2027. The findings will serve as a basis for developing a Proactive Supervisory Support Plan that addresses areas of administrative support requiring further attention.

Figure 1.

Theoretical Background

THE PROBLEM

Statement of the Problem

This study aims to determine the relationship between school administrators' support practices and teachers' job performance and job satisfaction in selected public elementary schools in Sierra Bullones District, Schools Division of Bohol, during School Year 2026–2027. Specifically, it seeks to assess the support practices of school administrators as perceived by school heads and teachers, determine the level of teachers' job performance as perceived by both respondent groups, and assess teachers' job satisfaction based on their own perceptions. Furthermore, the study will examine whether significant relationships

exist between school administrators' support practices and teachers' job performance and job satisfaction. The findings will serve as the basis for a proposed Proactive Supervisory Support Plan.

CHAPTER 2
SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, the findings derived from the analysis and interpretation of the data, the conclusions drawn from the findings, and the recommendations proposed to strengthen school administrators' support practices and promote teachers' job performance and satisfaction in selected public elementary schools in Sierra Bullones District, Schools Division of Bohol, during School Year 2026–2027. The recommendations are intended to enhance instructional and professional support, improve communication and interpersonal relationships, provide adequate instructional resources, strengthen professional development opportunities, and promote a supportive working environment for teachers.

Summary

The study examined school administrators' support practices and their relationship with teachers' job performance and job satisfaction in selected public elementary schools in Sierra Bullones District, Schools Division of Bohol, during School Year 2026–2027. Specifically, it sought to describe the respondents' demographic and professional profiles in terms of age, gender, civil status, highest educational attainment, length of service, and relevant trainings, seminars, and workshops attended.

Furthermore, the study assessed school administrators' support practices in terms of instructional and professional support, communication and interpersonal support, provision of resources and instructional materials, professional development opportunities, recognition and appreciation, and fairness and responsiveness to teachers' concerns.

The study also evaluated teachers' job performance in terms of instructional effectiveness, classroom management, professional responsibilities, assessment and monitoring of learners' progress, and collaboration and participation in school activities. In addition, it examined teachers' job satisfaction in terms of satisfaction with administrative support, work environment, professional growth opportunities, recognition and appreciation, and interpersonal relationships and collegial support.

Moreover, the study determined whether significant relationships existed between school administrators' support practices and teachers' job performance and job satisfaction. The findings served as the basis for developing a proposed Proactive Supervisory Support Plan intended to strengthen administrative support and improve teachers' professional experiences and performance.

A quantitative descriptive-correlational research design was employed. The study involved 33 respondents from Matin-ao Elementary School, Bugsoc Elementary School, and San Isidro Elementary School, consisting of three school heads and 30 teachers. Frequency counts, percentages, weighted means, standard deviations, ranking, and Pearson product-moment correlation were identified as the statistical tools for analyzing and interpreting the data.

Findings

Based on the results previously prepared for the study, the following findings were identified:

1. **Profile of the Respondents.** The study involved 33 respondents, consisting of three school heads and 30 teachers from the three selected public elementary schools. The respondents were described according to age, gender, civil status, highest educational attainment, length of service, and relevant

trainings, seminars, and workshops attended. These profile variables provided background information regarding the respondents' demographic and professional characteristics.

2. **School Administrators' Support Practices in Terms of Instructional and Professional Support.** This dimension obtained an overall weighted mean of 4.05, interpreted as High. The result indicated that school administrators were generally perceived to provide instructional guidance and professional assistance to teachers in performing their duties and responsibilities.
3. **School Administrators' Support Practices in Terms of Communication and Interpersonal Support.** This dimension obtained an overall weighted mean of 4.03, interpreted as High. The finding suggested that administrators generally maintained communication and interpersonal relationships that supported teachers in carrying out their professional responsibilities.
4. **School Administrators' Support Practices in Terms of Provision of Resources and Instructional Materials.** This dimension obtained an overall weighted mean of 3.76, interpreted as High. Although the assessment was favorable, the result suggested that the availability and provision of instructional resources remained an area that could be further strengthened.
5. **School Administrators' Support Practices in Terms of Professional Development Opportunities.** This dimension obtained an overall weighted mean of 3.88, interpreted as High. The finding indicated that administrators were generally perceived to support teachers' professional growth through development opportunities and related activities.
6. **School Administrators' Support Practices in Terms of Recognition and Appreciation.** This dimension obtained an overall weighted mean of 3.79, interpreted as High. The result suggested that teachers generally received recognition and appreciation for their professional contributions, although these practices could be further enhanced.
7. **School Administrators' Support Practices in Terms of Fairness and Responsiveness to Teachers' Concerns.** This dimension obtained an overall weighted mean of 3.94, interpreted as High. The finding indicated that administrators were generally perceived to demonstrate fairness and responsiveness when addressing teachers' concerns.
8. **Overall Assessment of School Administrators' Support Practices.** The six dimensions obtained an overall weighted mean of 3.91, interpreted as High. This indicated that school administrators' support practices were generally perceived favorably across the selected dimensions, particularly instructional and professional support and communication and interpersonal support.
9. **Teachers' Job Performance in Terms of Instructional Effectiveness.** This dimension obtained an overall weighted mean of 4.12, interpreted as High. The result indicated that teachers generally demonstrated effective instructional practices in carrying out their teaching responsibilities.
10. **Teachers' Job Performance in Terms of Classroom Management.** This dimension obtained an overall weighted mean of 4.12, interpreted as High. The finding suggested that teachers generally demonstrated effective classroom management practices that supported an organized and conducive learning environment.
11. **Teachers' Job Performance in Terms of Professional Responsibilities.** This dimension obtained an overall weighted mean of 4.18, interpreted as High. It was the highest-rated dimension of teachers' job performance, indicating favorable assessments of teachers' fulfillment of their professional duties and responsibilities.
12. **Teachers' Job Performance in Terms of Assessment and Monitoring of Learners' Progress.** This dimension obtained an overall weighted mean of 4.06, interpreted as High. The result indicated that

teachers generally performed assessment and monitoring activities to determine and support learners' academic progress.

13. **Teachers' Job Performance in Terms of Collaboration and Participation in School Activities.** This dimension obtained an overall weighted mean of 4.00, interpreted as High. The finding suggested that teachers generally participated in collaborative activities and school-related programs.
14. **Overall Assessment of Teachers' Job Performance.** The five dimensions obtained an overall weighted mean of 4.10, interpreted as High. Professional responsibilities received the highest dimension mean, while collaboration and participation in school activities received the lowest. Nevertheless, all dimensions were interpreted as High.
15. **Teachers' Job Satisfaction in Terms of Satisfaction with Administrative Support.** This dimension obtained an overall weighted mean of 3.94, interpreted as High. The result indicated that teachers generally expressed favorable assessments of the administrative support they received.
16. **Teachers' Job Satisfaction in Terms of Satisfaction with Work Environment.** This dimension obtained an overall weighted mean of 3.82, interpreted as High. The finding suggested that teachers generally viewed their work environment favorably, although further improvements could strengthen workplace conditions.
17. **Teachers' Job Satisfaction in Terms of Satisfaction with Professional Growth Opportunities.** This dimension obtained an overall weighted mean of 3.82, interpreted as High. The result indicated that teachers generally expressed satisfaction with opportunities for professional learning and development.
18. **Teachers' Job Satisfaction in Terms of Satisfaction with Recognition and Appreciation.** This dimension obtained an overall weighted mean of 3.70, interpreted as High. Among the five dimensions of job satisfaction, this obtained the lowest mean, indicating that recognition and appreciation could receive greater administrative attention.
19. **Teachers' Job Satisfaction in Terms of Satisfaction with Interpersonal Relationships and Collegial Support.** This dimension obtained an overall weighted mean of 4.00, interpreted as High. The finding indicated that teachers generally experienced favorable interpersonal relationships and collegial support in their workplace.
20. **Overall Assessment of Teachers' Job Satisfaction.** The five dimensions obtained an overall weighted mean of 3.86, interpreted as High. Interpersonal relationships and collegial support received the highest mean, while recognition and appreciation received the lowest. The results suggested generally favorable job satisfaction among the teacher respondents.
21. **Relationship Between School Administrators' Support Practices and Teachers' Job Performance.** The correlation result showed a Pearson correlation coefficient of $r = 0.624$, with a p-value of less than .001. Since the p-value was lower than the .05 level of significance, the null hypothesis was rejected in the analysis. This indicated a significant positive relationship between school administrators' support practices and teachers' job performance. Higher ratings of administrative support were associated with higher ratings of teachers' job performance.
22. **Relationship Between School Administrators' Support Practices and Teachers' Job Satisfaction.** The correlation result showed a Pearson correlation coefficient of $r = 0.701$, with a p-value of less than .001. Since the p-value was lower than the .05 level of significance, the null hypothesis was rejected in the analysis. This indicated a significant positive relationship between school

administrators' support practices and teachers' job satisfaction. Higher ratings of administrative support were associated with higher ratings of teachers' job satisfaction.

23. **Proposed Proactive Supervisory Support Plan.** The findings provided a basis for developing a Proactive Supervisory Support Plan focusing on strengthening instructional supervision, improving communication, ensuring the availability of instructional resources, providing professional development opportunities, recognizing teachers' contributions, and addressing teachers' concerns fairly and promptly. The proposed plan aims to sustain favorable administrative support practices while addressing areas requiring further improvement.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The respondents represented three selected public elementary schools in Sierra Bullones District, Schools Division of Bohol. Their demographic and professional characteristics provided relevant background information for understanding the respondents' experiences and perceptions of school administrators' support practices, teachers' job performance, and job satisfaction.
2. School administrators' support practices were generally assessed favorably across the six dimensions. The results emphasized the importance of instructional and professional support, effective communication, adequate instructional resources, professional development, recognition, fairness, and responsiveness in creating a supportive school environment.
3. Instructional and professional support was among the strongest dimensions of school administrators' support practices. This highlighted the importance of providing teachers with appropriate guidance, professional assistance, and instructional supervision to help them perform their responsibilities effectively.
4. Communication and interpersonal support was also favorably assessed. This emphasized the value of open communication, respectful professional relationships, and constructive interaction between school administrators and teachers in maintaining a collaborative working environment.
5. The provision of resources and instructional materials, although rated High, remained an area requiring continued attention. Adequate instructional materials and learning resources are important considerations in supporting effective teaching and classroom activities.
6. Professional development opportunities contributed to teachers' positive perceptions of administrative support. School administrators should therefore continue encouraging participation in relevant training, seminars, workshops, and other professional learning activities.
7. Recognition and appreciation received a favorable assessment but remained an area for further enhancement. Consistent acknowledgment of teachers' efforts and contributions may help promote a supportive and encouraging school environment.
8. Fairness and responsiveness to teachers' concerns were important elements of administrative support. School administrators should maintain transparent, fair, and responsive practices when addressing teachers' professional and workplace concerns.
9. Teachers' job performance was generally assessed as High across all five dimensions. This indicated favorable assessments of teachers' instructional effectiveness, classroom management, professional responsibilities, assessment practices, and participation in school activities.
10. Professional responsibilities received the highest assessment among the dimensions of teachers' job performance. This emphasized the importance of teachers' commitment to fulfilling their duties, observing professional standards, and maintaining accountability in their work.

11. Collaboration and participation in school activities received the lowest dimension mean, although it remained High. This suggests that opportunities for collaboration, shared planning, and active participation in school programs may be further encouraged.
12. Teachers' job satisfaction was generally favorable across the five dimensions. The results emphasized the importance of administrative support, a positive work environment, professional growth opportunities, recognition, and supportive interpersonal relationships.
13. Interpersonal relationships and collegial support received the highest assessment among the dimensions of job satisfaction. This highlighted the importance of maintaining respectful relationships, cooperation, and mutual support among teachers and school personnel.
14. Recognition and appreciation received the lowest dimension mean among the job satisfaction indicators. Although the result remained High, school administrators should continue improving recognition practices to ensure that teachers feel valued for their efforts and professional contributions.
15. The significant positive relationship between school administrators' support practices and teachers' job performance indicated that more favorable perceptions of administrative support were associated with more favorable assessments of teachers' job performance. However, the correlational finding does not establish a cause-and-effect relationship.
16. The significant positive relationship between school administrators' support practices and teachers' job satisfaction indicated that more favorable perceptions of administrative support were associated with higher job satisfaction ratings. This emphasizes the importance of supportive leadership practices in teachers' workplace experiences. However, the relationship does not establish causation.
17. The proposed Proactive Supervisory Support Plan was considered an appropriate output based on the identified dimensions and areas for improvement. Its implementation may provide a structured approach to strengthening administrative support, promoting professional development, recognizing teachers' contributions, and addressing workplace concerns.

Recommendations

In light of the findings and conclusions, the following recommendations are proposed:

1. **For School Heads and Administrators.** School heads and administrators should sustain and strengthen their support practices by providing regular instructional guidance, professional assistance, constructive feedback, and responsive supervision. They should maintain an environment that encourages teachers to perform their responsibilities effectively and confidently.
2. **For Instructional and Professional Support.** School administrators should conduct regular instructional supervision, classroom observations, professional consultations, and feedback sessions. These activities should focus on identifying teachers' needs, recognizing effective practices, and providing appropriate assistance for instructional improvement.
3. **For Communication and Interpersonal Support.** School heads should establish open and respectful communication with teachers through regular faculty meetings, individual consultations, collaborative discussions, and appropriate communication channels. Teachers should be encouraged to express their concerns and recommendations without fear of unfair treatment.
4. **For the Provision of Resources and Instructional Materials.** School administrators should regularly assess the instructional materials and resources needed by teachers. They should prioritize the acquisition, proper allocation, maintenance, and accessibility of available learning materials to support classroom instruction.

5. **For Professional Development Opportunities.** School heads should identify teachers' professional development needs and provide opportunities for relevant training, seminars, workshops, learning action cell sessions, and other professional learning activities. Participation should be aligned with teachers' instructional responsibilities and identified areas for improvement.
6. **For Recognition and Appreciation.** School administrators should establish consistent and fair practices for recognizing teachers' efforts, achievements, innovations, and contributions to school improvement. Recognition may be provided through formal acknowledgment, appreciation during faculty meetings, certificates, and other appropriate institutional practices.
7. **For Fairness and Responsiveness to Teachers' Concerns.** School heads should maintain transparent and impartial procedures for receiving and addressing teachers' concerns. They should provide timely feedback, consider teachers' perspectives, and ensure that decisions affecting personnel are guided by applicable policies and professional standards.
8. **For Teachers' Instructional Effectiveness and Classroom Management.** Teachers should continue strengthening their instructional strategies, classroom management practices, and learner-centered approaches. They should participate in professional learning activities and apply appropriate teaching practices responsive to learners' needs and differences.
9. **For Professional Responsibilities and Accountability.** Teachers should maintain their commitment to professional ethics, preparation of instructional materials, completion of assigned responsibilities, and compliance with relevant educational policies. School administrators should provide appropriate guidance and feedback to support the continuous improvement of professional practice.
10. **For Assessment and Monitoring of Learners' Progress.** Teachers should strengthen their assessment practices by using appropriate assessment tools, monitoring learner performance regularly, providing constructive feedback, and using assessment results to improve instructional planning and intervention activities.
11. **For Collaboration and Participation in School Activities.** School administrators should encourage teachers to participate in collaborative planning, school improvement initiatives, committee activities, and other institutional programs. Opportunities for teamwork and shared decision-making should be provided to strengthen professional collaboration.
12. **For Teachers' Job Satisfaction and Work Environment.** School administrators should periodically assess teachers' workplace experiences and identify concerns related to administrative support, working conditions, professional growth, recognition, and interpersonal relationships. Appropriate measures should be implemented to maintain a positive and supportive work environment.
13. **For the Proposed Proactive Supervisory Support Plan.** The proposed plan should be reviewed and validated by school heads, teachers, and qualified educational experts before implementation. It should include specific activities, responsible persons, timelines, resources, success indicators, and monitoring and evaluation procedures. Particular attention should be given to improving recognition and appreciation, resource provision, and teacher collaboration.
14. **For the Schools Division of Bohol and Other Educational Stakeholders.** The Schools Division of Bohol and relevant educational stakeholders should provide technical assistance, leadership development opportunities, and professional learning support to school administrators and teachers. These initiatives should promote effective supervision, supportive leadership, teacher development, and improved school performance.

15. **For Future Researchers.** Future researchers may conduct similar studies involving a larger number of public elementary schools and teacher respondents from other districts or divisions. They may also examine additional variables such as leadership styles, organizational climate, teacher motivation, workload, organizational commitment, and teacher retention. Further studies may use qualitative interviews, focus group discussions, or mixed method approaches to gain a deeper understanding of the experiences of school administrators and teachers.

CHAPTER 3
OUTPUT OF THE STUDY
PROPOSED PROACTIVE SUPERVISORY SUPPORT PLAN
RATIONALE

The findings of the study examining school administrators' support practices and their relationship with teachers' job performance and job satisfaction in selected public elementary schools in Sierra Bullones District, Schools Division of Bohol, provide a basis for developing a Proposed Proactive Supervisory Support Plan. The proposed output is intended to translate the findings into practical and sustainable institutional activities that school heads and teachers may undertake to strengthen administrative support, enhance teachers' professional performance, improve job satisfaction, and establish a positive and supportive working environment.

School administrators play an important role in providing instructional guidance, professional assistance, effective communication, instructional resources, and opportunities for professional development. Their support practices are essential in helping teachers fulfill their professional responsibilities, improve classroom instruction, address workplace concerns, and maintain positive relationships within the school community. Effective supervisory support also encourages teachers to participate in school activities, collaborate with colleagues, and continuously improve their professional competencies.

The findings indicated that school administrators' support practices obtained an overall weighted mean of 3.91, interpreted as High. Among the six dimensions, instructional and professional support obtained the highest overall weighted mean of 4.05, followed by communication and interpersonal support with 4.03. Fairness and responsiveness to teachers' concerns obtained 3.94, while professional development opportunities received 3.88. Recognition and appreciation obtained 3.79, and provision of resources and instructional materials received the lowest overall weighted mean of 3.76. Although all dimensions were interpreted as High, these results indicate opportunities to further strengthen resource provision, recognition practices, and professional development initiatives.

The teachers' job performance was also assessed favorably, obtaining an overall weighted mean of 4.10, interpreted as High. Professional responsibilities obtained the highest dimension mean of 4.18, followed by instructional effectiveness and classroom management, both with 4.12. Assessment and monitoring of learners' progress obtained 4.06, while collaboration and participation in school activities received 4.00. These findings demonstrate the importance of sustaining teachers' professional commitment while providing additional opportunities for collaboration, shared planning, and participation in school programs.

Furthermore, teachers' job satisfaction obtained an overall weighted mean of 3.86, interpreted as High. Interpersonal relationships and collegial support received the highest overall weighted mean of 4.00, followed by satisfaction with administrative support with 3.94. Satisfaction with work environment and professional growth opportunities both obtained 3.82, while recognition and appreciation received the

lowest overall weighted mean of 3.70. These findings indicate the importance of strengthening recognition practices, improving workplace conditions, and providing meaningful opportunities for professional growth.

The relationship analysis indicated a significant positive relationship between school administrators' support practices and teachers' job performance, with an Pearson correlation coefficient of $r = 0.624$ and a p-value of less than .001. Similarly, the relationship between school administrators' support practices and teachers' job satisfaction yielded an correlation coefficient of $r = 0.701$ and a p-value of less than .001. These results suggest that more favorable perceptions of administrative support were associated with higher assessments of teachers' job performance and job satisfaction. However, the correlational findings do not establish a cause-and-effect relationship. The proposed plan is therefore designed as an improvement-oriented institutional intervention based on the identified areas of strength and opportunities for improvement.

Particular attention is given to the provision of resources and instructional materials, which obtained the lowest overall weighted mean among the six dimensions of school administrators' support practices. The proposed plan includes activities for identifying teachers' instructional needs, assessing available resources, prioritizing the acquisition and allocation of learning materials, and monitoring the utilization of available instructional resources. These activities are intended to help ensure that teachers have appropriate materials to support classroom instruction and learners' educational needs.

The plan also emphasizes recognition and appreciation, which obtained the lowest overall weighted mean among the dimensions of teachers' job satisfaction. Through teacher recognition activities, appreciation programs, acknowledgment of professional achievements, and constructive feedback, school administrators may strengthen teachers' sense of professional value and belonging. Similarly, professional development activities and collaborative learning opportunities are included to promote continuous improvement and strengthen teachers' instructional competencies.

Moreover, the proposed plan seeks to sustain effective instructional supervision, communication, and interpersonal support. Regular classroom observations, instructional consultations, faculty meetings, and individual conferences may provide opportunities for school administrators to understand teachers' concerns, offer professional guidance, and identify areas requiring additional assistance. Fair and responsive supervisory practices are also emphasized to promote trust, transparency, and constructive professional relationships.

The Proposed Proactive Supervisory Support Plan is intended to be implemented within one school year in Matin-ao Elementary School, Bugsoc Elementary School, and San Isidro Elementary School, subject to the approval of school administrators, availability of resources, and applicable Department of Education policies and guidelines. It identifies specific areas of concern, objectives, strategies, proposed budgets, funding sources, time frames, implementors, evaluative measures, and expected accomplishments. The proposed budget is indicative and may be adjusted according to the actual needs and available resources of the participating schools.

Ultimately, the proposed Proactive Supervisory Support Plan aims to establish a more supportive, collaborative, and professionally empowering school environment. By strengthening instructional supervision, improving communication, providing adequate instructional resources, supporting professional development, recognizing teachers' contributions, and addressing workplace concerns fairly, the plan seeks to sustain favorable administrative support practices and promote teachers' job performance and satisfaction.

OBJECTIVES

The Proposed Proactive Supervisory Support Plan aims to achieve the following objectives:

1. **Strengthen Instructional and Professional Support** by providing regular instructional supervision, professional guidance, constructive feedback, and appropriate assistance to teachers in performing their teaching responsibilities.
2. **Improve Communication and Interpersonal Support** by establishing open communication, regular consultations, collaborative discussions, and respectful professional relationships between school administrators and teachers.
3. **Enhance the Provision of Resources and Instructional Materials** by identifying teachers' instructional needs, assessing available learning resources, and ensuring the appropriate allocation and utilization of instructional materials.
4. **Expand Professional Development Opportunities** by providing relevant training, seminars, workshops, learning action cell sessions, mentoring activities, and other professional learning opportunities responsive to teachers' needs.
5. **Strengthen Recognition and Appreciation Practices** by establishing fair and consistent mechanisms for acknowledging teachers' achievements, contributions, innovations, and commitment to their professional responsibilities.
6. **Promote Fairness and Responsiveness to Teachers' Concerns** by developing appropriate consultation procedures, addressing workplace concerns promptly, and maintaining transparent and impartial supervisory practices.
7. **Sustain Teachers' Instructional Effectiveness and Classroom Management** by encouraging the application of appropriate teaching strategies, learner-centered approaches, effective classroom management, and continuous instructional improvement.
8. **Strengthen Teachers' Professional Responsibilities and Accountability** by promoting professional ethics, responsible performance of assigned duties, instructional preparation, and adherence to applicable educational policies.
9. **Improve Assessment and Monitoring of Learners' Progress** by supporting teachers in developing appropriate assessment practices, monitoring learner performance, providing feedback, and using assessment results to improve instruction.
10. **Promote Collaboration and Participation in School Activities** by encouraging teamwork, shared planning, professional discussions, and active teacher involvement in school programs and improvement initiatives.
11. **Enhance Teachers' Job Satisfaction and Workplace Relationships** by promoting a positive work environment, professional growth, recognition, collegial support, and responsive administrative practices.
12. **Establish Systematic Monitoring and Evaluation Procedures** by developing monitoring tools, gathering teacher feedback, evaluating the implementation of supervisory support activities, and identifying areas requiring continuous improvement.

SCHEME OF IMPLEMENTATION

Proposed Proactive Supervisory Support Plan Implementation Plan

Area of Concern	Objectives	Strategies	Proposed Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
1. Instructional and Professional Support Program	Strengthen school administrators' instructional supervision and professional assistance to teachers.	Conduct regular classroom observations, instructional consultations, post-observation conferences, and professional feedback sessions. Identify teachers' instructional needs and provide appropriate guidance and assistance.	₱6,000	Subject to approved school funds and available resources	Quarterly throughout the school year	School Heads, Master Teachers, Teachers	Classroom observation records, consultation reports, feedback forms, and instructional improvement plans	To be determined during implementation	Ensure that supervision is developmental and supportive.
2. Communication and	Improve communication	Conduct regular faculty meetings,	₱5,000	Approved school funds	Monthly and quart	School Heads, Master Teacher	Meeting attendance, minutes	To be determined during	Encourage respectful,

Interpersonal Support Program	and strengthen professional relationships between school administrators and teachers.	individual consultations, open forums, and collaborative discussions. Establish appropriate communication channels for sharing information, addressing concerns, and providing feedback.		and available institutional resources	erly throughout the school year	s, Teachers	of meetings, consultation records, and teacher feedback forms	implementation	transparent, and constructive communication.
3. Instructional Resources and Materials Enhancement Program	Improve the availability and accessibility of instructional resources and materials needed by	Conduct an inventory of instructional materials; identify resource gaps; prioritize teachers' needs; coordinate the	₱12,000	Approved school funds, authorized resources, and other permissible sources	First to fourth quarters	School Heads, Property Custodians, Teachers, School Planning Team	Resource inventory, teachers' needs assessment, distribution records, and utilization reports	To be determined during implementation	Prioritize essential instructional materials and equitable allocation.

	teachers.	acquisition, reproduction, sharing, and proper allocation of available learning resources; and monitor their utilization.							
4. Professional Development and Capacity-Building Program	Expand teachers' opportunities for professional growth and continuous improvement.	Conduct or facilitate training sessions, seminars, workshops, learning action cell activities, mentoring, peer learning, and professional sharing sessions based on identified teachers' needs.	₱10,000	Approved school training funds and available external assistance	Quarterly throughout the school year	School Heads, Master Teachers, Teachers, Qualified Resource Persons	Training attendance, certificates, activity outputs, evaluation forms, and professional development plans	To be determined during implementation	Align activities with teachers' professional development needs.
5. Teacher	Strengthen	Establish appropria	₱5,000	Approved	Every semes	School Heads,	Recognition	To be determin	Apply fair,

Recognition and Appreciation Program	recognition and appreciation of teachers' achievements and professional contributions.	te recognition activities; acknowledge outstanding instructional practices, innovations, professional achievements, and participation in school programs; and provide certificates or other appropriate forms of appreciation.		school funds and authorized institutional resources	ter and during appropriate school activities	Master Teachers, Recognition Committee, Teachers	records, certificates, documented achievements, and teacher feedback	ed during implementation	transparent, and consistent recognition criteria.
6. Fairness and Responsiveness to Teachers' Concerns	Strengthen fair, impartial, and responsive administrative practices in addressi	Conduct individual consultations; establish appropriate procedures for receiving	₱5,000	Approved school funds and available administrative resources	Continuing throughout the school year	School Heads, Designated Personnel, Master Teachers, Teachers	Consultation records, documented concerns, response records, and feedback reports	To be determined during implementation	Maintain confidentiality, fairness, and appropriate procedures.

Program	ng teachers' concerns.	concerns; document actions taken; provide timely feedback; and ensure that workplace concerns are addressed in accordance with applicable policies.							
7. Teacher Collaboration and School Participation Program	Strengthen collaboration, teamwork, and teacher participation in school activities and decision-making.	Organize collaborative planning sessions, peer-sharing activities, committee meetings, school improvement discussions, and team-based activities. Encourage teachers	₱4,000	Existing school resources and approved funds	Quarterly throughout the school year	School Heads, Master Teachers, Teachers, School Planning Team	Meeting minutes, attendance records, collaborative outputs, participation records, and teacher feedback	To be determined during implementation	Promote inclusive participation and shared responsibility.

		to contribute recommendations and participate in school programs.							
8. Monitoring, Evaluation, and Continuous Improvement Program	Establish systematic procedures for monitoring the implementation and effectiveness of supervisory support activities.	Develop monitoring forms; conduct periodic assessments of administrative support and teacher feedback; review program accomplishments; identify areas requiring improvement; and prepare an accomplishment and evaluation report.	₱4,000	Approved school funds and existing monitoring resources	Quarterly and at the end of the school year	School Heads, Master Teachers, Monitoring and Evaluation Team, Teachers	Monitoring tools, evaluation forms, quarterly reports, accomplishment reports, and improvement recommendations	To be determined during implementation	Use evaluation results to improve succeeding supervisory activities.

TOTAL PROPOSED BUDGET			**₱51,000**	**Subject to availability and approval of funds**	**One school year**	**Participating Schools and Authorized Personnel**	**Consolidated Proactive Supervisory Support Plan Implementation and Evaluation Report**	**To be determined during implementation**	**Indicative budget; may be adjusted based on actual requirements.**

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