

Administrative Support, Job Satisfaction, and Teacher Performance: A Predictive Model among Senior High School Teachers

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ABSTRACT

This study examined the relationships and predictive influence of administrative support, job satisfaction, and teaching performance among 130 public Senior High School teachers in Alaminos City, Philippines. Using a descriptive-correlational design, data were collected through a validated survey instrument. Results revealed high levels of administrative support ($M = 3.99$), job satisfaction ($M = 3.82$), and teaching performance ($M = 3.76$). Pearson correlation analysis showed moderate, statistically significant relationships among administrative support, job satisfaction, and teaching performance ($r = 0.38$ – 0.42 , $p < .001$).

Multiple regression analysis indicated that administrative support and job support significantly predict teaching performance ($F = 19.458$, $p < .001$), explaining 23.5% of the variance ($R^2 = .235$). Administrative support ($\beta = .414$, $p < .001$) emerged as the stronger predictor, followed by job support ($\beta = .392$, $p = .0018$). Based on the findings, the study proposes the Teacher-Centered Administrative Support Model (TCASM), emphasizing collaborative leadership, professional development, recognition systems, and psychosocial support as key drivers of teacher effectiveness. The results highlight the importance of strengthening institutional support systems to enhance teacher satisfaction, performance, and retention.

Keywords: administrative support, job satisfaction, teacher performance, educational leadership, senior high school

INTRODUCTION

Administrative support is widely recognized as a critical determinant of teacher effectiveness, job satisfaction, and overall school performance. In contemporary educational settings—particularly in senior high schools where curricular demands, accountability measures, and instructional complexities continue to intensify—the role of school administrators has expanded beyond managerial functions to include instructional leadership, teacher development, and organizational support. Effective administrative practices not only enhance teachers' professional experiences but also improve student outcomes and institutional performance.

Existing literature consistently demonstrates that administrative support—manifested through professional development opportunities, equitable workload distribution, effective communication, and recognition systems—positively influences teacher job satisfaction and performance. Teachers who perceive strong institutional support are more likely to exhibit higher motivation, stronger organizational commitment, and greater instructional effectiveness. Conversely, inadequate or inconsistent support structures have been linked to increased stress, reduced job satisfaction, and diminished teaching performance.

Despite these established relationships, significant gaps remain in the literature. While numerous studies have examined the association between administrative support and teacher outcomes, limited research has developed context-specific, integrative models that explain how various dimensions of administrative support interact to influence both job satisfaction and performance. This gap is particularly evident in the Philippine context, where localized educational conditions, policy environments, and resource constraints shape teachers' professional experiences in unique ways. In divisions such as Alaminos City, variations in administrative practices and their impact on teacher outcomes remain underexplored.

Furthermore, prior research often treats administrative support, job satisfaction, and teacher performance as isolated variables rather than components of a dynamic and interrelated system. There is a need for a more comprehensive framework that not only examines these relationships empirically but also translates findings into actionable strategies for school leaders. Addressing this gap is essential for developing targeted interventions that can enhance teacher motivation, improve instructional quality, and support long-term teacher retention.

In response to these gaps, this study investigates the relationships among administrative support, job satisfaction, and teacher performance among Senior High School teachers in Alaminos City, Philippines. Specifically, it aims to (1) determine the levels of administrative support, job satisfaction, and teacher performance; (2) examine the relationships among these variables; and (3) develop a Proposed Teacher-Centered Administrative Support Framework (TCASF) that provides a structured and context-responsive framework for strengthening administrative practices.

By integrating empirical findings with a localized model, this study contributes to the growing body of knowledge on educational leadership and teacher development. It offers practical insights for school administrators, policymakers, and educational leaders seeking to implement sustainable, teacher-centered strategies that enhance both teacher well-being and instructional effectiveness in public secondary education.

METHODOLOGY

Research Design

This study employed a descriptive-correlational quantitative research design complemented by qualitative validation through open-ended responses. The quantitative component assessed the relationships among administrative support, job satisfaction, and teacher performance among Senior High School teachers in Alaminos City. A descriptive approach was used to determine the levels of each variable, while a correlational approach was utilized to identify relationships among them.

This design was appropriate for capturing statistically measurable associations and perceptions using standardized survey instruments. The qualitative component involved open-ended survey questions to validate and enrich quantitative findings with contextual insights. This mixed approach followed the protocols described by Creswell and Creswell (2021), in which descriptive-correlational methods are suitable for understanding patterns and relationships in educational settings.

Locale and Participants

The study was conducted in Alaminos City, Pangasinan, specifically targeting public Senior High School teachers. The total population included 130 teachers currently employed across various public institutions within the city. The participants were selected using purposive sampling, focusing on those with at least one year of teaching experience in Senior High School under administrative supervision. A purposive sampling technique with a census approach was employed. Given the relatively small and accessible population, all eligible Senior High School teachers were invited to participate in the study to ensure comprehensive representation and to minimize sampling bias. This approach strengthens the generalizability of findings within the local context and enhances the statistical power of the analysis.

Participants were selected based on the following inclusion criteria: (1) currently teaching in the Senior High School program, (2) with at least one year of teaching experience, and (3) under active administrative supervision. These criteria ensured that respondents had sufficient exposure to administrative practices and were able to provide informed and reliable responses on administrative support, job satisfaction, and performance.

Instrumentation

The primary research instrument utilized in this study was a structured, researcher-developed questionnaire designed to measure three core variables: (1) Administrative Support, (2) Job Satisfaction, and (3) Teacher Performance. Each construct was operationalized through multiple indicators and measured using a five-point Likert scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied).

The development of the instrument was anchored in established theoretical frameworks, particularly Maslow's Hierarchy of Needs, and informed by validated instruments from prior empirical studies (e.g., Toropova, 2019; Skaalvik & Skaalvik, 2022). The instrument also included open-ended qualitative items to enrich the quantitative findings and enable methodological triangulation.

Validity of the Instrument

Content validity was established through expert evaluation. The initial draft of the questionnaire was reviewed by a panel of experts consisting of school administrators, master teachers, and specialists in educational management and research. The experts evaluated each item based on relevance, clarity, representativeness, and alignment with the defined constructs. Their feedback was systematically incorporated to refine the wording, improve item clarity, and ensure conceptual alignment with the study variables.

In addition, the instrument underwent pilot testing with Senior High School teachers from institutions not included in the final sample. The purpose of the pilot test was to further assess the instrument's item clarity, comprehensibility, and appropriateness in an actual field setting. Necessary revisions were made based on participant feedback prior to final administration.

Reliability of the Instrument

To determine internal consistency reliability, the pilot test data were analyzed using Cronbach's alpha coefficient. The results revealed reliability values exceeding 0.80 across all constructs, indicating a high level of internal consistency and instrument reliability.

Specifically, the obtained reliability coefficients indicated that the items within each construct consistently measured the intended variables, thereby confirming the instrument's stability and dependability for use in the main data collection phase.

Supplementary Qualitative Component

The questionnaire also included open-ended questions designed to capture participants' qualitative insights regarding administrative support and its influence on job satisfaction and teacher performance. These responses were analyzed thematically and used for triangulation purposes, enhancing the validity and depth of interpretation of the quantitative findings.

Data Collection Procedure

Data collection was conducted over a period of four to six weeks via Google Forms, ensuring accessibility for all participants while maintaining data security. Prior to participation, teachers received an informed consent form outlining the study's purpose, confidentiality measures, and their right to withdraw at any time.

The responses were automatically recorded and organized in a secure online database. The researcher also monitored response rates weekly and followed up with non-respondents through school heads when necessary.

Data Analysis

Quantitative data were processed using Microsoft Excel and SPSS. Descriptive statistics (frequency, mean, and weighted mean) were computed to determine the perceived levels of administrative support, job satisfaction, and teacher performance. Pearson's correlation coefficient (r) was used to measure the strength and direction of the relationship between the key variables.

The qualitative responses were analyzed using thematic coding to identify recurring patterns and support the quantitative results. This data integration enhanced the study's validity and reliability.

Ethical Considerations

This study adhered to ethical research principles as outlined in institutional review protocols. Ethical clearance was obtained prior to data collection. Participants were assured of the voluntary nature of their participation, confidentiality, and anonymity. No personally identifying information was collected, and the data were used solely for academic purposes. All electronic data were stored in password-protected files, accessible only to the researcher.

Ethical Approval Statement

This study was conducted following ethical guidelines for research involving human participants. Ethical approval was formally obtained from the Research Ethics Committee of Lyceum Northwestern University, IGPS, prior to the commencement of data collection. The research adhered to principles of voluntary participation, informed consent, confidentiality, and anonymity. Participants were fully informed of the study's purpose, procedures, potential risks, and their right to withdraw at any time without penalty. All data collected were securely stored and used exclusively for academic research purposes.

RESULTS AND DISCUSSION

Level Of Administrative Support Provided to Senior High School Teachers In Alaminos City

This section presents the level of administrative support received by Senior High School teachers in Alaminos City across key areas, including professional development, work environment, workload management, communication and feedback mechanisms, and financial compensation. Understanding the level of support in these domains is essential, as it directly influences teacher satisfaction, motivation, and overall performance. The data gathered provides insight into how school leadership and administrative practices contribute to a positive, productive teaching environment.

Professional Development Opportunities. Table 1a shows a high level of administrative support in professional development ($M = 3.99$). All indicators were rated highly, with in-service training receiving the highest mean rating. This suggests consistent institutional investment in teacher capacity-building, aligning with evidence that continuous professional development enhances instructional effectiveness and teacher performance.

Table 1a
Level Of Administrative Support Provided to Senior High School Teachers in Alaminos City in terms of Professional Development Opportunities

INDICATORS	$\bar{x}$	I
1. Provide In-service Training and Workshops	4.02	H
2. Offer Mentorship Programs	3.95	H
3. Support Research and Innovation	4.00	H
TOTAL	3.99	H

Legend:

4.20 – 5.00	Very High (VH)
3.40 – 4.19	High (H)
2.60 – 3.39	Moderate (M)
1.80 – 2.59	Low (L)
1.00 – 1.79	Very Low (VL)

Work Environment. As shown in Table 1b, the work environment was rated high ($M = 3.92$). The strongest indicator was administrative assistance for concerns ($M = 3.98$), indicating responsive leadership. However, resource adequacy was comparatively lower, suggesting partial constraints in instructional materials despite a generally supportive environment.

Table 1b
Level Of Administrative Support Provided to Senior High School Teachers in Alaminos City in terms of Work Environment

INDICATORS	$\bar{x}$	I
1. Safe and Conducive Working Environment	3.92	H
2. Complete Teaching Materials	3.87	H
3. School Assistance for Concerns and Work Conditions	3.98	H
TOTAL	3.92	H

Workload Management and Distribution . Table 1c indicates a high level of support (M = 3.93), particularly in task delegation (M = 4.02). While workload distribution is perceived positively, work-life balance received the lowest score (M = 3.81), indicating persistent challenges in workload equilibrium.

Table 1c
Level Of Administrative Support Provided to Senior High School Teachers in Alaminos City in terms of Workload Management and Distribution

INDICATORS	$\bar{x}$	I
1. Clear Task Delegation	4.02	H
2. Reduce Administrative Burden	3.98	H
3. Workload Life Balance	3.81	H
TOTAL	3.93	H

Communication and Feedback Mechanisms. As reflected in Table 1d, communication mechanisms were rated high (M = 3.88). Regular meetings were the strongest indicator, while feedback systems received the lowest rating. This suggests that, while communication structures exist, the use of feedback requires strengthening.

Table 1d
Level Of Administrative Support Provided to Senior High School Teachers in Alaminos City in terms of Communication and Feedback Mechanisms

INDICATORS	$\bar{x}$	I
1. Regular Meetings and Dialogues	3.96	H
2. Surveys and Feedback Tools	3.79	H
3. Recognize Teacher's Contributions	3.88	H
TOTAL	3.88	H

Financial Compensations. Table 1e shows a high perception of financial support (M = 3.90), with incentives rated highest. However, salary progression received the lowest score, indicating concerns regarding long-term compensation structures and equity in financial rewards.

Table 1e
Level Of Administrative Support Provided to Senior High School Teachers in Alaminos City in terms of Financial Compensations

INDICATORS	$\bar{x}$	I
1. Adequate Financial Incentives	4.06	H
2. Salary Increases and Additional Compensation	3.78	H
3. Support for Professional Growth	3.85	H
TOTAL	3.90	H

Level of Job Satisfaction of the Senior High School Teachers In Alaminos City

The job satisfaction of Senior High School teachers in Alaminos City is a critical factor influencing their professional performance, motivation, and commitment to delivering high-quality education. As highlighted by Malimban et al. (2023), job satisfaction is shaped by multiple dimensions, including administrative support, workload distribution, professional development opportunities, compensation, and the overall work environment. Teachers who benefit from strong administrative backing, sufficient resources, and a supportive

organizational climate are more likely to report higher levels of satisfaction. Moreover, access to continuous learning opportunities, avenues for career advancement, and formal recognition for professional contributions further enhance their motivation and sense of fulfillment in the teaching profession.

Opportunities for Career Advancement. Table 2a indicates high satisfaction ($M = 3.75$). Research and leadership opportunities were rated slightly higher, suggesting that professional growth pathways are present but may require further expansion to sustain career progression.

Table 2a
Level of Job Satisfaction of the Senior High School Teachers in Alaminos City in terms of Opportunities for Career Advancement

INDICATORS	$\bar{x}$	I
1. Professional Development Programs	3.75	H
2. Access to Leadership Roles in Educational Committees	3.81	H
3. Research and Innovation Opportunities	3.82	H
TOTAL	3.75	H

Working Conditions. As shown in Table 2b, working conditions were rated high ($M = 3.73$). However, access to resources scored lowest, highlighting persistent concerns about infrastructural and instructional material limitations.

Table 2b
Level of Job Satisfaction of the Senior High School Teachers in Alaminos City in terms of Working Conditions

INDICATORS	$\bar{x}$	I
1. Physical Environment	3.76	H
2. Access to Resources	3.56	H
3. Workload Balance and Time for Preparation	3.86	H
TOTAL	3.73	H

Balance Between Personal and Professional Life. Table 2c reflects high satisfaction ($M = 3.86$). Limiting overtime received the highest rating, indicating effective workload regulation. However, leave-related benefits showed relatively lower satisfaction, suggesting areas for policy enhancement.

Table 2c
Level of Job Satisfaction of the Senior High School Teachers in Alaminos City in terms of Balance Between Personal and Professional Life

INDICATORS	$\bar{x}$	I
1. Support for Personal and Family Needs	3.86	H
2. Limiting Overtime and After-School Commitments	3.92	H
3. Paid Time Off (Vacation, Sick Days)	3.79	H
TOTAL	3.86	H

Interpersonal Relationships and Collegiality. As shown in Table 2d, interpersonal relationships were rated high ($M = 3.86$). Administrative relations were strongest, while collegial respect was comparatively lower, suggesting a need to strengthen the peer collaboration culture.

Table 2d
Level of Job Satisfaction of the Senior High School Teachers in Alaminos City in terms of Interpersonal Relationships and Collegiality

INDICATORS	$\bar{x}$	I
1. Supportive and Collaborative Work Environment	3.92	H
2. Positive Relationships with Administrators	3.95	H
3. Professional Respect Among Colleagues	3.70	H
TOTAL	3.86	H

Compensation And Benefits. Table 2e indicates high satisfaction ($M = 3.89$). Health benefits were rated highest, while salary competitiveness was relatively lower, reflecting ongoing concerns about compensation adequacy and retention incentives.

Table 2e
Level of Job Satisfaction of the Senior High School Teachers In Alaminos City in terms of Compensation and Benefits

INDICATORS	$\bar{x}$	I
1. Competitive Salary	3.86	H
2. Health Insurance and Leave Privilege	3.92	H
3. Overall Compensation	3.90	H
TOTAL	3.89	H

Level of Performance of the Senior High School Teachers in Alaminos City

The performance of Senior High School teachers in Alaminos City is influenced by factors such as job satisfaction and administrative support, Toropova A. (2019). Fair workload distribution, access to teaching resources, and opportunities for professional development enhance instructional effectiveness and engagement. Administrative support ensures teachers receive the tools, training, and encouragement needed to apply effective teaching strategies and manage classrooms.

Recognition programs, career advancement, and a positive work environment further contribute to teacher satisfaction according to the study of Shuls, J.V., and Flores, J.M. (2020). Collaboration between teachers and administrators in decision-making fosters motivation and a sense of belonging. Together, these factors shape the professional commitment and overall teaching experience of Senior High School educators in the city.

Instructional Effectiveness. Table 3a shows high instructional performance ($M = 3.68$). Lesson planning was strongest, while differentiated instruction was lowest, suggesting constraints in adaptive teaching strategies due to contextual limitations.

Table 3a
Level of Performance of the Senior High School Teachers in Alaminos City in terms of Instructional Effectiveness

INDICATORS	$\bar{x}$	I
1. Plan and Deliver Effective Lessons that Engage Students	3.77	H
2. Use a Variety of Teaching Strategies to Accommodate Different Learning Styles	3.56	H
3. Assess Student Performance Accurately and Fairly.	3.72	H
TOTAL	3.68	H

Professional Development Participation. As shown in Table 3b, participation in professional development was high ($M = 3.85$). Engagement in formal education and online learning reflects strong commitment to continuous professional growth, although access barriers remain.

Table 3b
Level of Performance of the Senior High School Teachers In Alaminos City in terms of Professional Development Participation

INDICATORS	$\bar{x}$	I
1. Regularly participate in professional development activities to improve my skills.	3.88	H
2. Enrolled in any courses or obtained certifications related to my professional development (Masters, Doctorate Degrees)	3.84	H
3. Engaged in online courses or webinars	3.82	H
TOTAL	3.85	H

Level of Administrative Support and Job Satisfaction, and the Performance of Senior High School Teachers.

This table demonstrates the correlations between administrative support, job satisfaction, and teacher performance among Senior High School teachers in Alaminos City.

Table 4a and b
Relationship Between the Level of Administrative Support, Job Satisfaction and the Performance of the Senior High School Teachers

Variables	<i>t-test</i>	<i>r</i>	Relationship
Administrative Support and Job Satisfaction	<.001	0.38	Moderate Correlation
Administrative Support and Performance of Teachers	<.001	0.39	Moderate Correlation
Job Satisfaction and Performance of Teachers	<.001	0.42	Moderate Correlation

These findings indicate that while administrative support positively influences teacher outcomes, job satisfaction is more strongly associated with performance. This supports prior studies emphasizing that psychological and motivational factors mediate the impact of organizational support on teacher effectiveness.

Overall, results suggest that Senior High School teachers in Alaminos City experience generally high levels of administrative support, job satisfaction, and performance. However, recurring concerns emerge in resource adequacy, salary progression, workload balance, and instructional flexibility. The findings reinforce the importance of integrating structural support with psychological and professional well-being to optimize teacher effectiveness.

Table 5
Multiple Regression Analysis

Variable	Coefficient (β)	Std. Error	t-value	p-value	Significance
(Constant)	0.578	0.507	1.139	0.257	ns
Admin Support	0.414	0.111	3.747	0.0003	***
Job Support	0.392	0.123	3.182	0.0018	**

Model Summary

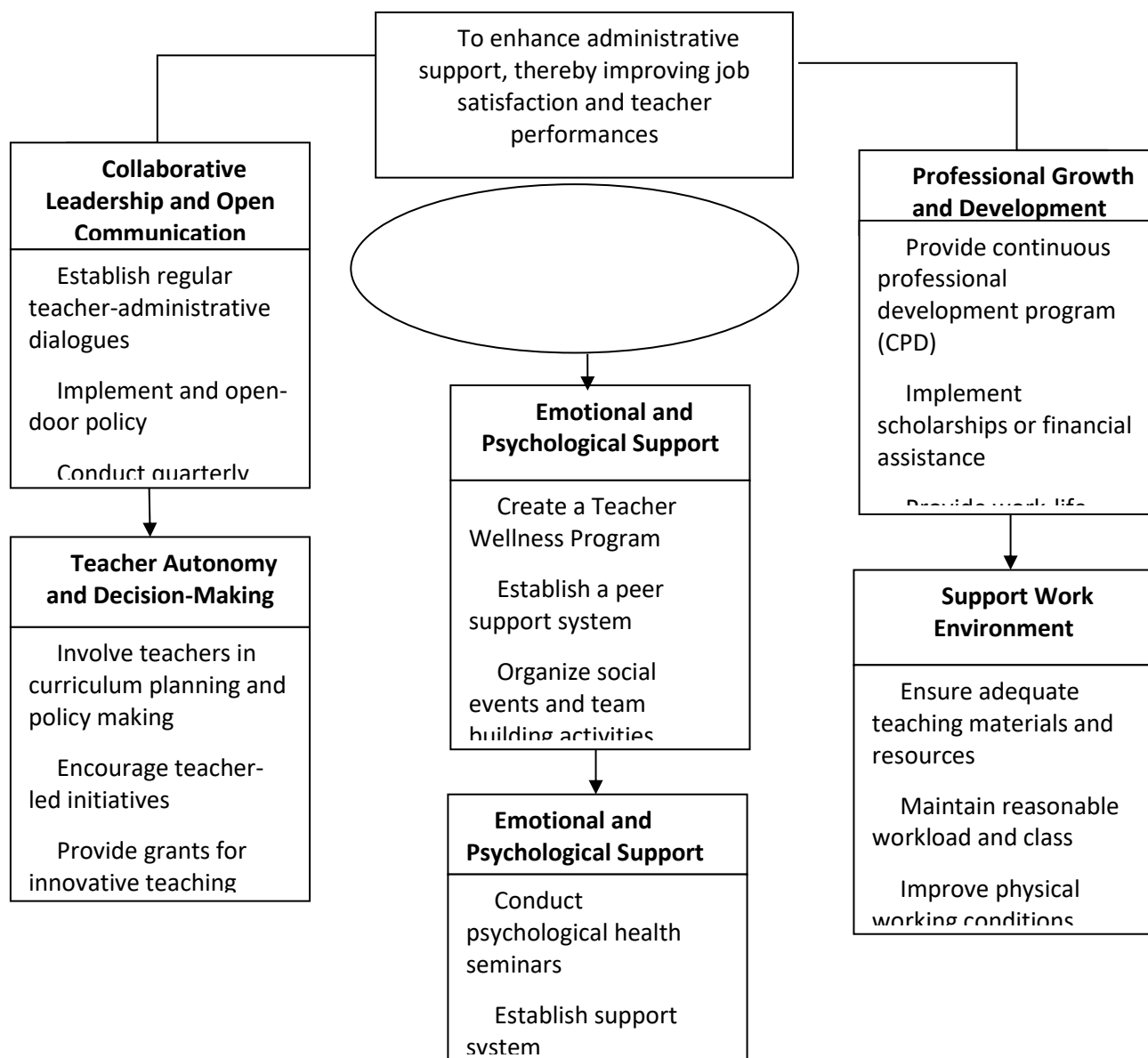
- R-Squared (R^2): 0.235
- Adjusted R-Squared: 0.222
- F-Statistic: 19.458 ($p < 0.001$)
- Significance Level: ($p < 0.05$), ($p < 0.01$)*, ($p < 0.001$)

A multiple regression analysis was conducted to determine whether administrative support and job support significantly predict teaching performance among teachers. The regression model was statistically significant, $F(2, n) = 19.458$, $p < .001$, indicating that the predictors reliably explained variation in teaching performance.

The model explains 23.5% of the variance in teaching performance ($R^2 = .235$; Adjusted $R^2 = .222$), suggesting a moderate explanatory power of the independent variables. Among the predictors, administrative support was identified as the stronger predictor of teaching performance ($\beta = .414$, $t = 3.747$, $p < .001$), followed by job support ($\beta = .392$, $t = 3.182$, $p = .0018$). Both variables showed statistically significant positive effects, indicating that higher levels of administrative and job support are associated with better teaching performance. The constant term was not statistically significant ($\beta = .578$, $p = .257$), suggesting that teaching performance is primarily explained by the predictor variables included in the model rather than the baseline level.

Proposed Teacher-Centered Administrative Support Framework (TCASF)

The Teacher-Centered Administrative Support Proposed Framework (TCASPF) proposes a multifaceted approach that places teachers at the core of administrative strategies to enhance administrative support, thereby improving job satisfaction and teacher performance.



The Proposed Teacher-Centered Administrative Support Framework (TCASF) is a conceptual framework that emphasizes the central role of teachers in school effectiveness and outlines how administrative practices can be structured to support teachers' professional needs, satisfaction, and performance. This model is grounded in the organizational support theory developed by Eisenberger, Huntington, Hutchison, and Sowain 1986, adopted in the study by Menon, M., and Saiti, A. (2017).

It emphasizes teachers as the core drivers of educational success and asserts that administrative support should be tailored to enhance their instructional effectiveness, job satisfaction, and overall well-being. It recognizes that when administrators prioritize teacher

support, the entire educational environment benefits—resulting in improved student outcomes, reduced teacher burnout, and higher retention rates.

Key Components of the Proposed Teacher-Centered Administrative Support Framework (TCASF)

1. Collaborative Leadership and Open Communication

Leithwood et al. (2020) emphasized that collaborative leadership and transparent communication significantly enhance teacher trust, morale, and motivation. Regular dialogue and openness in decision-making lead to improved relationships and organizational outcomes. Similarly, Anwar, Suwarno, and Harianti (2023) found that open communication mechanisms—such as feedback loops and inclusive discussions—foster teacher engagement and reduce turnover intentions.

Recommendations:

- Conduct regular teacher-administrator dialogues to address concerns and suggestions.
- Implement an open-door policy to encourage timely and constructive feedback.
- Organize quarterly town hall meetings to enhance transparency and shared governance.

2. Professional Growth and Development

According to Avalos (2011), continuous and targeted professional development contributes significantly to teacher satisfaction and improved instructional performance, especially when aligned with actual classroom needs.

Recommendation

- Provide continuous professional development (CPD) aligned with teacher needs.
- Establish mentorship programs pairing veteran and novice teachers.
- Offer financial support for postgraduate education or specialized certifications.

3. Recognition and Incentives

Toropova et al. (2021) demonstrated that recognition and incentives are strong motivators of teacher retention and job commitment. In the Philippine context, Bongalonta and Bongalonta (2022) found that performance-based bonuses and non-monetary recognition positively affect teacher satisfaction and institutional loyalty.

Recommendations:

- Create a performance-based incentive program including financial and non-financial rewards.
- Launch an “Outstanding Teacher of the Month” award to acknowledge high-performing educators.
- Introduce wellness programs and mental health support to promote work-life balance.

4. Supportive Work Environment

Jimenez (2021) reported a significant link between teacher well-being and the availability of adequate resources and manageable workloads. This study underscores the importance of a conducive physical and psychological working environment.

Recommendations:

- Ensure the provision of teaching materials and classroom resources.
- Maintain equitable workload distribution and reasonable class sizes.

- Upgrade faculty facilities and ensure access to technology.

5. Emotional and Psychological Support

Jennings and Greenberg (2020) highlighted that wellness and emotional support programs contribute to reduced teacher burnout, improved classroom management, and better student outcomes.

Recommendations:

- Establish a Teacher Wellness Program with counseling and stress management initiatives.
- Develop peer support groups for experience-sharing and mutual encouragement.
- Facilitate regular team-building activities to foster collegiality and emotional resilience.

6. Strengthening Teacher Autonomy and Decision-Making

Research by Ingersoll and Collins (2018) found that teacher involvement in decision-making promotes ownership, accountability, and innovation. Ertürk (2022) further demonstrated that empowering teachers through autonomy and access to innovation funds enhances instructional efficacy and student engagement.

Recommendations:

- Involve teachers in curriculum design and school policy-making.
- Support teacher-led classroom strategies and engagement initiatives.
- Provide grants for innovative teaching projects proposed by teachers.

DISCUSSION

This study provides empirical evidence that administrative support plays a significant role in shaping both job satisfaction and teacher performance among Senior High School teachers. While descriptive findings indicate generally high levels across all variables, the regression results offer a more nuanced understanding by demonstrating that administrative support is not merely associated with, but also significantly predicts, variations in job satisfaction and performance outcomes.

Consistent with organizational support theory, the findings suggest that when teachers perceive institutional support through professional development opportunities, responsive leadership, and adequate resources, they are more likely to develop positive work attitudes and exhibit higher levels of instructional effectiveness. The significant predictive effect of administrative support on job satisfaction reinforces the argument that organizational structures and leadership practices are central determinants of teacher well-being.

More importantly, the results reveal that job satisfaction functions as a critical mechanism linking administrative support to teacher performance. While administrative support directly influences performance, its indirect effect through job satisfaction appears stronger, indicating that psychological and motivational factors mediate this relationship. This finding aligns with prior studies emphasizing that supportive work environments enhance not only structural conditions but also intrinsic motivation, which ultimately drives performance.

The model's explanatory power (23.5%) suggests that, while support systems are important determinants of performance, other factors, such as motivation, teaching experience, and personal competencies, may also contribute to teaching outcomes. Despite the generally

high ratings, specific areas such as workload balance, access to resources, and salary progression received comparatively lower evaluations. These gaps suggest that while administrative systems are perceived as supportive overall, underlying structural constraints remain. This highlights the importance of moving beyond general support mechanisms toward more targeted interventions that address persistent challenges affecting teacher sustainability and long-term engagement.

The proposed Teacher-Centered Administrative Support Framework synthesizes these findings by positioning teacher needs, autonomy, and well-being at the core of administrative practice. Unlike traditional top-down approaches, this framework emphasizes a dynamic interaction between organizational support and individual motivation. However, it is important to note that the framework remains theoretically grounded and requires further empirical validation through longitudinal or experimental research designs.

From a practical perspective, the findings underscore the need for school leaders to adopt a more holistic approach to administrative support—one that integrates professional, emotional, and structural dimensions. Enhancing teacher autonomy, strengthening feedback systems, and addressing resource-related constraints may yield more substantial improvements in both satisfaction and performance.

This study contributes to the growing body of literature by providing empirical evidence from a localized Philippine context, highlighting the predictive role of administrative support and the mediating function of job satisfaction. These insights provide a foundation for developing more responsive, teacher-centered leadership practices in public secondary education.

CONCLUSION

Senior High School teachers in Alaminos City receive a high level of administrative support, particularly in professional development, work environment, workload management, communication, and financial compensation. These aspects significantly contributed to high job satisfaction and effective teacher performance, although areas such as access to resources, competitive salaries, and professional respect among colleagues require further improvement. The study also found a strong correlation among administrative support, job satisfaction, and teacher performance, highlighting that well-supported and satisfied teachers tend to perform better in instructional effectiveness and in professional development participation.

Thus, sustained and enhanced administrative support, guided by the Proposed Teacher-Centered Administrative Support Framework (TCASF), is essential for fostering teacher motivation, satisfaction, and performance, ultimately benefiting the overall quality of education. TCASF stands as a credible and scalable model for improving teacher satisfaction and performance through deliberate, empathetic, and teacher-centric administrative practices. While further experimental validation is necessary, the model already offers a transformative lens for reimagining educational leadership—one in which supporting the teacher is not ancillary but foundational to educational success.

RECOMMENDATIONS

Based on the findings, it is recommended that schools enhance professional development by providing specialized training and workshops on 21st-century teaching strategies and digital learning tools, and by encouraging teachers to participate in research and innovation. Improving the work environment and resources is also essential, ensuring that schools remain safe, conducive to teaching, and equipped with up-to-date instructional materials. Strengthening communication and feedback mechanisms is advised by maximizing the use of surveys and other tools to address teachers' concerns effectively and by creating more platforms for dialogue between teachers and administrators. Optimizing workload management should be pursued to ensure equitable distribution of responsibilities and prevent teacher burnout. In addition, enhancing compensation and benefits through competitive salaries and incentives can motivate teachers and recognize their contributions.

Promoting collegiality and professional respect is equally significant and may be achieved by fostering a collaborative culture, implementing team-building activities, and introducing mentorship programs. Administrators are also encouraged to continuously monitor factors affecting teacher performance and job satisfaction, such as career growth opportunities, workload balance, and recognition. Finally, further qualitative studies are recommended to gain deeper insights into these factors, which can inform more context-specific strategies to improve teacher satisfaction, performance, and overall school effectiveness.

DECLARATION

AVAILABILITY OF DATA AND MATERIALS

The datasets generated and/or analyzed during the current study are available from the corresponding author on reasonable request. All data are stored securely and shared in accordance with ethical guidelines and participant confidentiality.

FUNDING

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

AUTHOR CONTRIBUTIONS

Girielyn P. Laguisma conceptualized and designed the study, conducted data collection and analysis, developed the Proposed Teacher-Centered Administrative Support Framework (TCASF) and prepared the manuscript. The author takes full responsibility for the integrity and accuracy of the work.

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ETHICS APPROVAL

Ethical approval for this study was obtained from the Research Ethics Committee of Lyceum Northwestern University, IGPS. All research procedures adhered to institutional guidelines for research involving human participants.

CONSENT TO PARTICIPATE

Informed consent was obtained from all individual participants included in the study. Participants were informed of the study's purpose, procedures, voluntary nature, confidentiality measures, and their right to withdraw at any time without penalty.

CONSENT TO PUBLISH

Not Applicable. This study does not include identifiable personal data, images, or information of participants. Therefore, informed consent to publish was not required.

CONFLICT OF INTEREST

The author declares that there are no conflicts of interest related to the planning, execution, or publication of this study. The research was conducted independently as part of academic requirements, without influence from any external organization or funding source.

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