

## **Administrative Support and Teaching Quality: Inputs to Professional Development Program**

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*The purpose of this study was to determine the administrative support provided by the school heads and the teaching quality among teachers in the Division of Iloilo, Philippines as of School Year 2018-2019 as inputs to professional development program. There were 384 randomly selected from 9,881 school heads and teachers. Results revealed that, school heads are very supportive of their teachers as indicated by the Very High ratings given to Administrative Support in terms of Emotional Support, Environmental Support, Instructional Support, and Technical Support. The Teaching Quality of the teachers is consistently delivered except for Diversity of Learners where position is a significant factor. The support provided by the school heads is related to the teaching quality of the teachers.*

*Keywords: administrative support, teaching quality*

### **INTRODUCTION**

Teachers play a crucial role in improving the quality of teaching and learning process. Good teachers are vital to raising student achievement. Hence, enhancing teacher quality ranks foremost in the many educational reform efforts towards quality education (Results-based Performance Management System (RPMS Manual, 2018). As public educators, one of the functions of the researchers is to monitor and supervise schools most especially on gathering information on the development needs of teachers so that technical assistance may be provided to school heads in improving teachers' competencies in teaching and learning delivery. In school visits, the researchers observed that there were still teachers who are fond of using the chalk-talk method of teaching. Others were just contented with their usual support instructional materials which are considered to be obsolete. In fact, there were some who were not skilful in utilizing differentiated instruction while some have misconceptions about indigenization and contextualization. So the teaching-learning process became boring just for the sake of going through the job from day to day. The researchers were somehow looking for passion and love for teaching, trying to see in them the saying: "to teach to live and to live to teach". There was no interaction between learners

and teachers, between learners and support instructional materials and between and among learners. There were other teachers who have the difficulty in accessing the Learning Resource Management Development Portal due to poor internet connectivity.

On the other hand, with the implementation of Philippine Professional Standards for Teachers (PPST) the Department of Education (DepEd) is now under consultation about new promotion policy for teachers which will address concerns with regard to career development. The new policy will enable teachers to be promoted to higher positions based on their attainment of set competencies rather than waiting for a vacancy like in the present set-up. The new RPMS tool demands that teachers should target the thirteen objectives in order to achieve five Key Result Areas which are Content, knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning and Assessment and Reporting.

The aforementioned circumstances prompted the researchers to conduct this study with utmost desire to help the teachers grow personally and professionally not only to give more meaning to their teaching lives but also to be ready and responsive to changing times. This study aimed to determine the administrative support provided by the school heads and the teaching quality among teachers in the Division of Iloilo, Philippines as of School Year 2018-2019 as inputs to professional development program.

This study is anchored on Vroom Expectancy Motivation Theory which suggests that although individuals may have different sets of goals, they can be motivated if they believe that there is a positive correlation between efforts and performance, that favourable performance will result in a desirable reward, and that favourable reward will satisfy an important need. The desire to satisfy the need is strong enough to make the effort worthwhile. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities. He used variables Expectancy, Instrumentality and Valence to account for this. Looking at expectancy, this is about what teachers expect from their own efforts and the relation to good performance. Part of this expectation is the level of difficulty he/she experiences. The school head for that matter can respond to that by finding out which factors can motivate the teacher to deliver his/her best possible performance. Regarding instrumentality each employee or teacher is considered an instrument that contributes to the organization results. His/her performance should be good enough to achieve the desired result.

In terms of valence, the final result that teachers achieve is valued differently by each individual. This value is based on their own basic needs. As such, it's a good idea for an organization or the school management to find out what an individual employee or teacher values and what his/her personal needs are. The school heads work with the teachers by supplying them with what they need in order to help their learners succeed. There are certain areas wherein the school heads can provide their support. These are Emotional Support, Environmental Support, Instructional Support, and Technical Support.

According to Derrick Meador (2018), an effective school leader has the ability to help any teacher become effective. By improving teacher quality, they will naturally improve student learning outcomes. This is an essential component of school success. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress. This is in consonance with the Department of Education vision of producing: "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepED Order No. 36, s. 2013).

The Philippine Professional Standards for Teachers, which is built on the National Competency-Based Teacher's Standard (NCBTS), complemented the reform initiatives on teacher quality from pre-service education to in-service training. This set of standards made explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others. The professional standards, therefore, become a public statement of professional accountability that can help teachers reflect on and assess their own practices as they aspire for personal growth and professional development. Professional development is linked to

workforce quality. Both the scope and quality of professional development experiences appear to be associated with teacher quality.

## CONCEPTUAL FRAMEWORK

The researchers used random sampling in the selection of the school heads, master teachers and teachers in the Division of Iloilo. They were taken as a whole group and classified according to their age, sex, educational attainment and school size. The researchers conceptualized that the administrative support of the school heads is categorized into four (4) namely: emotional, environment, instructional and technical. The researchers believed that if teachers are provided with the aforementioned support, these will ultimately redound to teaching quality inside the classroom. In like manner, the researchers agreed that what defines teaching quality were the achievement of the 5 Key Result Areas to wit: Content, Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting.

The world has come to a global education which poses to a variety of goals ranging from increased knowledge about people of the world to resolutions of global problems and from increased fluency in foreign languages to understanding and being tolerant of other cultures. Global education embraces today's challenges as national borders are opened. It has paved the way for borderless education to respond to the needs of educating children of the world they are entering. Global education also resulted to the offering of new curricular dimensions and possibilities, current scientific and technological breakthroughs for completely new frontiers in education. These scenarios have great impact on teachers. They have to be prepared of making learners of today live meaningful lives tomorrow. They have to be creative and innovative to prepare diverse learners in their own cultural context but not forgetting that they live in their local communities but within a global village.

The aforementioned qualities of the new teachers and learners are addressed in the UNESCO'S Pillars of Learning which are learning to know (knowledge, skills, values) learning to do (application of what one knows) learning to live harmoniously together (respect of culture, diversity and inclusivity) and learning to be (self-identity and understanding, confidence and self-worth). According to the framework the four essential competencies of teachers are knowing and understanding what to teach which covers ability of teachers to broaden their knowledge and be updated about educational trends and local, national and global issues; helping students to learn which covers using effective teaching and learning and assessing learning for student's learning feedback; engaging the community through partnerships, community involvement and respect for diversity; and lastly becoming a better teacher everyday by knowing oneself, practicing human goodness and master the teaching practice.

DepEd Order number 42, series 2017 stipulated the adoption and implementation of the Philippine Professional Standard for Teachers. The PPST which was built on NCBTS, complemented the reform initiatives on teacher quality from pre-service education to in-service training. There are seven domains in the Philippine Professional Standards for Teachers namely: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement and, Personal Growth and Professional Development. The seven domains collectively comprise 37 strands to refer to more specific dimensions of teacher practice. Content, knowledge and pedagogy has seven stands, learning environment has, six strands, diversity of learners has four strands, curriculum and planning has five strands, assessment and reporting has five stands, community linkages and professional engagement has four stands and personal growth and professional development has five strands.

The descriptive correlation research method was employed in this study. According to Borro (2015) descriptive studies are of large value providing facts on which professional judgement may be based. It involves some types of comparison and contrast and attempt to discover relationship among existing non-manipulative variables. There were three sets of respondents in this study taken from the following: 4,041 school heads; 1,080 master teachers; and 4,760 teachers. The actual respondents were determined using

proportionate stratified random sampling from the total population of 9,881 in the School Division of Iloilo, Philippines for the school year 2018- 2019.

## RESULTS

The level of Administrative Support of the school heads as assessed by the respondents was rated as *very high* (M=4.37). When it was broken down into dimensions, the data showed that the level of Administrative Support in terms of Emotional Support, Environmental Support, Instructional Support and Technical Support were also *very high* (M= 4.29, 4.38, 4.36 and 4.44 ), respectively. Meador (2018) emphasized that among the basic duties of school heads is to provide on-going, collaborative teacher support. He argued that a supportive school head can make a difference for the teachers, not only in their teaching performance but also in their professional development. The *very high* level of administrative support provided by the school heads to their teachers manifest that they are performing very well one of their basic functions which is to provide support to the teachers.

It can be observed from the data that the top three forms of emotional support provided by the school heads, were as follows: acknowledgment of the teachers' job well done, giving of positive feedback about the teachers' work and showing confidence on the teachers' actions are task-based. Perhaps, this is the school heads' way of encouraging or motivating their teachers to continue their good performance.

Viewed on the motivational perspective, the *very high* emotional support of the school heads to their teachers particularly by providing feedback to teachers' performance finds support from the Job Characteristics Model (JCM) developed by Hackman and Oldham. The model suggests that a person feels rewarded when they are being informed that they are performing well on the task they care about (Robbins & Judge, 2014). However, it can be noted that the three items with the lowest means are related to situations that involve problems involving other stakeholders of the school like parents and students. The school heads are not giving very high support in these areas probably because they must have felt that solving problems is their responsibility and not by the teachers. At the end of the day, they are the ones who will be held accountable to whatever decisions made in the school, thus, they do not always allow teachers to make their own judgements in solving problems. In any organization, it is the leader who has the accountability to explain the organizational actions. This is to ensure that the organization will continue to "enjoy the respect and legitimacy in the eyes of the stakeholders" (Racelis, 2017).

In the administration and management of all personnel, this tells that regardless if teaching personnel is young or old, school heads in all public elementary schools have the same power, duties and responsibilities consistent with law, national educational policies, plans and standards. According to an article by Moore, (2012) on the role of school environment in teacher dissatisfaction among American school teachers, it was found out that based on the composition of the positive school environment variable, having a positive school environment is heavily dependent on the administration and other staff members. Having a school leader who communicates with staff members and sets the tone for cooperation, and a shared sense of purpose is critical to teachers' perception of a positive school environment and being satisfied with their job.

The lowest mean for environmental support was for the item about "Not assigning to one teacher all academically challenged learners in the school all at one time" (M= 4.06) described as *high*. The Philippine Constitution, The Education for All 2015 and the DepEd adhered to provision of access to basic education and inclusive education wherein "no child should be left behind" and that all school age children in different circumstances can have access to relevant and quality basic education. Subsequently, school heads cannot deny them enrolment. Other times this resulted to shortage of teachers and classroom. As observed, teachers from most of the elementary schools in the Division of Iloilo handle single classes with a mix of students who are either average, gifted and even mainstreamed special education learners. The teachers are the advisers at the same time remedial teachers. Deployment of teachers is based on enrolment and not on diversity of learners. DepEd Order Number 77, series, 2010 stipulated deployment of teachers shall be determined using the "Rainbow Spectrum" and based on a – school-by-school actual assessment.

Item analysis revealed that for instructional support, the school heads is *very high* in “suggesting alternative instructional methods for struggling learners” (M=4.46); it was followed by “giving information about modifying instruction to suit the needs of learners: and providing strategies for working with parents and learners”(M= 4.43). The item with the lowest mean is “Helping select or create differentiated instruction for diverse kind of learners” (M=4.16) which is only *high*. This confirmed the study of Lunsford (2017) that participants felt they lacked resources and materials, lacked time, and they needed more professional development opportunities to be able to see the implementation of differentiated instruction. Details of the components of the above means revealed that the young teacher respondents rated all the items *very high* with “Giving information on ways to make teaching more meaningful with the use of contextualized instruction” (M=4.53) as the highest. The older teacher respondents also gave the highest mean to the same specific item (M=4.46). However, they only rated “Helping select or create differentiated instruction for diverse kind of learners” (M=4.12) as only *high*.

The Teaching Quality of the Teachers as a whole was *outstanding* with (M=4.42). All the domains were also rated *outstanding*. However, it can be noted that in terms of application of interdisciplinary content knowledge to teacher specific learning content to learners from various fields of specialization was rated as *very satisfactory* as opposed to the other four items which generated *outstanding* ratings. “Teach learners how to manage and appropriately express their emotions” was rated *very satisfactory* has found justification from Schonert-Reichl (2017), who said that when teachers poorly manage the social and emotional demands of teaching, students’ academic achievement and behaviour both suffer. Teachers are certainly at risk for poor social-emotional well-being. Research shows that teaching is one of the most stressful occupations; moreover, stress in the classroom is contagious—simply put, stressed-out teachers tend to have stressed-out students. It has been observed that due to multifarious responsibilities of teachers, they tend to have difficulty in integration in their lessons most especially instructional activities which promote wellbeing of learners.

On the other hand, the Quality of Teaching in terms of Diversity of Learners when respondents were grouped according to Position revealed that, the groups gave *outstanding* ratings with (M = 4.43, 4.33 and 4.39) for teacher, master teacher and school head respectively. However, two items were rated *very satisfactory* were “Teach learners how to manage and appropriately express their emotions” (M=4.03, 3.34 and 4.02) and “Integrate into their lessons, activities that promote emotional well-being of learners” 4.15 and 4.17). It was noted that for the respondents from the medium-sized schools, the integration in the lessons of activities that promoted emotional well-being of learners was found to be only *satisfactory*. Teachers in medium-sized schools are handling one-on-one classes with their learners. With the added work given to them, integration is quite difficult. Teaching Quality in terms of Diversity of Learners when the respondents were grouped according to school size, the overall mean for by the respondents from the small schools (M= 4.44, 4.42) for the medium school and (M=4.37) for the large school, all of which are *outstanding*. The findings of the study agree with the findings of Muthomi & Mbugua (2014) that the students when given differentiated instruction significantly improve student achievement. Highest among the items is “Initiate learning experiences that are equitable for all learners” (M=4.49, 4.57 and 4.57); followed by “Provide activities that help learners celebrate their strengths” (M=4.43, 4.49 and 4.41); and “Provide varied opportunities for learners to express and pursue their individual interests” (M=4.43, 4.40 and 4.37). The remaining two items were rated *very satisfactory*. These items are “Integrate into their lessons, activities that promote emotional well-being of learners” (M=4.16, 4.02, 3.99) and “Teach learners how to manage and appropriately express their emotions” (M=4.07, 3.94 and 3.91).

It has been observed that the usual way of teachers in communicating learners’ performance is through giving of report cards every quarter. Homeroom PTA meetings are conducted and culminated with the issuance of report card. They do not use documentation tools such as Learner’s Needs, Progress, and Achievement Cardex or Parent/Guardian Communication Cardex. Hence, their rating was only *very satisfactory*. In addition, both groups gave the highest rating to “Monitor learner’s performance through portfolio assessment” with mean scores of 4.53 and 4.57 for male and female respondents respectively.

There were no significant differences in the level of Administrative Support in terms of Emotional, Environmental, Instructional, and Technical support when the respondents were grouped according to age, sex, and educational attainment. But when grouped according to position ( $p=.023$ ) and school size ( $p=.028$ ), significant differences were found in terms of Instructional Support but not in the other forms of support. Hence, the provision of instructional support to teachers can be done by both the school head and master teachers through collegial professional discussions and observation of classes. On the instructional support provided by school heads to teachers, Combee, (2014) in her study showed that instructional support for teachers by administrators (ASS) correlated significantly to teachers' self-efficacy in terms of instructional strategies (TSES), and the provision of support for managing the classroom environment by the administrators correlated significantly with the teachers' self-efficacy in student engagement.

For the Teaching Quality, no significant differences were found when the respondents were grouped according to age, sex, educational attainment, and school size in all aspects. However, when grouped according to position ( $p=.000$ ), a significant difference was found in terms of Diversity of Learners.

This means that the level of teaching quality of teachers and master teachers vary in terms of handling diversity of learners. Looking at the teachers in the Schools division of Iloilo, most of them are focused on managing instruction inside the classroom, while generally, some of the master teachers especially in big schools are special teachers with no advisory section. Master teachers become subject teachers and therefore, have no close encounters with diverse kind of learners. In the study of Bush, Glover, Ng Yoon Mooi and Romero (2016) on master teacher as teacher leader, it was highlighted that Master Teachers have regular teaching loads but are expected to guide other teachers towards improving their competencies and to take the lead in the preparation of instructional materials.

The substantial relationship of administrative support and teaching quality relationship can be further explained using the theoretical anchor of this study which is Vroom Expectancy Motivation Theory. Vroom's expectancy theory separates effort (which arises from motivation), performance, and outcomes.

The theory suggested that although individuals or teachers may have different sets of goals, they can be motivated if they believe that there is a positive correlation between efforts and performance, that favourable performance will result in a desirable reward, and that favourable reward will satisfy an important need. He/she may experience levels of difficulty such as challenges, problems and opportunities in her day-to-day teaching learning activities. The support of school heads such as emotional, environmental, technical and instructional motivate teacher for extraordinary performance.

The teacher is a component and an instrument that contribute to organization results. Teachers' extraordinary performance due to administrative support of school heads will help in achieving teaching quality. If the teacher believed that he/she performs well, her efforts will be rewarded or recognized.

Based on the findings of the study, the researchers developed the Professional Development Program for School Heads. The program will address concerns about the different Administrative Support, namely, Emotional Support, Environmental Support, Instructional Support and Technical Support by the school heads. As rationale of the program, school heads are mandated to provide support to the teachers under their supervision. This is to ensure that teachers are provided with supportive environment that fosters excellence in the delivery of teaching and learning services, thereby achieving the goal of accessible and quality education for all. In order to continuously help teachers improve in their performance of their respective functions and tasks, there is a need for school heads to give all forms of support to the best of their abilities. To facilitate provision of the needed Administrative Support by the school heads, there is need for a professional development program focusing on school heads' capacities to deliver the support to their teachers. This proposed professional development program is designed to address the following findings of the study which were only rated high by the respondents and which needs to be improved: The Emotional Support in terms of "Providing reliable feedback about the progress reports they write about learners, Showing approval of their decision in front of parents during meeting, and Allowing to use their judgment to solve problems." The Environmental Support in terms of "Not assigning to one teacher all academically challenged learners in the school all at one time, Ensuring enough time for planning, Making sure they do not have to switch to too many grade levels and subjects, Providing the funds needed

to get supplies, Making sure they have the necessary equipment needed in the classroom, and Helping coordinate ancillary services for learners. “For the Instructional Support, the items “Helping select or create differentiated instruction for diverse kind of learners, Providing reliable feedback in preparing school reports, Mentoring to implement co-teaching strategies through learning action cells and focus-group discussions, and Helping write daily lesson plan (DLP) or daily lesson log (DLL), and lastly, in Technical Support, “Facilitating understanding of DepEd policies, guidelines and related matters.”

Hence, the Professional Development Programs recommends that the Department of Education Schools in the Division of Iloilo, Philippines to commit to the professional development of their school heads in order to achieve their vision and mission which aims to: give opportunity to schools heads to grow professionally and improve their supervisory support skills; cultivate a supportive and enabling relationship between school head and teachers; enhance the ability of the school heads to give support to their teachers; and continuously improve the administrative support provided to teachers.

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APPENDIX

**TABLE 1**  
**ADMINISTRATIVE SUPPORT OF THE SCHOOL HEADS WHEN TAKEN AS A WHOLE**

<b>Administrative Support</b>	<b>Mean</b>	<b>SD</b>	<b>Descriptions</b>
Emotional Support	4.29	.380	Very High
Environmental Support	4.38	.359	Very High
Instructional Support	4.36	.373	Very High
Technical Support	4.44	.360	Very High
<b>Administrative Support as a Whole</b>	<b>4.37</b>	<b>.286</b>	<b>Very High</b>

Scale: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

**TABLE 2**  
**LEVEL OF TEACHING QUALITY OF THE TEACHERS WHEN TAKEN AS A WHOLE**

<b>Teaching Quality</b>	<b>Mean</b>	<b>Description</b>
Content, Knowledge and Pedagogy	4.40	Outstanding
Learning Environment	4.45	Outstanding
Diversity of Learners	4.40	Outstanding
Curriculum and Planning	4.50	Outstanding
Assessment and Reporting	4.38	Outstanding
<b>Teaching Quality</b>	<b>4.42</b>	<b>Outstanding</b>

Scale: 4.21-5.00 Outstanding (O)3.41-4.20 Very Satisfactory (VS)2.61-3.40 Satisfactory (S)1.81-2.60 Unsatisfactory (U)1.00-1.80 Poor (P)