

Level of administrative support and school environment in relation to the teachers' performance in Rizal District

Aguirre, Mary Joy L. ✉

Divine Word College of San Jose, Philippines (mary.aguirre003@deped.gov.ph)

Rayton, Maria Pura C.

Divine Word College of San Jose, Philippines (maria.pura.crayton@gmail.com)

Galay-Limos, Jenny A.

Divine Word College of San Jose, Philippines (jennygalay05@gmail.com)



ISSN: 2243-7770
Online ISSN: 2243-7789

OPEN ACCESS

Received: 2 November 2025

Available Online: 12 December 2025

Revised: 7 December 2025

DOI: 10.5861/ijrsm.2025.25523

Accepted: 10 December 2025

Abstract

The research aimed to provide a comprehensive understanding of how administrative factors and environmental conditions affect teacher effectiveness. Specifically, it described the level of administrative support and the school environment and determined their effects on teachers' performance. Using an exploratory-sequential design, the qualitative phase precedes the quantitative phase. For the qualitative phase, this study involved in-depth interviews with 15 elementary school teachers. These insights guided the development of a researcher-made instrument in the quantitative phase, which was administered to 194 teachers from 22 public elementary schools in the Rizal District. The study revealed that administrative support, particularly in areas such as feedback, resources and materials, professional development, and school leadership, plays a crucial role in enhancing teacher performance. The performance of elementary school teachers is notably high. This indicates that most teachers consistently exceed expectations, demonstrate strong instructional competence, and contribute effectively to achieving their schools' educational goals. Teachers rated all components of the school environment—school facilities and the psychosocial environment—as very good. Similarly, a positive psychosocial environment—characterized by strong interpersonal relationships, staff morale, and emotional support—was found to correlate with higher instructional effectiveness. Findings underscore the importance of collaborative leadership and a nurturing school climate in improving teaching outcomes. Therefore, the proposed action plan can be implemented and regularly monitored to ensure its effectiveness in enhancing teacher performance. Future researchers are encouraged to explore broader contexts using longitudinal or experimental designs to uncover deeper relationships and long-term impacts of administrative and environmental variables on teacher performance.

Keywords: administrative support, feedback and coaching, school environment, teachers' performance, psychosocial environment

Level of administrative support and school environment in relation to the teachers' performance in Rizal District

1. Introduction

Quality education remains a central pillar of the Philippine government's strategic development agenda, strongly emphasized in both the Philippine Development Plan and the Education Roadmap under Executive Order No. 4, series of 2024. At its essence is the pivotal role of teacher quality in shaping student learning outcomes amid persistent learning poverty—reported at 90.9% among Filipino learners in 2019 by international assessments such as PISA and the World Bank, and only slightly improved in more recent studies (DepEd, 2021; Luzano, 2023). In January 2025, EDCOM II's Year Two Report titled "Fixing the Foundations: A Matter of National Survival" reaffirmed that poor foundational learning is primarily driven by gaps in teacher competence, high rates of out-of-field teaching, limited PPE (pay, preparation, and evaluation), and chronic understaffing of school leadership posts (EDCOM, n.d.).

Despite these national initiatives, a gap persists between policy and practice, particularly in rural areas such as the Rizal District in Occidental Mindoro. Teachers in these schools often face challenges such as a lack of instructional materials, limited access to professional development, inadequate school infrastructure, and insufficient administrative feedback or mentoring. These conditions may contribute to stagnation in teaching performance and decreased motivation among educators (Dağgöl, 2024). While existing literature has acknowledged the positive influence of administrative support, such as feedback and coaching, resources and materials, school leadership and professional development, and the school environment, such as school facilities and psychosocial environment, on teacher performance, many studies are broad in scope or focused on urban contexts (Venista & Brown, 2022; Martinez & McAbee, 2020). There is limited empirical research specifically examining how these factors interplay to affect teacher performance in a small, rural district like Rizal. Moreover, while DepEd policies exist, their implementation and localized effectiveness remain under-evaluated. This study sought to bridge that gap by analyzing how the level of administrative support and the prevailing school environment in the Rizal District influence teachers' performance. Grounded on the provisions of the Philippines Professional Standards for Teachers (PPST) and aligned with DepEd Order No. 2, s. 2015 (Guidelines on the Establishment and Implementation of Result-based Performance Management System), this research aims to examine how institutional support mechanisms are realized on the ground. Specifically, the study investigated the level of administrative support and school environment in relation to performance. The purpose of this study is to generate evidence-based recommendations for enhancing teacher performance by strengthening administrative support systems and improving school environments in the Rizal District. It aims to contribute to the effective localization of DepEd mandates and support the continuous professional growth and well-being of teachers, who are instrumental in shaping the future of Filipino learners. Considering the presented scenario, the researcher also wanted to explore and discover the level of administrative support experienced by teachers and the school environment in Rizal District.

Statement of the Problem - This paper aims to investigate the level of administrative support and school environment in relation to the teachers' performance in Rizal District. Specifically, it aimed at answering the following questions: (1) What are the experiences of elementary teachers regarding the administrative support provided by the school heads in Rizal District? (2) What are the overall experiences of the elementary teachers regarding the school environment in Rizal District? (3) What is the level of administrative support as assessed by elementary school teachers in Rizal District, Rizal, Occidental Mindoro, in terms of feedback and coaching, resources and materials, professional development, and school leadership? 4. What is the level of school environment for elementary school teachers in Rizal District, Rizal, Occidental Mindoro, in terms of school facilities and psychosocial environment? (5) What is the level of teachers' performance based on IPCRF for

elementary school teachers in Rizal District? (6) Is the level of teachers' performance significantly affected by Administrative Support and School Environment? (7) Based on the findings, what plan of action can be proposed to enhance the teachers' performance?

Significance of the Study - This study will be significant for the following: First, teachers will benefit from a better understanding of how their performance is shaped by administrative support and their working environment. This knowledge may empower them to seek collaborative solutions, engage in professional development, and communicate their needs effectively with school leaders. For the students, though indirectly involved, they are the ultimate beneficiaries of improved teacher performance. A well-supported and motivated teacher can provide better instruction, create engaging classroom experiences, and foster a more effective learning environment—leading to enhanced student outcomes. For master teachers, as instructional leaders and mentors, they play a crucial role in guiding fellow educators. The study emphasizes the importance of leadership and support, allowing master teachers to align their mentoring strategies with factors that significantly impact teaching performance. It also highlights the need for their involvement in creating a more positive and productive school culture. For School Administrators, they can use the study's findings to reflect on their management practices, particularly in providing administrative support such as mentorship, performance feedback, and access to teaching resources. It reinforces the importance of creating a supportive school climate that enables teachers to perform at their best. For education program supervisors, the results of this research could serve as a basis for developing a training framework and services to enhance every teacher's educational skills in the department on an ongoing basis.

For the Department of Education (DepEd), the results of this study provide valuable data to inform the development of policies and programs that strengthen administrative systems and improve school environments. These findings can inform training, resource allocation, and support services to elevate teacher performance and, consequently, student achievement. For policymakers, the study can serve as a guide for decision-makers at the division, regional, and national levels. By recognizing the interconnectedness of leadership, school environment, and teacher performance, policymakers can create more responsive and equitable policies, particularly in underserved districts—school Administrators. The study's findings can help school managers address teachers' concerns and needs regarding their personal and professional growth. Lastly, for future researchers, this serves as a guide or reference for somewhat similar studies.

Scope and Delimitation of the Study - This study aimed to investigate the level of administrative support and school environment in relation to teachers' performance in the Rizal District, Occidental Mindoro. It employed both quantitative and qualitative research methods to provide a holistic understanding of the variables involved. The study focused on determining how administrative support—such as feedback and coaching, resources and materials, professional development, school leadership, and the school environment, including school facilities and the psychosocial environment — affected the performance of elementary school teachers. A total of 194 elementary school teachers from 22 public elementary schools in the Rizal District served as respondents for the quantitative part of the study. These teachers answered structured survey questionnaires designed to measure levels of administrative support, school environment, and their corresponding performance during the 2024–2025 school year. The study was limited to elementary school teachers only. High school teachers, school heads, students, and other educational stakeholders were omitted, although their perspectives might also be relevant. Furthermore, the geographical scope was limited to the Rizal District in Occidental Mindoro; therefore, the results might not be generalizable to other districts or regions with different administrative and environmental contexts. Despite these limitations, the study could provide a valuable foundation for understanding how administrative support and the school environment could contribute to teacher performance.

2. Methodology

Research Design - To obtain necessary data, this study employed a mixed-methods, sequential, exploratory design to investigate administrative support and school environment in relation to teachers' performance in the Rizal District. The mixed-methods approach integrated qualitative and quantitative data to provide a

comprehensive understanding of the phenomenon. The study was initially exploratory, with qualitative data gathered through interviews to generate insights and identify key variables (Castro et al., 2010). These findings led to the development of the quantitative instrument used to collect numerical data from a broader population. The rationale for using a mixed-methods, sequential, exploratory design lies in its ability to build from qualitative exploration toward quantitative generalization. The qualitative phase helped capture in-depth perspectives and lived experiences of selected teachers regarding administrative support and the school environment. Meanwhile, the quantitative phase validated these insights across a larger sample, enabling the researcher to identify patterns and statistical relationships among administrative support, the school environment, and teachers' performance.

Respondents of the Study - The study employed complete enumeration because the number of teacher populations in elementary schools in the Rizal District was small. Moreover, the respondents in the study were 194 elementary teachers from 22 elementary schools in Rizal District, Rizal, Occidental Mindoro. Out of a total population of 239, 15 teachers participated in the qualitative phase, while 30 teachers were involved in reliability testing. Thus, the remaining 194 teachers participated in the quantitative phase. Table 1 below shows the respondents' distribution per school.

Research Instrument - The research utilized two primary instruments aligned with the mixed-method approach: an interview guide for the qualitative phase and a structured questionnaire for the quantitative phase. The interview guide used in the qualitative phase consisted of open-ended questions designed to elicit participants' insights, experiences, and perceptions regarding support, the school environment, and teacher performance. Based on themes and patterns that emerged from the qualitative data, a researcher-made questionnaire was developed for the quantitative phase. This instrument contained several parts: items measuring administrative support, school environment, and teacher performance. The instrument employed a 5-point Likert scale ranging from "Never" to "Always" to capture the degree of agreement or satisfaction. To establish expert validity, the structured questionnaire used in the quantitative phase was reviewed and evaluated by a team of three graduate school professors from Divine Word College of San Jose. Each item in the instrument was examined for relevance, clarity, and alignment with the research questions. The experts provided feedback on the appropriateness and comprehensiveness of the items measuring administrative support and school environment. Based on their recommendations, modifications were made to improve item formulation and eliminate redundancy or ambiguity. This process helped confirm the questionnaire's validity by ensuring that respondents clearly understood the items and that the instrument measured what it was intended to measure. Furthermore, thirty (30) teacher-respondents from the schools of Rizal District were asked to respond to the sixty-item questionnaire about the level of administrative support and school environment. Each component consists of ten items. The instrument's reliability was tested using the split-half method, with coefficients calculated using the Spearman-Brown formula based on equal-length halves. The results yielded a generally very high level of reliability, as reflected in reliability coefficients ranging from 0.768 to 0.967. Thus, the questionnaire is accepted for its administration to the final group of teacher-respondents.

Table 1
Reliability Analysis Results

Item	Reliability Coefficients*	Number of Items	Interpretation
I – Administrative Support			
1. Feedback and Coaching	0.768	10	High Reliability
2. Resources and Materials	0.967	10	Very High Reliability
3. Professional Development	0.932	10	Very High Reliability
4. School Leadership	0.924	10	Very High Reliability
II - School Environment			
1. School Facilities	0.958	10	Very High Reliability
2. Psycho-Social Environment	0.960	10	Very High Reliability

Data Gathering Procedure - The data-gathering procedure was conducted in two distinct phases, following a sequential exploratory design. Permission was first secured from the school principals, Public School District Supervisor, and the Division Office of the Department of Education. For the qualitative phase, face-to-face

interviews were exclusively used. Fifteen teachers out of the total 239 in the Rizal District participated in these in-person interviews for a week. During the sessions, interviews were audio-recorded with permission; observational notes were taken to capture non-verbal cues (e.g., facial expressions, pauses); interviews were transcribed verbatim; and manual coding was conducted to extract themes systematically. A thematic analysis was then performed on the coded data to identify recurring patterns. These patterns helped shape and inform the development of the subsequent quantitative questionnaire. Moreover, in the quantitative phase, the researcher used Google Forms as the online survey platform, linked to Google Sheets to enable real-time data collection and seamless synchronization of responses. The target sample comprised 194 public elementary teachers from Rizal District who were not part of the pilot test or the qualitative interviews. The survey remained open for 10 consecutive days to accommodate teacher availability and drive a high response rate. Within the form, teachers were presented with an orientation section explaining the purpose of the study, estimated completion time (5 minutes), confidentiality assurances, and a consent checkbox granting permission to link their anonymous IPCRF rating (Individual Performance Commitment and Review Form) with their survey responses—IPCRF data being the official instrument used by DepEd under the PMES framework to evaluate teacher performance for SY 2023–20224. A reminder notice was dispatched on Day 10 to encourage those who have not yet responded to participate. Upon completion of data gathering, IPCRF records provided by the Rizal District Administrative Office were de-identified and matched to survey responses using coded IDs. The holistic dataset comprised 239 teacher cases—15 face-to-face interview participants, 30 pilot-tested, and 194 survey respondents—which facilitated rigorous mixed-methods analysis.

Statistical Treatment of Data - The qualitative data were generated through interviews with the teacher-respondents and underwent thematic analysis. Recording, transcription, tabulation, and coding were conducted to extract the themes. The initial, developing, and final thematic maps were illustrated to identify the final themes. The quantitative data were processed using SPSS version 26. For the inferential problems and to test the proposed hypotheses, Partial Least Squares–Structural Equation Modeling (PLS-SEM) was used, and results were generated using WarpPLS version 7.0. The level of administrative support, school environment, and teachers' performance in the Rizal District were examined through a survey questionnaire.

Ethical Considerations - The researcher asked permission from the school district supervisor and school heads/principals of the respective schools in the Rizal District to gather the data. Trust in the teacher-respondents was given, considering their complete understanding of the objectives and the research process. The research instrument was also properly explained to ensure accurate and valid results. During the administration of the instrument, the survey questionnaire was given and served personally at a specified time. The confidentiality of respondents' data was maintained throughout the collection, analysis, and reporting of findings. It was guaranteed that all data and results gathered were used exclusively for the study. The content of this study was an original paper and was not copied from any existing study. The researcher used the American Psychological Association (APA) style to give credit to other research studies used as references. Previous studies and resources used as the basis for this study were cited correctly and acknowledged. This study was intended solely to advance education and did not cause any harm to anyone involved in its conduct.

3. Results and Discussions

The final themes emerged from the teacher-participants in the elementary schools as they shared their experiences with the administrative support provided by school heads in Rizal District schools. The administrative support, as shown in Figure 1, is characterized by four themes: feedback and coaching, resources and materials, professional development, and school leadership. Organizational support and administrative support are closely related concepts. For organizational support to develop, employees' perceptions of administrative support must be well-developed (Gordon et al., 2019). In the literature related to the concept of administrative support, many definitions can be found. Sebullen and Jimenez (2024) define administrative support as managers valuing employees' contributions to the organization. Moreover, the final theme, as shown in Figure 2, is that teachers found it challenging to deliver technology-based lessons and maintain class discipline in overcrowded or poorly

lit classrooms. Furthermore, Ibrahim et al. (2023) defined school plants and facilities as “engines of growth in learning,” which support teachers and learners in effective and efficient teaching and learning to achieve educational goals and objectives. Hence, school plants and facilities are no doubt an essential part of educational planning, without which students’ academic achievement cannot be enhanced. The psychosocial environment includes relationships among staff, emotional safety, student behavior, and overall school well-being. A positive psychosocial climate improves teacher retention, job satisfaction, and performance. Greenberg (2023) emphasized that emotionally supportive school climates protect teachers from burnout and support student development. Social support from colleagues and school heads helps reduce teacher stress and enhances coping mechanisms (Hidayat & Patras, 2024). Schools that encourage collaboration and mutual respect cultivate a stronger sense of community and professional identity. Its facilities and psychological environment characterize the school environment.

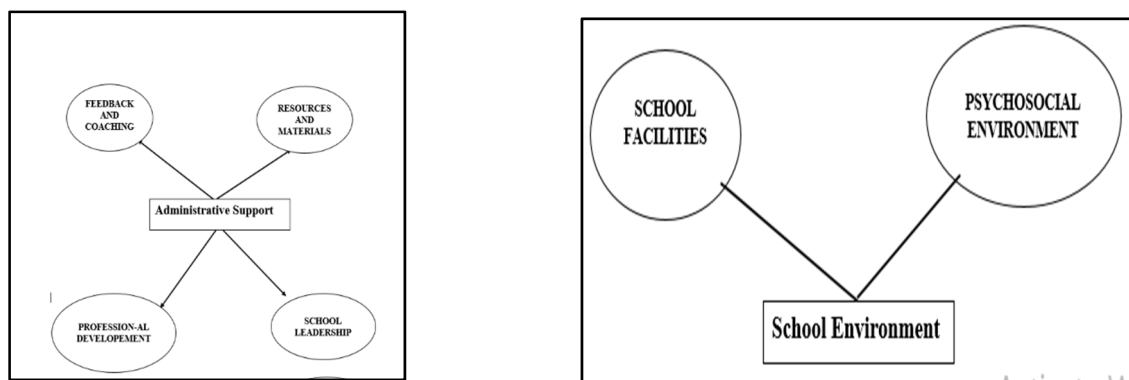


Figure 1. Final Thematic Map of Administrative Support Figure 2. Final Thematic Map of School Environment

Table 2 presents the mean level of administrative support for elementary school teachers in terms of feedback and coaching and resources and materials. In the context of education, school administrators represented by the principals, head teachers, and district supervisors provide the needed administrative support in the form of assistance, feedback and coaching, resources and materials, teachers’ professional development, and generally, school leadership. Ten indicators of feedback and coaching have been assessed by the elementary teachers at a very high level, as indicated by weighted means ranging from 4.57 to 4.84 and a composite mean of 4.71. The overall mean indicates the very high level of supervision and support provided by school heads. Including feedback and coaching for their teachers. Teachers generally acknowledge strong support from their school heads, particularly in feedback and coaching. This finding corroborates the importance of feedback and coaching. In the study by Gan et al. (2021), it was underscored that regular coaching and feedback from school heads have increased teachers’ confidence in classroom management. In coaching, focusing on the teachers’ strengths rather than their deficiencies becomes more effective. In addition, the correlation between the two is evident: coaching and feedback intertwine, with feedback serving as an educational tool and coaching as an educational philosophy dedicated to helping learners realize their potential. In fact, Knight and van Nieuwerburgh’s (2012) findings emphasize that effective instructional coaching creates a collaborative environment in which teachers can reflect on and improve their teaching practice, especially when feedback is constructive, continuous, and personalized.

Furthermore, the administrative support, considering the schools’ provision of resources and materials, was viewed by teachers at a very high level and indicated by a composite mean of 4.58. All item indicators recorded weighted means from 4.39 to 4.84. In the context of resource and material provision, it is vital for promoting quality education, enabling teachers to create engaging and inclusive learning environments that support student success. These findings on the need for sufficient resources and materials are supported by Okongo et al. (2023), who conclude that quality education is ensured through access to up-to-date and sufficient teaching resources. In fact, Ordu (2021) found that teachers benefited from the administration’s efforts to provide modules, projectors, and visual aids, and that the Department of Education’s efforts through the DepEd’s Learning Resource Portal

improved access. However, it faced limitations, including internet connectivity issues. The effect of resource inequality is particularly evident in developing countries, according to a UNESCO (2021) report, which confirmed limitations in educational outcomes and teacher effectiveness.

Table 2

Mean Level of Administrative Support for Elementary School Teachers in Terms of Feedback and Coaching and Resources, and Materials

Indicators (Feedback and Coaching)	Mean	Verbal Description
1. My school head provides constructive feedback to improve my teaching practices.	4.84	Very High
2. My school head regularly observes my classes for coaching and mentoring.	4.79	Very High
3. My school head's post-observation conferences are helpful and motivating.	4.92	Very High
4. My school head acknowledges my strengths and helps me identify areas for growth.	4.66	Very High
5. My school head acts as a coach, offering practical suggestions for my instructional challenges.	4.66	Very High
6. My school head is accessible for discussions about my teaching methods and student performance.	4.61	Very High
7. The evaluation of my performance is fair, transparent, and based on clear criteria.	4.57	Very High
8. My school head acknowledges and celebrates my teaching successes and improvement.	4.72	Very High
9. My school head helps me set realistic and meaningful professional goals.	4.64	Very High
10. I feel comfortable seeking advice from my school head about classroom management.	4.73	Very High
Composite Mean	4.71	Very High
Indicators (Resources and Materials)		
1. My school head ensures that basic teaching supplies (e.g., chalk, markers, and paper) are consistently available.	4.45	Very High
2. I have adequate access to essential instructional materials (e.g., textbooks, modules) for my students.	4.39	Very High
3. My school head supports requests for modern teaching technologies (e.g., projectors, internet access).	4.49	Very High
4. The school administrators effectively manage the procurement and distribution of learning resources.	4.54	Very High
5. My school head actively seeks ways to acquire additional resources for our school.	4.84	Very High
6. My school head supports the acquisition of materials for co-curricular activities like school events and contests.	4.71	Very High
7. My school head communicates openly about the status of the school's resources and budget (e.g., MOOE).	4.59	Very High
8. The school library hub, or learning resource center, is well-stocked and accessible.	4.52	Very High
9. My school head supports the use of school funds for curriculum-relevant materials.	4.63	Very High
10. My school head maintains the school budget allocated to resources and materials for teachers.	4.61	Very High
Composite Mean	4.58	Very High

Table 3 presents the mean level of administrative support for elementary school teachers in professional development and school leadership. As defined by Balta et al. (2023), effective professional development is job-embedded, collaborative, and aligned with instructional goals, which leads to lasting changes in teaching practices. In this study, the teacher-respondents reported a very high composite mean of 4.81 for administrative support in line with professional development. At the elementary schools in Rizal District, teachers gave a very high perception as far as administrative support to professional development is concerned, which are characterized by the presence of peer-to-peer Learning Action Cells-LAC sessions facilitated by the school head (4.90), offering of professional development programs aligned with school's overall goals and providing opportunities to take on new roles or leadership responsibilities (4.86), identifying professional development opportunities that match the teachers' needs and interests and administrative support to teachers' effort in trying new teaching strategies (4.81), being given opportunities to leadership responsibilities (4.75), school head's encouragement in teachers' participation in seminars, workshops and trainings, and providing financial/logistic support for teachers' professional activities (4.71). While these findings on professional development have been highly rated, effective professional development is grounded in principles of adult learning. This means it should be self-directed, draw on learners' existing experiences, be relevant to their immediate professional challenges, and be problem-centered rather than content-oriented (Pappas, 2025). Central to professional development, according to Darling-Hammond et al. (2017), is the direct improvement of professional practice, informed by extensive research on improved instructional techniques that lead to better student outcomes.

Table 3

Mean Level of Administrative Support for Elementary School Teachers in Terms of Professional Development and School Leadership

Indicators (Professional Development)	Mean	Verbal Description
1. My school head encourages my participation in relevant seminars, workshops, and trainings.	4.71	Very High
2. The school provides financial or logistical support for professional development activities. Opportunities that match my needs and interests.	4.71	Very High
3. My school head identifies professional development opportunities that match my needs and interests.	4.81	Very High
4. The school organizes relevant and high-quality in-service training (INSET) for teachers.	4.80	Very High
5. I am encouraged to pursue further studies or advanced degrees.	4.85	Very High
6. My school head facilitates opportunities for peer-to-peer learning in Action Cells-LAC sessions.	4.90	Very High
7. The professional development programs offered are aligned with the school's overall goals.	4.86	Very High
8. My school head provides opportunities to take on new roles or leadership responsibilities.	4.86	Very High
9. I am given opportunities to take on new roles and leadership responsibilities.	4.75	Very High
10. The administration supports my efforts to head in and try new teaching strategies learned from my professional development.	4.81	Very High
Composite Mean	4.81	Very High
Indicators (School Leadership)		
1. My school head fosters a climate of trust and respect among staff.	4.83	Very High
2. I feel that my opinions and suggestions are valued by the school administrators.	4.89	Very High
3. My school head is approachable and willing to listen to my personal and professional concerns.	4.84	Very High
4. The school head communicates school policies and decisions clearly and effectively.	4.76	Very High
5. My school head defends the staff from unreasonable criticism from parents or the community.	4.60	Very High
6. The school head is fair and impartial in dealing with all faculty members.	4.70	Very High
7. I feel motivated and inspired by my school head's leadership.	4.78	Very High
8. My school head effectively resolves conflicts that arise within the school.	4.76	Very High
9. The administrator shows genuine concern for my well-being.	4.81	Very High
10. My school head actively involves teachers in the decision-making process.	4.83	Very High
Composite Mean	4.78	Very High

School leadership basically comprises instructional supervision. Supervision in the context of instruction has been defined as the maximum development of the teacher into the most professionally efficient and effective person he is capable of becoming (Okorj & Ogbo, 2013), a task of improving instruction (Seo et al., 2022). It is all about promoting leadership and teacher growth in educational practices (Hilton et al., 2015). Teachers in Rizal District elementary schools perceived administrative support, considering school leadership, with a registered composite mean of 4.78. The highest rating of 4.89 is accorded to the teachers' opinions and suggestions being valued by the school administrators. This is closely followed by other evident characteristics of school heads, such as being approachable and willing to listen to teachers' personal and professional concerns. While elementary teachers of Rizal District very highly considered and noted the importance of school leadership heads, as revealed in the ratings, school leadership still ranks second only to classroom instruction among all school-related factors contributing to student learning, as confirmed in the study of Leithwood et al. (2020).

Table 4 underscores the mean levels of the school environment for elementary school teachers regarding school facilities and the psychosocial environment. As earlier defined, the school environment refers to how conducive the school is to learning and teaching and how good the facilities it provides are. It includes school facilities and the psycho-social environment. The teacher-respondents gave a very good rating to school facilities, with a composite mean of 4.23. Half of the ten indicators of school facilities were rated very good, with means ranging from 4.20 to 4.52, while the other half were rated good, with weighted means ranging from 3.96 to 4.18. These ratings suggest that schools generally feature clean, safe, well-equipped environments. Accessible and spacious physical facilities. Moreover, these findings corroborate the study by Yangambi (2023), which highlighted that schools with well-maintained facilities reported higher levels of teacher morale and reduced absenteeism. The findings show similarity with the expectations about the school environment revealed in the study by Baafi (2020). School facilities such as classrooms, libraries, laboratories, and sanitation facilities significantly impact not only student learning but also teacher performance. Teachers who work in schools with adequate lighting, ventilation, and space tend to have better morale and are more effective in delivering instruction. Disclosing the significant role of school environment in shaping teacher performance, having a positive school environment characterized

by a supportive and collaborative culture, as emphasized by Adeoye et al. (2025).

Table 4

Mean Level of School Environment for Elementary School Teachers in Terms of School Facilities and Psychosocial Environment

Indicators (School Facilities)	Mean	Verbal Description
1. The school has clean, accessible, and well-maintained comfort rooms for teachers and students.	4.46	Very Good
2. The school provides safe and adequate recreational areas and playground facilities for students.	4.38	Very Good
3. Specialized facilities like the library, science laboratory, and ICT room are functional and well-equipped.	3.96	Good
4. My classroom is well-ventilated and provides a comfortable space for teaching and learning.	4.08	Good
5. The school grounds and overall physical plant are clean, orderly, and conducive to an effective learning environment.	4.20	Very Good
6. The cleanliness and accessibility of school restrooms contribute to a healthy and hygienic environment, minimizing class interruptions due to health and sanitation concerns.	4.18	Good
7. The availability and condition of spaces like the school court or grounds support the effective conduct of my Physical Education classes and other school-wide activities that I lead.	4.14	Good
8. The faculty room is a conducive and properly equipped space for me to prepare instructional materials, accomplish reports, and collaborate professionally with my colleagues.	3.96	Good
9. The availability and good condition of students' desks, chairs, and the teacher's table support the smooth implementation of various learning activities.	4.45	Very Good
10. The quality and condition of the blackboard or whiteboard in my classroom enable me to present lessons clearly and legibly to all students.	4.52	Very Good
Composite Mean	4.23	Very Good
Indicators (Psychosocial Environment)		
1. My school administrator has a positive and supportive relationship with teachers.	4.42	Very Good
2. Teachers in my school have a positive and collaborative relationship with each other.	4.56	Very Good
3. My school has a positive and inclusive culture that promotes teachers' well-being and job satisfaction.	4.35	Very Good
4. I feel overwhelmed and burnt out by my work as a teacher in my school.	*1.35	Very Poor
5. I am satisfied with my job as a teacher in my school.	4.69	Very Good
6. My school provides resources and support to promote teachers' well-being and mental health.	4.61	Very Good
7. I feel motivated and engaged in my work as a teacher in my school.	4.50	Very Good
8. Teachers in my school are respected and appreciated by administrators, colleagues, and students.	4.49	Very Good
9. There is an open and honest communication among teachers, administrators, and staff in my school.	4.44	Very Good
10. I feel a sense of community and belonging in my school.	4.57	Very Good
Composite Mean	4.20	Very Good

The school environment, across all psychosocial aspects, was rated very good by the teacher-respondents, with weighted means ranging from 4.35 to 4.69, except for statement 4, which received a very poor rating (mean = 1.35). The psychosocial environment is characterized by the quality of interpersonal relationships within the school community, which comprises the relationships between teachers and principals and between teachers and students. Taking into account the level of the school environment for elementary school teachers in terms of psychosocial environment (4.20), as assessed by the teachers, exists in Rizal District elementary schools. The feeling of being overwhelmed and burnt out at work, as the respondents perceive a teacher as very poor. This suggests that, as far as the teaching job and workload are concerned, the teacher-respondents rarely experience feelings of burnout at work, as they maintain a high level of professional efficiency and remain well motivated to teach despite the given workload. The findings of the studies by Cassaretto et al. (2024) and Casanova et al. (2023) revealed that social support from peers, leaders, and family was closely linked to improved teacher resilience and classroom functioning. Moreover, the studies by Greenberg (2023) and Hidayat & Patras (2024) showed that an emotionally supportive school climate protects teachers from burnout and that social support from colleagues and the school head helps reduce teacher stress and enhances their coping mechanisms.

In this study, the teachers' performance is measured by the results of the Individual Performance Commitment and Review Form (IPCRF) ratings. This document is used within the Department of Education in the Philippines to assess the performance of individual schools, particularly teachers, as part of the Results-Based Performance Management System (DepEd Order 2 s. 2015; Urbano & Gurat, 2023). The adjectival rating includes outstanding, very satisfactory, satisfactory, unsatisfactory, and poor, with the corresponding numerical rating from 5 to 1. In the

Rizal District, 70.6% of the elementary school teachers achieved a very satisfactory level of accomplishment in the school year 2023-2024. This suggests that, garnering a rating from 3.500 to 4.499, their performance exceeded expectations and all the goals, objectives, and targets were achieved above the established standards.

Table 5
Level of Teachers' Performance in Rizal District

IPCRF	Frequency	Percent
Outstanding (4.500–5.000)	57	29.4
Very Satisfactory (3.500 – 4.499)	137	70.6
Total	194	100.0

Also disclosed in Table 5, 29.4% of teachers achieved a rating of 4.500-5.000, indicating outstanding performance. This means that they reached an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative. Moreover, they have demonstrated exceptional job mastery in all significant areas of responsibility. In addition, Semacio et al. (2024) mentioned that the IPCRF Rating of Teachers, as mandated by the Department of Education (DepEd), is employed to evaluate a teacher's performance, highlighting a systematic framework for assessing teaching effectiveness. The IPCRF evaluates teachers' performance by identifying their strengths and weaknesses across Key Result Areas, which, in turn, informs professional development and intervention programs aimed at enhancing teaching effectiveness (Junio-Sabio & Manalo, 2020). It serves as a performance appraisal tool that aligns individual teachers' tasks with organizational goals (DepEd Order 019 s. 2022; Espinosa et al., 2023). Through the IPCRF, teachers commit to their deliverables at the beginning of the school year and are reviewed and rated based on their performance at the end of the school year.

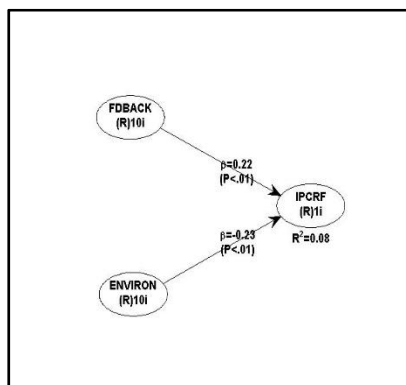


Figure 3. The Emerging Model for Administrative Support, School Environment, and Teaching Performance

The structural model reflecting the links between administrative support, school environment, and teaching performance presents only two exogenous variables that directly connect to IPCRF. Figure 3 was generated from structural equation modeling using the partial least squares method in WarpPLS version 7.0. As shown in the new model, feedback, coaching, and the psychosocial environment have the most significant effect on teachers' performance. Although to a very small degree (or 6%), the teachers' performance, as indicated by the IPCRF rating, is found to be contributed by the combined feedback and coaching and the level of the psychosocial environment. The beta coefficients, ranging from 0.22 to 0.23, are also shown, along with the corresponding p-values or significance levels. Below 0.01, as a result of the structural equation modeling.

The emerging model identifies two paths with low *beta* coefficients that are still significant, as evidenced by *p*-values less than 0.001. Between these paths, the psychosocial environment showed the greater effect on teaching performance, with an effect coefficient of 0.041, compared with feedback and coaching, with an effect coefficient of 0.038. Feedback and coaching showed a low but significant correlation with IPCRF, as indicated by a *beta* coefficient of 0.222. However, the psychosocial environment shows a negative correlation with the IPCRF rating ($\beta = -0.229, p < 0.001$). This denotes an inverse relationship between the psychosocial environment and the teachers' performance. While a positive psychosocial environment is expected to foster effective teaching and

Level of administrative support and school environment in relation to the teachers' performance in Rizal District

learning, a negative one may undermine the learning process, classroom management, and discipline, as well as students' and teachers' well-being. A strong psychosocial climate reduces stress and improves collaboration, while a weak psychosocial environment may increase stress in teaching. One study has disclosed the impact of the psychosocial work environment, considering job demand and support from colleagues and supervisors, on the employee's mental health and well-being, according to Bodin Danielsson and Theorell (2024). It showed the association between psychosocial work environment factors and depression treatment. The significant effect of feedback and coaching and psychosocial environment on teaching performance is supported by the very small standard error value of 0.069. The abovementioned results lead to the rejection of the null hypothesis. Thus, the feedback and coaching and psychosocial environment significantly affect the performance of the teachers in their respective schools. The findings appear similar to Karousiou et al.'s (2025) study, which found that a respectful, inclusive psychosocial environment, with structures for emotional support and conflict resolution, has significantly improved teaching performance in teacher attendance and lesson planning consistency.

Table 6
Path coefficients, p-values, and Effect size for Ho

Path	Beta (β) Coefficients	p-values*	Effect Coefficient**	Standard Errors	Effect Size
FDBACK→IPCRF	0.222	<0.001	0.038	0.069	Small
ENVIRON→IPCRF	-0.229	<0.001	0.041	0.069	Small

*Significant at $p < 0.01$ ** Effect size coefficient: 0.02 – small, 0.15 – medium, 0.30 – large

Table 7
Proposed Action Plan to Enhance Teachers' Performance

Key Focus Area 1: Feedback and Coaching

Objectives	Activities	Responsible	Timeline	Fund Source	Expected Outcome
1. Establish a Formal Feedback System	Develop clear criteria for teacher performance and structured feedback templates. Include self-assessment tools.	School leadership, HR	Month 1–2	MOOE 5000	Teachers receive consistent, structured, and relevant feedback that clarifies performance expectations and growth areas.
2. Train School Leaders in Effective Feedback	Provide workshops on giving constructive, timely, and actionable feedback.	External consultants / Local education office	Months 2–3	MOOE 5000	School leaders deliver more effective, constructive, and motivating feedback, thereby improving teaching practices.
3. Implement Peer Coaching Programs	Pair teachers for mutual observation, feedback, and professional support.	Department heads	Months 3–4	MOOE 5000	Increased collaboration and professional sharing among teachers, leading to reflective practice and continuous improvement.
4. Schedule Regular Coaching Sessions	Assign mentors/coaches to provide one-on-one support at least once a month.	Academic Coordinators	Ongoing	MOOE 3000	Teachers experience personalized support, resulting in enhanced confidence, skills, and classroom performance.
5. Monitor and Evaluate Feedback Effectiveness	Use surveys and performance data to assess if feedback leads to improvement. Adjust accordingly.	Quality Assurance Team	Bi-annually	MOOE 5000	Feedback systems are refined based on teacher input, making them more relevant, responsive, and results-oriented.

Key Focus Area 2: Psychosocial Environment

Objectives	Activities	Responsible	Timeline	Source Funds	Expected Outcome
1. Conduct a Psychosocial Climate Audit	Survey staff on stress, morale, support systems, and workplace satisfaction.	School counselors/HR	Month 1	MOOE 2000	School leadership gains a clear understanding of staff well-being and can tailor interventions accordingly.
2. Promote Work-Life Balance	Implement manageable workload policies,	School administration	Monthly	MOOE 1500	Reduced burnout and stress levels among teachers, leading

	flexible hours where possible, and discourage work during off-hours.				to higher energy and engagement in the classroom.
3. Establish Support Groups or Wellness Programs	Provide regular teacher wellness sessions (e.g., mindfulness, stress management).	School counselor External partner	Monthly	MOOE 1500	Improved emotional and mental health of teachers, leading to better resilience and overall job satisfaction.
4. Foster Positive Staff Relationships	Organize team-building activities, social events, and collaborative planning time.	Staff committee	Monthly	MOOE 1500	Enhanced collegiality, communication, and collaboration among staff members, fostering a supportive work culture.
5. Recognize and Celebrate Teacher Efforts	Create formal and informal recognition systems (e.g., “Month of the Month” and thank-you notes).	Principal / Leadership team	Weekly/Monthly	MOOE 3500	Increased motivation, morale, and retention due to a sense of appreciation and value within the school community.

The action plan developed aims to enhance teachers' performance in the Rizal District by addressing two significant variables identified in the research: administrative support and the school environment (Leithwood et al., 2020). In the Philippine context, Cagape and Magayo (2019) found that schools implementing peer coaching and school head observation programs significantly improved classroom instruction and teacher confidence. Teachers appreciated feedback that was objective and came with actionable suggestions. Effective feedback and coaching enhance instructional quality and promote continuous professional growth. Knight and van Nieuwerburgh (2012) emphasized that ongoing, non-evaluative coaching builds trust and improves teaching practice. A study by Torres et al. (2025) in Metro Manila revealed that when school heads regularly gave constructive feedback, teacher morale and student outcomes improved notably. Effective instructional coaching creates a collaborative, non-evaluative environment where teachers feel safe to reflect on and improve their practice (Knight & van Nieuwerburgh, 2012). A psychosocial environment refers to the social and psychological factors that influence an individual's behaviors, well-being, and mental health. It encompasses various aspects, including family dynamics, peer relationships, school environment, neighborhood and community, and societal perceptions. The psycho-social environment refers to the social and psychological factors that influence an individual's behavior, well-being, and mental health (Kirkbride et al., 2024).

4. Conclusions

Based on the summary of the findings, the following conclusions are drawn: School heads provided consistent feedback and coaching, encouraged professional growth, and were generally supportive of teachers' needs. However, there were also concerns about limited resources and inconsistent communication in some schools. Overall, teachers emphasized that when school heads are approachable, responsive, and involved in academic matters, their confidence and teaching effectiveness improve significantly. The school environment in the Rizal District is moderately conducive to teaching and learning. While some schools have well-maintained facilities and supportive psychosocial environments, others face challenges such as inadequate classrooms, limited instructional materials, and overcrowded spaces. Teachers noted that a positive school culture, mutual respect, and safety are present in most schools. However, there is still a need to improve infrastructure and address environmental concerns to create an optimal learning environment. The high rating suggests that teachers are consistently guided and supported in refining their instructional practices through regular observations, performance reviews, and constructive dialogue. Teachers rate the availability and accessibility of instructional resources and materials highly. This indicates that schools are successful in providing essential tools and materials that aid in effective teaching and learning. Professional development opportunities are highly relevant and empowering. Teachers feel that the training and capacity-building efforts support their growth and enhance their competencies. School leadership is strongly appreciated by teachers, reflecting effective decision-making, empowerment, and clear communication from school heads. Teachers recognize and value their leaders' capacity to inspire and guide. Level of school environment for elementary school teachers in Rizal District—Teachers rated the condition and availability of school facilities as very good, indicating that the physical environment is conducive to teaching and

learning. The facilities are generally well-maintained, functional, and supportive of various instructional activities. The psychosocial environment in schools is perceived positively by teachers, reflecting strong interpersonal relationships, high staff morale, positive student behavior, and strong emotional support systems. A collaborative and respectful culture appears to be present in the school setting. The performance of elementary school teachers in Rizal District for the school year 2023–2024 is notably high. This indicates that most teachers consistently exceed expectations, demonstrate strong instructional competence, and contribute effectively to achieving their schools' educational goals. The level of a teacher's performance is significantly affected by:

The study found that administrative support significantly affects the performance of elementary school teachers in Rizal District, albeit with minimal statistical significance. Teachers rated all components of administrative support—feedback and coaching, resources, professional development, and leadership—as very high. The study found that the school environment significantly affects the performance of elementary school teachers in Rizal District, albeit with a minimal statistical effect. Teachers rated all components of the school environment—school facilities and the psychosocial environment—as very good. The proposed Action Plan is a strategic and comprehensive response that directly addresses the areas identified as influencing teacher performance. It incorporates structured interventions in feedback and coaching, resource provision, professional development, school leadership, school facilities, and psychosocial environment. Grounded in educational best practices and research-based principles, the plan aims to create a more supportive, equipped, and emotionally healthy working environment for teachers. By targeting both structural and administrative variables and the psychosocial environment, the plan fosters a culture of collaboration, continuous improvement, and teacher well-being—factors essential to enhancing instructional quality and educational outcomes.

Recommendations - In view of the foregoing findings and conclusions, the following recommendations are hereby suggested: School heads can strengthen classroom support through regular observations and mentoring, ensure the timely provision of teaching resources, enhance professional development aligned with teacher needs, and promote participatory leadership to foster collaboration and shared accountability within the school community. School leaders can continue to maintain and improve physical facilities while also fostering a positive psycho-social environment. Efforts should focus on promoting collaboration, emotional support, and inclusivity to enhance teacher motivation, satisfaction, and overall instructional effectiveness. Moreover, school leaders may continue mentoring programs, peer coaching, and post-observation conferences to maintain and improve instructional quality. School heads can institutionalize regular feedback and coaching sessions, including classroom observations and performance dialogues, to continuously support and enhance teachers' instructional practices and professional growth. School heads can sustain and further improve the provision of instructional resources by regularly assessing teacher needs and ensuring timely access to updated teaching materials and technologies, especially in resource-limited settings. School leaders and the Department of Education can continue to invest in targeted and needs-based professional development programs that align with the actual teaching contexts and career goals of educators. School heads can continue to strengthen their leadership practices by maintaining transparent communication, empowering teachers in decision-making, and consistently demonstrating supportive and visionary leadership to sustain a positive and motivated school culture. School administrators may maintain and further improve school facilities by ensuring regular maintenance and upgrades to support diverse instructional needs. School leaders may continue to cultivate a positive psychosocial environment by promoting collaboration, mutual respect, and emotional support among staff and students. This can be achieved through regular team-building activities, open communication channels, and the integration of mental health and well-being programs to sustain high staff morale and a supportive school culture.

To sustain the high performance of elementary school teachers in Rizal District, it is recommended that schools continue recognizing and reinforcing effective teaching practices through incentive systems, professional growth opportunities, and platforms for sharing best practices across schools. Celebrating teacher accomplishments will help maintain motivation and excellence. Despite the minimal statistical influence, administrative support remains essential. School heads may further strengthen their engagement by institutionalizing consistent feedback mechanisms, timely resource provision, relevant professional development, and inspirational leadership to foster

continued teacher growth and instructional improvement. Schools may maintain well-functioning facilities and a nurturing psychosocial environment. Continued investment in physical infrastructure and emotional well-being initiatives—such as wellness programs and peer support networks—will help ensure sustained teacher effectiveness and satisfaction. The proposed action plan can be implemented and regularly monitored to ensure its effectiveness in enhancing teacher performance. Stakeholders—including school heads, district supervisors, and teachers—should actively collaborate in executing and evaluating the interventions. Continuous feedback, data-driven adjustments, and sustained support will be key to building a supportive, well-resourced, and emotionally healthy work environment that promotes instructional excellence and long-term educational success. Future researchers are encouraged to conduct broader and more in-depth investigations into the relationship between administrative support, school environment, and teacher performance. While the current research identified a significant but minimal statistical influence, further exploration is needed to uncover underlying factors, contextual variations, and long-term impacts that may affect these relationships. Specifically, future studies may expand the scope to include multiple districts or provinces to determine whether similar patterns persist across different educational settings.

5. References

- Adeoye, M. A., Mohammed, A., & Onikoyi, O. A. (2025). The Role of Instructional Leadership in Enhancing Teacher Performance in Primary Schools. DOI: 10.24235/al.ibtida.snj.v12i1.21775
- Baafi, R. (2020). School Physical Environment and Student Academic Performance. *Advances in Physical Education*, 10, 121-137. doi: 10.4236/ape.2020.102012.
- Balta, N., Fukkink, R., & Amendum, S. J. (2023). The effect of job-embedded professional development on teacher and student outcomes: A multi-level meta-analysis. *International Educational Review*, 1(1), 1–23. DOI: 10.58693/ier.111
- Bodin Danielsson, C., & Theorell, T. (2024). Office Design's Impact on Psychosocial Work Environment and Emotional Health. *International Journal of Environmental Research and Public Health*, 21(4), 438. <https://doi.org/10.3390/ijerph21040438>
- Cagape, W. & Magayo, J. C. (2019). Influence of Peer Coaching on Instructional Competence of High School Teachers. *International Journal of Scientific and Engineering Research*, 10 (10). https://www.researchgate.net/publication/366065888_Influence_of_Peer_Coaching_to_Instructional_Competence_of_High_School_Teachers#fullTextFileContent
- Castro, F. G., Kellison, J. G., Boyd, S. J., & Kopak, A. (2010). A Methodology for Conducting Integrative Mixed Methods Research and Data Analyses. *Journal of Mixed Methods Research*, 4(4), 342. <https://doi.org/10.1177/1558689810382916>
- Casanova, B. E. C., Felix, C. A. C., Balingit, N. D. Z., de Vera, A. M. F., Briones, M. D. M., & Aruta, J. J. B. R. (2023). Social support and bidimensional mental health among primary-level teachers during the COVID-19 crisis. *International Journal of School & Educational Psychology*, 11(3), 245–258. DOI: 10.1080/21683603.2022.2105998
- Cassaretto, M., Espinosa, A., & Chau, C. (2024). Effects of resilience, social support, and academic self-efficacy on mental health among Peruvian university students during the pandemic: The mediating role of digital inclusion. *Frontiers in Psychology*, 15, 1282281. <https://doi.org/10.3389/fpsyg.2024.1282281>
- Dağgöl, G. D. (2024). The reasons for the lack of motivation from the students' and teachers' voices. *The Journal of Academic Social Science*, 1(1), 35–45. DOI: 10.16992/ASOS.13
- Darling-Hammond, L., Hylar, M. E., & Gardner, M. (2017). Effective teacher professional development. *Learning Policy Institute*. <https://eric.ed.gov/?id=ED606743>
- Department of Education (DepEd) (2021). The World Bank uses outdated data in its report on education in the Philippines; new initiatives and up-to-date data are not included. <https://www.deped.gov.ph/2021/07/05/world-bank-uses-old-data-in-report-on-education-in-the-philippines-new-initiatives-and-up-to-date-data-not-included/>
- DepEd Order 2 s. 2015. Guidelines on the Establishment and Implementation of the Results-Based Performance
-

- Management System (RPMS) in the Department of Education. https://www.deped.gov.ph/wp-content/uploads/2015/02/DO_s2015_02.pdf
- DepEd Order 019 s. 2022. The Department of Education's merit selection plan. https://www.deped.gov.ph/wp-content/uploads/2022/04/DO_s2022_019.pdf
- EDCOM 2. (n.d.). Fixing the Foundations: A Matter of National Survival. <https://edcom2.gov.ph/publications/year2report/>
- Espinosa, M. P., Reomero, J. I., Deguito, P., Lugatiman, R., & Bantilan, J. (2023). Performance appraisal of teachers in public secondary schools: A systematic review. *International Journal of Research and Scientific Innovation*, 10(11), 356–367. DOI: 10.51244/IJRSI.2023.1011030
- Gan, Z., An, Z., & Liu, F. (2021). Teacher Feedback Practices, Student Feedback Motivation, and Feedback Behavior: How Are They Associated With Learning Outcomes? *Frontiers in Psychology*, 12, 697045. <https://doi.org/10.3389/fpsyg.2021.697045>
- Gordon, S., Adler, H., Day, J., & Sydnor, S. (2019). Perceived supervisor support: A study of select-service hotel employees. *Journal of Hospitality and Tourism Management*, 38, 82–90. <https://doi.org/10.1016/j.jhtm.2018.12.002>
- Greenberg, M. T. (2023). Evidence for social and emotional learning in schools. *Learning Policy Institute*. <https://files.eric.ed.gov/fulltext/ED630375.pdf>
- Hidayat, R., & Patras, Y. E. (2024). Teacher innovativeness: The effect of self-efficacy, transformational leadership, and school climate. *Journal of Pedagogical Research*, 8(1), 208–222. <https://doi.org/10.33902/JPR.202424547>
- Hilton, A., Hilton, G., Dole, S., & Goos, M. (2015). School Leaders as Participants in Teachers' Professional Development: The Impact on Teachers' and School Leaders' Professional Growth. *Australian Journal of Teacher Education*, 40(12). <http://dx.doi.org/10.14221/ajte.2015v40n12.8>
- Ibrahim, W. Y., Umar, H. A. & Clement, I. (2023). Impact of school facilities on students' academic achievement. *International Journal of Advanced Research (IJAR)*, 5(12), 878–889. <https://www.scribd.com/document/423589232/IMPACT-OF-SCHOOL-FACILITIES-ON-STUDENTS-pdf>
- Junio-Sabio, C., & Manalo, M. M. (2020). Assessing elementary school teachers' performance using CBPAST and IPCR: A five-year trajectory report. *International Journal of Information and Education Technology*, 10(2), 154-158. DOI: 10.18178/ijiet.2020.10.2.1355
- Karousiou, C., Vrikki, M., & Evagorou, M. (2025). Teachers' perceptions on introducing sensitive and controversial issues in the classroom. *Frontiers in Education*, 10, 1481173. <https://doi.org/10.3389/feduc.2025.1481173>
- Kirkbride, J. B., Anglin, D. M., Colman, I., Dykxhoorn, J., Jones, P. B., Patalay, P., Pitman, A., Sonesson, E., Steare, T., Wright, T., & Griffiths, S. L. (2024). The social determinants of mental health and disorder: Evidence, prevention, and recommendations. *World Psychiatry*, 23(1), 58. <https://doi.org/10.1002/wps.21160>
- Knight, J., & van Nieuwerburgh, C. (2012). Instructional coaching: A focus on practice. *Coaching: An International Journal of Theory, Research and Practice*, 5(2), 100–112. DOI: 10.1080/17521882.2012.707668
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School leadership & management*, 40(1), 5–22. <https://eric.ed.gov/?id=EJ1240203>
- Luzano, J. F. (2023). Understanding the disparities in PISA (Programme for International Student Assessment) implementation in the Philippines: An integrative review in the mathematics education context. Available at SSRN 5479309. <http://dx.doi.org/10.2139/ssrn.5479309>
- Martinez, J., & McAbee, S. (2020). School administrator support of teachers: A systematic review (2000–2019). *ICPEL Education Leadership Review*, 21(1), 230–254. [Systematic_Review_2000-2019/citations#fullTextFileContent](https://www.researchgate.net/publication/354144141_Systematic_Review_2000-2019/citations#fullTextFileContent)
- Okongo, R. B., Ngao, G., Rop, N. K., & Wesonga, J. N. (2015). Effect of availability of teaching and learning resources on the implementation of inclusive education in preschool centers in Nyamira North Sub-

- County, Nyamira County, Kenya. Kenya. <https://files.eric.ed.gov/fulltext/EJ1086389.pdf>
- Okorji, P. N., & Ogbo, R. N. (2013). Effects of modified clinical supervision on teacher instructional performance. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(6), 901-905. [teacher_instructional_performance/citations](#)
- Ordu, U. B. A. (2021). The Role of Teaching and Learning Aids/Methods in a Changing World. Bulgarian Comparative Education Society. <https://files.eric.ed.gov/fulltext/ED613989.pdf>
- Pappas, C. (2025). The Adult Learning Theory: Andragogy of Malcolm Knowles. <https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>
- Philippine Development Plan 2023–2028. (2023). Section on learning poverty and education challenges. <https://www.scribd.com/presentation/768685567/PHILIPPINE-DEVELOPMENT-PLAN-2023-2028>
- Sebullen, M. T., & Jimenez, O. B. (2024). Examining the Impact of Administrative Support on Transformational Leadership and Teacher Job Satisfaction. *International Journal of Research and Scientific Innovation*, 11(10), 840-863. DOI: 10.51244/IJRSI.2024.1110066
- Seo, K., Tang, J., Roll, I., Fels, S., & Yoon, D. (2021). The impact of artificial intelligence on learner–instructor interaction in online learning. *International Journal of Educational Technology in Higher Education*, 18(1), 54. <https://doi.org/10.1186/s41239-021-00292-9>
- Semacio, K.A., Suarez, M.G.C., Pagsuguiron, G.M. & Castolo, G.D. (2024). Assessment of Teachers' Performance Appraisals: Basis for Professional Development. *ICONIC Research and Engineering Journals*, 8(3), 147–157. <https://www.irejournals.com/formatedpaper/1706270.pdf>
- Torres, J. L., Zerna, L. G., Ampil, F. D., Silva, R. E. & Uy, F.T. (2025). Strategic leadership and contextual management: Elevating educational outcomes in Philippine schools. *International Multidisciplinary Journal of Research for Innovation, Sustainability and Excellence (IMJRISE)*, 1 (12), 62-70. https://www.researchgate.net/publication/388628520_Strategic_Leadership_and_Contextual_Management_Elevating_Educational_Outcomes_in_Philippine_Schools#fullTextFileContent
- Urbano, D., & Gurat, M. (2023). Level of practice in the implementation of DepEd's results-based performance management system (RPMS). *International Journal of Research Publication and Reviews*, 4 (8):1078–1090. <https://philpapers.org/rec/URBLOP-2>
- Ventista, O., & Brown, C. (2022). Teachers' professional learning and its impact on students' learning outcomes: Findings from a systematic review. *Social Sciences & Humanities Open*, 8(1), 100565. <https://doi.org/10.1016/j.ssaho.2023.100565>
- Yangambi, M. (2023). Impact of School Infrastructures on Students' Learning and Performance: Case of Three Public Schools in a Developing Country. *Creative Education*, 14, 788–809. Doi: 10.4236/ce.2023.144052