

Anchors of Achievement: Administrative Support and Teachers Morale as Predictors of Public Schools Performance

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ABSTRACT

School performance in public basic education schools often faces challenges in sustaining consistent outcomes, raising concerns about the roles of administrative support and teacher morale in improving educational performance. This study aimed to determine the influence of administrative support and teacher morale on the school performance of ten public basic education schools in the Municipality of Vuela, Division of Agusan del Sur. Using a quantitative descriptive-correlational design, the study involved 50 teachers selected through proportionate sampling. Data were gathered using adapted survey questionnaires and school performance indicators and analyzed using mean, standard deviation, and Pearson Product–Moment Correlation. The findings revealed that administrative support and teacher morale were generally perceived at positive levels, while school performance showed strong outcomes in promotion, retention, achievement, and completion rates, although cohort survival and drop out rates appeared relatively lower. Moreover, administrative support showed a significant relationship with retention rate and graduation/completion rate, while teacher morale did not show a significant relationship with school performance indicators. These findings imply that stronger administrative support may contribute to improved student retention and completion in public basic education schools. School leaders may strengthen administrative support practices to sustain student retention and completion outcomes.

Keywords: Administrative support, teacher morale, school performance, basic education schools, descriptive-correlational

INTRODUCTION

Public school performance is closely related to administrative support and teachers' morale. When school administrators provide clear guidance, recognition, and support, teachers are more likely to remain motivated and committed to their instructional roles (Zhao et al., 2021). However, limited administrative support may contribute to stress, burnout, and reduced occupational well-being, which can weaken teaching effectiveness and overall school outcomes (Nwoko et al., 2023).

In Australia, De Bortoli et al. (2024) reported that shortage of educational staff remains one of the key school-context concerns examined in Australian PISA results. Similarly, Tosun and Bozkurt Bostancı (2024) found that administrative support is significantly related to teachers' leadership engagement. These findings suggest that weak administrative support may lower teacher morale, limit teacher participation, and weaken overall school performance.

In the Philippines, inadequate administrative support and heavy teacher workload remain major concerns affecting public school performance. Tarraya (2023) noted that heavy workloads among Philippine public school teachers affect their effectiveness, efficiency, and overall welfare. Similarly, Nwoko et al. (2023) emphasized that limited organizational support may contribute to teacher stress, burnout, and reduced occupational well-being.

In the Division of Agusan del Sur, particularly in the Municipality of Veruela, weak administrative management and low teacher morale remain pressing concerns in the local public school system. This concern is supported by Pressley (2021), who found that administrative support is a significant factor related to teacher burnout, indicating the need for stronger school-level support systems.

Finally, this study addressed the need to examine how administrative support and teacher morale relate to public school performance. The findings may guide school leaders, school community members, and stakeholders in strengthening support systems, improving teacher morale, and enhancing school outcomes. Results shall be disseminated through Learning Action Cell sessions, educational forums, and peer-reviewed publications to support policy refinement and school-based improvement initiatives.

LITERATURE REVIEW

Administrative Support

Administrative support refers to the assistance provided by school leaders through emotional, environmental, instructional, and technical support that helps teachers perform their duties effectively. Liu and Hallinger (2021) emphasized that school leadership support is related to teacher learning and stronger professional practice. Tosun and Bozkurt Bostancı (2024) found that administrative support is connected with teachers' leadership engagement. Zhao et al. (2021) reported that school administrative ethics is associated with teachers' job morale and job involvement. Nwoko et al. (2023) noted that limited organizational support may contribute to teacher stress, burnout, and reduced occupational well-being, showing the need for stronger administrative support in sustaining teacher morale and school performance.

Teacher Morale

Teacher morale refers to teachers' positive psychological state reflected in their identification with school goals, sense of belongingness, and rational view of workload, recognition, and fairness. Zhao et al. (2021) found that school administrative ethics is associated with teachers' job morale and job involvement. Collie (2023) emphasized that teacher well-being is linked with job resources, job demands, and turnover intentions. Madigan and Kim (2021) reported that burnout and low job satisfaction are related to teachers' intention to leave the profession.

School Performance

School performance refers to measurable school outcomes such as promotion rate, dropout rate, cohort survival rate, achievement rate, retention rate, and graduation or completion rate. The Department of Education (2022) emphasized that key performance indicators are used for reporting, monitoring, and evaluation of educational outcomes. Mboweni and Taole (2022) noted that teacher morale is shaped by school conditions, leadership, and professional support. Granziera et al. (2023) found that teacher emotional exhaustion is negatively associated with school-level academic achievement. Hoque et al. (2023) further emphasized that teachers' job satisfaction is linked with students' achievement, showing that school performance is strengthened when administrative support and teacher morale are sustained.

MATERIALS AND METHODS

Research Design

This study employed a quantitative descriptive-correlational research design to examine the relationships among administrative support, teacher morale, and school performance. This design is used to describe the current levels of the variables and determined their associations without manipulating the school setting (Creswell & Creswell, 2023).

Research Participants

The study involved 50 public basic education teachers from the ten schools in the Municipality of Veruela, Agusan del Sur which were chosen through purposive sampling technique.

Research Locale

The study was conducted in the Municipality of Veruela, Agusan del Sur, Region XIII, Philippines. It covered the ten public basic education schools in the municipality, which provided a relevant setting for examining administrative support, teacher morale, and school performance.

Research Instruments

This study used adapted survey questionnaires to measure administrative support and teacher morale, while school records were used to assess school performance. Administrative support was measured using Willis's (2019) 46-item Administrative Support Survey, covering emotional, instructional, technical, and environmental support. Teacher morale was measured using the Teacher Morale Scale by Sison Viaro and Valbuena Ancho (2021), which covers identification, belongingness, and rationality. School performance was assessed using DepEd Order No. 24, s. 2022, focusing on promotion rate, retention rate, cohort survival rate, dropout rate, and graduation or completion rate.

Treatment of Data

Mean. This was used to describe the levels of administrative support, teacher morale, and school performance.

Standard Deviation. This was used to determine the consistency or variability of teachers' responses on administrative support and teacher morale.

Pearson Product-Moment Correlation. This was used to determine the strength and direction of the relationships between administrative support and school performance, and between teacher morale and school performance.

RESULTS AND DISCUSSION

Level of Administrative Support

Table 1 presents the level of administrative support in terms of emotional support, environmental support, instructional support, and technical support.

Table 1: Level of Administrative Support

Indicators	Mean	Description
Emotional Support	3.1	Agree
Environmental Support	3.1	Agree
Instructional Support	3.1	Agree
Technical Support	3.3	Agree

Emotional support, environmental support, and instructional support each obtained a mean of 3.1, described as “agree,” indicating that teachers perceive these forms of administrative support as evident in their schools. Technical support obtained the highest mean of 3.3, also described as “agree,” suggesting that assistance with procedures, resources, and technical tasks is the strongest area of support. The results imply that teachers generally receive administrative support, although some areas may still be strengthened. This finding is supported by Tosun and Bozkurt Bostancı (2024), whose study implies that stronger administrative support can encourage teachers’ leadership engagement and active participation in school improvement. However, Pressley (2021) emphasized that insufficient administrative support may contribute to teacher burnout, suggesting that schools should sustain and improve support systems even when teachers report favorable levels of support.

Level of Teacher Morale

Table 2 presents the level of teacher morale in terms of identification, belongingness, and rationality.

Table 2: Level of Teacher Morale

Indicators	Mean	Description
Identification	3.3	Agree
Belongingness	3.2	Agree
Rationality	3.4	Agree

Identification obtained a mean of 3.3, described as “agree,” indicating that teachers generally align themselves with the goals and direction of the school. Belongingness obtained a mean of 3.2, also described as “agree,” showing that teachers feel connected to the school community. Rationality obtained the highest mean of 3.4, described as “agree,” suggesting that teachers view their work conditions, responsibilities, and recognition with fairness and reason. The results imply that teacher morale is evident across all indicators, with rationality as the strongest area. This finding is supported by Zhao et al. (2021), whose study implies that positive administrative practices are associated with teachers’ job morale and involvement; however, Madigan and Kim (2021) emphasized that low job satisfaction and burnout may increase teachers’ intention to leave, suggesting the need to continuously strengthen morale-building support.

Level of School Performance

Table 3 presents the level of school performance based on key indicators, including promotion rate, drop-out rate, cohort survival rate, achievement rate, retention rate, and graduation/completion rate..

Table 3: Level of School Performance

Indicators	Mean	Description
Promotion Rate	97.3%	Very High
Drop-Out Rate	1.81%	Low
Cohort Survival Rate	49.27%	Low
Achievement Rate	81.7%	High
Retention Rate	93.00%	Very High
Graduation/Completion Rate	95.5%	Very High

Promotion rate is 97.3%, described as “very high,” while dropout rate is 1.81%, described as “low,” indicating strong learner progression and minimal school leaving. Cohort survival rate is 49.27%, described as “low,” suggesting that learner continuity across grade levels remains an area for improvement. Achievement rate is 81.7%, described as “high,” while retention rate and graduation/completion rate are 93.00% and 95.5%, both described as “very high.” The results imply that school performance is generally favorable, although cohort

survival requires stronger monitoring and support. This finding is supported by Hoque et al. (2023), whose review shows that teacher-related factors are linked with student achievement. However, Granziera et al. (2023) emphasized that teacher well-being is also associated with school-level achievement, suggesting the need to sustain teacher support to maintain school performance.

Relationship Between Administrative Support and School Performance

Table 4 presents the relationship between administrative support and school performance.

Table 4: Relationship Between Administrative Support and School Performance

Independent Variable	Dependent Variable			
	School Performance	r	p-value	Remarks
Administrative Support	Promotion Rate	-	-	Variance = 0
	Drop-Out Rate	-0.225	0.116	Not Significant
	Cohort Survival Rate	-0.049	0.735	Not Significant
	Achievement Rate	0.204	0.154	Not Significant
	Retention Rate	0.369	0.008	Significant
	Graduation/ Completion Rate	0.318	0.025	Significant

Promotion rate could not be correlated with administrative support because its variance was zero. Administrative support showed no significant relationship with dropout rate ($r = -.225$, $p = .116$), cohort survival rate ($r = -.049$, $p = .735$), and achievement rate ($r = .204$, $p = .154$). However, it showed a significant positive relationship with retention rate ($r = .369$, $p = .008$) and graduation/completion rate ($r = .318$, $p = .025$). This implies that stronger administrative support is more closely associated with learners' continued enrollment and completion than with other school performance indicators. This finding is supported by Tosun and Bozkurt Bostancı (2024), whose study implies that administrative support strengthens teacher engagement in school processes. However, Hoque et al. (2023) noted that student achievement is shaped by several teacher, learner, and school-level factors, suggesting that administrative support alone may not be significantly related to all performance outcomes.

Relationship Between Teacher Morale and School Performance

Table 5 presents the relationship between teacher morale and school performance.

Table 5: Relationship Between Teacher Morale and School Performance

Independent Variable	Dependent Variable			
	School Performance	r	p-value	Remarks
Teacher Morale	Promotion Rate	-	-	Variance = 0
	Drop-Out Rate	0.104	0.474	Not Significant
	Cohort Survival Rate	-0.063	-0.063	Not Significant
	Achievement Rate	0.198	0.169	Not Significant
	Retention Rate	0.238	0.096	Not Significant
	Graduation/ Completion Rate	0.182	0.207	Not Significant

Promotion rate could not be correlated with teacher morale because its variance was zero. Teacher morale showed no significant relationship with dropout rate ($r = .104$, $p = .474$), cohort survival rate ($r = -.063$),

achievement rate ($r = .198$, $p = .169$), retention rate ($r = .238$, $p = .096$), and graduation/completion rate ($r = .182$, $p = .207$). This implies that teacher morale was not significantly associated with the school performance indicators. Hoque et al. (2023) support this result by emphasizing that student achievement is shaped by several teacher, learner, and school-level factors. However, Granziera et al. (2023) reported that teacher well-being is related to school-level achievement, suggesting that teacher morale may still matter when supported by other school conditions.

CONCLUSIONS

Administrative support in terms of emotional, environmental, instructional, and technical support was generally perceived positively by teachers. This indicates that school heads provide encouragement, resources, guidance, and assistance that help teachers perform their duties effectively.

Teachers showed positive morale in terms of identification, belongingness, and rationality. This suggests that they feel valued, connected to the school community, and aligned with the school's mission.

The schools demonstrated strong performance in promotion rate, retention rate, achievement rate, and graduation or completion rate, indicating effectiveness in supporting students' academic progress and completion. The low dropout rate further shows the schools' ability to sustain student participation. However, the relatively low cohort survival rate suggests that some students do not consistently progress through all grade levels within the expected period.

The findings further revealed that administrative support had a significant relationship with retention rate and graduation or completion rate, implying that supportive leadership may help improve student persistence and completion. However, it showed no significant relationship with promotion rate, dropout rate, cohort survival rate, and achievement rate, suggesting that these outcomes may also be influenced by other factors.

Teacher morale, on the other hand, was not found to have a statistically significant relationship with the indicators of school performance. This suggests that positive morale may not directly produce measurable student outcomes, nevertheless, it supports professional engagement and a positive teaching environment that may indirectly enhance teaching quality and student learning over time.

RECOMMENDATIONS

Learners are encouraged to remain actively engaged in their academic responsibilities and maintain consistent participation in school activities to support their progression through all grade levels. They should also develop positive learning habits and perseverance in their studies to help sustain the school's high promotion, retention, and completion rates while improving long-term educational progression.

Teachers are encouraged to maintain a positive level of professional commitment and morale by continuously improving their instructional practices and participating in professional development opportunities. They may also strengthen collaboration with colleagues and communicate instructional concerns with school administrators to further enhance teaching effectiveness and student learning outcomes.

School principals should continue providing strong administrative support by promoting open communication, recognizing teachers' contributions, and encouraging professional growth. They may also strengthen instructional and environmental support by ensuring the availability of teaching resources, facilitating professional development, and fostering a supportive and collaborative school climate.

Parents are encouraged to actively support their children's education by monitoring their academic progress, encouraging regular school attendance, and maintaining communication with teachers and school administrators. Parental involvement can help reinforce students' motivation to learn and contribute to improved school performance outcomes.

The Local Government Unit may provide additional support to schools by allocating resources for instructional materials, school facilities, and programs that support student retention and achievement. Strengthening partnerships between schools and local government can also help address community-related factors that influence students' participation and academic success.

Future researchers may conduct similar studies in different educational contexts to further examine the relationship between administrative support, teacher morale, and school performance. They may also include additional variables such as school climate, teacher workload, and student socioeconomic background to gain a deeper understanding of the factors influencing school performance.

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