



# ORGANIZATIONAL SUPPORT AS A CONSTRUCT OF TEACHER PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN PANABO CITY DIVISION

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## ABSTRACT

The study uncovered the relationship between organizational support and teacher performance in public secondary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of organizational support that significantly influenced teacher performance. With the use of probability sampling, 150 secondary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive organizational support and an extensive teacher performance. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of organizational support were found to have significantly influenced teacher performance. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to help the school heads in extending organizational support to attain excellent performance among teachers. More so, future researchers may further explore the involved variables considering other factors and research methods.

**KEYWORDS:** Organizational support, teacher performance, Panabo City Division, Philippi

## INTRODUCTION

Performance is the result and work behavior that has been achieved in order to complete the tasks and responsibilities that have been given within a certain period of time. Because in the world of education, the relationship between students and teachers becomes an important factor in learning and teaching activities, both in gaining knowledge and in developing the personality of student. Education is one of the important factors in the development of a nation. High or low quality of education is not only caused by the educational process, but can also be influenced by the low performance of teachers as educators. However, teachers tend to perform poorly due to some factors.

In Indonesia, the quality of teachers is still low, both in terms of competence, knowledge, and pedagogical expertise. The Program for International Student Assessment (PISA) survey in 2018 has released that the quality of Indonesian education is still in the 10th lowest category, both in the fields of literacy, science and mathematics. This is due to the disparity and low quality of teachers. With the low quality of the teacher, it will have an impact on various things, including achievement and learning process for students (Kanya et al., 2021). Yariv (2011) mentioned that problematic teachers present one of the toughest challenges school principals may ever face. Poor-performing teachers not only do not provide the expected results, but their negative behavior may distract others from doing their work and reduces staff credibility.

In the Philippines, teachers' performance has been affected due to teaching-related stressors. It reduces individual and institutional efficiency, which has a profound effect on educational institutions. In 2017, various incidents on work-related stress were reported to have been affecting Filipino Workers. CNN PH poll entitled Filipino Top Causes of Stress in 2017 reported that 23 percent of the Filipinos were experiencing work-related stress such as management, deadlines, workload, and sometimes co-worker (Ansis, 2017). Sarabia and Collantes (2020) mentioned that the top 5 causes of stress of employees revolves on low pay, inadequate staffing, company culture, lack of work/life balance,



and lack of supervisor support. Alson (2019) reported that stress is a pervasive factor in teachers' lives in the Philippines, negatively affecting their performance.

In Mindanao, a study conducted by Molina et al. (2018) as part of the teacher classroom observation study revealed that teachers fail to explicitly articulate the objectives of the lesson and relate classroom activities to those objectives. Most teachers, (60%) explicitly state a broad lesson objective. Others do not state it, but it can be inferred from the lesson. Moreover, more than half of teachers (57%) do not connect what's being taught to other content knowledge or students' daily lives. They rarely connect these objects to the lesson content. Finally, almost a quarter of teachers (22%) do not model by enacting procedures or thinking aloud. Although they ask students to read a text, answer specific questions, or complete activities, they rarely walk them through the process of how to solve for a task.

However, the mentioned circumstances were solely observed, as the researcher had not encountered any existing study focusing on the performance of teachers within the local context, particularly considering the organizational support. Given this scenario, the researcher was driven to delve into the magnitude of organizational support and its impact on teacher performance, specifically within the public secondary schools of Panabo City Division. Moreover, the objective was to explore the relationship between these two variables.

Conducting a study on organizational support as a construct of teacher performance holds significant social relevance in contemporary education. By investigating the relationship between organizational support and teacher performance, valuable insights can be gained into how supportive work environments impact educators' effectiveness, job satisfaction, and overall well-being. Hence, addressing issues related to organizational support can lead to the development of policies and practices that promote equitable and inclusive teaching environments, benefiting both teachers and students alike. Additionally, the researcher intended to present this study in various local, national, and international forums, with the ultimate goal of publishing it in a journal indexed by Scopus.

## METHODOLOGY

### Research Design

In this research, a quantitative approach was utilized, precisely employing a descriptive correlational technique. Quantitative research involves gathering numerical data and then applying mathematical analysis, frequently integrating statistical tools. This methodology is employed to clarify and offer insights into particular problems or phenomena (Apuke, 2017). In the realm of descriptive correlational studies, the emphasis is on delineating variables and the inherent relationships that emerge among them (Davis, 2021).

Descriptive research involves a non-interventionist approach by the researcher, observing variables without any manipulation. Its principal aim is to offer a comprehensive comprehension of the fundamental attributes of these variables, as highlighted by Korrapati (2016). Conversely, a correlational study aims to ascertain if a relationship exists between two variables. According to Kabir (2016), this entails assessing whether a change, either an increase or decrease, in one variable is connected to a corresponding increase or decrease in the other.

This study fell under the quantitative category as it depended on numerical data for analysis and interpretation. It was descriptive in nature as it sought to assess both the organizational support and teacher performance. Furthermore, this academic undertaking is considered correlational because it examined the association between the organizational support and teacher performance in the public secondary schools in Panabo City Division.

### Respondents and Sampling

A total of 150 public secondary teachers were invited to participate in this study. According to Hair et al. (2018), it was suggested that a minimum of 50 samples was required for simple regression analysis, and typically around 100 samples sufficed for most research scenarios. Therefore, having 150 respondents was more than sufficient to fulfill the objectives of this study.

In selecting the study's sample, a two-staged cluster sampling, a form of probability sampling, was utilized. This sampling method allows for determining the probability or likelihood of inclusion for each item. Essentially, every member of the population has an equal and independent chance of being part of the sample (Ragab & Arisha, 2018). In research, cluster sampling is a widely adopted technique that involves dividing the population into clusters. A



cluster comprises unique units, forming exhaustive and mutually exclusive subsets (Thomas, 2020). The two-stage cluster sampling is employed due to the random selection of a sample from each specified cluster or division. In the context of this study, all secondary teachers from the public secondary schools of Panabo City Division were taken into account.

The inclusion and exclusion criteria for this study specified the selection of secondary teachers with a minimum of 2 years of teaching experience. This criterion was essential as it allowed teachers with at least a 2-year tenure in public schools to effectively evaluate the organizational support and its impact on teacher performance. Additionally, participants who felt uneasy or uncomfortable answering the survey questionnaire had the option to voluntarily withdraw from participating in the study. They did not face any pressure to continue their involvement, and their decision to withdraw was fully respected, emphasizing the paramount importance of the respondents' welfare in the study's conduct.

### **Research Instruments**

Regarding data collection, this study utilized a customized survey questionnaire. The questionnaire used in this project had two distinct sets. The initial set centered on evaluating the organizational support, while the subsequent set focused on assessing the teacher performance.

**Organizational Support.** The questionnaire on organizational support was adapted from Eisenberger et al. (1990). This tool had 22 statements. It had the following indicators, namely: school support (1-9), supervision (1-4), and coworker assistance (1-9). The Cronbach alpha coefficient for the 15 items is .74 suggesting that the items have relatively high internal consistency.

**Teacher Performance.** The teacher performance questionnaire was adapted from Nielsen (2002). The instrument consisted of 22 items. It had the following indicators, namely: productivity (1-6), quality (1-5), openness to new learning (1-4), relationship with other associates (1-4), dependability and reliability (1-5), ability to function under stress (1-3), and attendance and timeliness (1-4). The questionnaire was subjected to a pilot testing having a result of .72 suggesting that the items have relatively high internal consistency.

The instruments employed in this study were tailored to align with the study's objectives. The researcher incorporated and consolidated all feedback, comments, and suggestions provided by the adviser, panel members, and expert validators to enhance and refine the research tools, thereby ensuring the achievement of construct validity.

### **Data Analysis**

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

**Weighted Mean.** This was used to measure the extent of organizational support and teacher performance.

**Pearson r.** This was utilized to determine the relationships between organizational support and teacher performance.

**Regression Analysis.** This was employed to determine the significant influence of organizational support and teacher performance.

## **RESULTS AND DISCUSSION**

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

### *Findings*

The main focus of the study was to determine the significance of the relationship between organizational support and teacher performance in public secondary schools. The study was conducted in the selected secondary schools in Panabo City Division. There were one hundred fifty secondary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean,



Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The extent of organizational support is extensive which means that organizational support is oftentimes evident. This extensive level of organizational support suggests that educators commonly experience assistance and encouragement in their professional roles, fostering a conducive work environment for optimal performance.

Meanwhile, the extent of teacher performance is extensive which means that it is oftentimes evident. This suggests that teachers consistently demonstrate their capabilities and fulfill their responsibilities effectively, contributing to the overall success of the teaching environment.

It was found out that there is a significant relationship between organizational support and teacher performance. The hypothesis of no significant relationship between organizational support and teacher performance was rejected. The discovery of a significant relationship between organizational support and teacher performance underscores the importance of supportive organizational environments in enhancing teacher effectiveness. This rejection of the null hypothesis implies that organizational support plays a crucial role in influencing and improving teacher performance within educational settings.

More so, it was revealed that all the domains of organizational support heads significantly influence teacher performance. The revelation that all domains of organizational support significantly impact teacher performance underscores the comprehensive influence of organizational support on teacher effectiveness. This statistical significance highlights the multidimensional nature of organizational support, indicating its pervasive impact on various aspects of teacher performance within educational institutions.

### **Conclusions**

Based on the findings of this study, the following conclusions were offered:

The extent of organizational support means that it is oftentimes evident in the school. In fact, all dimensions are oftentimes evident, namely, school support, supervision, and coworker assistance.

Meanwhile, the extent of teacher performance is oftentimes evident. Apparently, all indicators are found to be oftentimes evident specifically on productivity, quality, openness to new learning, relationship with other associates, dependability and reliability, ability to function under stress, attendance and timeliness.

Based on the findings, organizational support and teacher performance are related. All domains of organizational support are linked to teacher performance.

Also, organizational support significantly influenced teacher performance. In fact, all domains of organizational support, namely, school support, supervision, and coworker assistance significantly influence teacher performance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the three domains of organizational support, the teacher performance will increase.

The strong correlation between organizational support and teacher performance underscored the validity of the Person-Environment Fit (P-E fit) Theory proposed by French, Rodgers, and Cobb (1974), which explored the outcomes of interactions between individuals and their environments. This theory posits that a positive fit between individuals and their environment fosters favorable behaviors. A harmonious P-E fit reduces workplace conflicts, enhances employee motivation, and heightens their commitment, ultimately leading to job satisfaction and increased prospects for career success.

More so, Rhoades et al. (2001) emphasized that organizational support significantly influences performance by instilling in employees a sense of responsibility towards their well-being and aiding them in achieving their objectives. This notion was supported by Robbins and Judge (2014), who asserted that perceived organizational support directly impacts employee performance. Rhoades and Eisenberger (2002) further suggested that enhancing organizational support leads to improved employee performance. Uppal and Mishra (2014) asserted a causal relationship between perceived organizational support and teacher job performance.



### Recommendations

The following suggestions were offered based on the conclusions of the study:

In light of the extensive organizational support and teacher performance revealed in the analysis, it is recommended that DepEd officials prioritize and continue initiatives aimed at enhancing organizational support within educational institutions. This may involve fostering a supportive work environment, providing resources and professional development opportunities, and encouraging collaborative relationships among staff members. Additionally, efforts may be made to recognize and reward teachers for their exemplary performance, thereby reinforcing a culture of excellence and continuous improvement. By investing in organizational support strategies, DepEd may further cultivate a conducive environment that empowers teachers to thrive professionally, ultimately contributing to the overall quality of education.

Moreover, school heads may sustain and amplify efforts in fostering a supportive and conducive work environment within their institutions. They may prioritize initiatives aimed at strengthening communication channels, providing adequate resources, and offering professional development opportunities to their staff. Additionally, fostering a culture of collaboration and recognition may further enhance teacher motivation and engagement, ultimately leading to improved performance outcomes. By actively promoting organizational support initiatives, school heads may create an environment where teachers feel valued, supported, and empowered to excel in their roles, thus contributing to overall school effectiveness and student success.

Furthermore, teachers may capitalize on the supportive environment provided by their institutions. They may actively engage with available resources, professional development opportunities, and support networks offered by their school administration. They may also prioritize self-care practices to manage stress and maintain well-being, ensuring sustained high performance over time. Overall, by actively participating in the supportive ecosystem provided by their schools, teachers may maximize their potential and contribute to a culture of excellence within the institution.

Lastly, future researchers may delve deeper into the specific mechanisms through which organizational support influences various aspects of teacher performance. This may involve exploring the mediating factors such as job satisfaction, motivation, and professional development opportunities that may enhance the impact of organizational support on teacher performance. Additionally, longitudinal studies may provide valuable insights into how organizational support and teacher performance evolve over time and identify potential long-term effects.

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