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Lived Experiences of Teachers on the Administrative Support of School Heads in Almagro District, Division of Samar

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Abstract — The educational system must realize that teachers bring their own set of work values to the workplace, influenced by their upbringing, culture, and personal convictions. These work values might have an impact on the teachers' level of job satisfaction, which is a complex concept that refers to emotional responses to their teaching jobs. Thus, this study assessed the level of work values and job satisfaction among the teachers in the different public elementary and secondary schools in the District of Almagro, Schools Division of Samar, during the School Year 2024-2025. The quantitative descriptive study design was adopted. The study found that the teachers had a rather homogenous social group based on their demographic characteristics. The teachers had high regard for their work values, except for familial work values, to which they had placed lower value. The teachers felt less content with the work environment, but were highly satisfied with the other aspects of job satisfaction, including job security, job responsibilities, and community linkages and attachments. The teachers' age, civil status, religious affiliation, position, years in service, and

income were significantly related to their level of work values. The teachers' age, civil status, position, years in service, and income were significantly related to their level of job satisfaction. The teachers' work values determined their level of job satisfaction. The teachers' level of work values differed based on their age, civil status, religious affiliation, and years in service. The teachers' level of job satisfaction differed based on their age, civil status, position, years in service, and income. Recommendations for a health wellness plan were proposed based on the findings of this study.

In the proposed career plan the following were suggested: (a) Only nine to ten percent of the respondents would take up any engineering degrees and computer science. (b) Twenty-four to twenty-five percent of the class may be advised to take up science-laden courses, (c) Thirty-nine to forty percent of the respondents may be encouraged to become a professional teacher, seaman, criminologist, police officer, or related college degree that do not deal so much mathematics and sciences. (d) Twenty-three to twenty four percent of the class may be persuaded to go for entrepreneurship or TESDA-certified livelihood course, and (e) Two to three percent of the class may be convinced to change their curriculum exit to employment.

Keywords — Lived Experiences of Teachers on the Administrative Support of School Heads in Almagro District, Division of Samar

I.   Introduction

In the realm of education, the effectiveness of teaching and learning processes is significantly influenced by the quality of leadership and support provided by school administrators. School heads play a pivotal role not only as instructional leaders but also as facilitators of a positive and productive school environment. Their administrative support—ranging from professional development, resource allocation, and mentoring to emotional and moral encouragement—has a direct impact on teacher morale, job satisfaction, and overall performance. In the context of the Philippine educational system, particularly in geographically isolated and disadvantaged areas like the Almagro District in the Division of Samar, understanding the nature and impact of this administrative support becomes especially critical.

The Almagro District, characterized by its remoteness and limited access to resources, presents unique challenges for both school leaders and teaching personnel. Teachers in this district often face multifaceted difficulties, including lack of instructional materials, minimal infrastructure, logistical constraints, and, at times, isolation from educational developments and support systems. In such settings, the role of the school head transcends traditional administrative duties and becomes a source of resilience, guidance, and motivation for the teaching workforce. Therefore, exploring the lived experiences of teachers regarding the kind of administrative support they receive provides valuable insights into how leadership can influence teacher well-being and effectiveness in challenging educational landscapes.

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Literature Review

Conceptual Literature. Teacher retention is of great concern to policy makers, administrators, and teaching staff. Across the United States, 55 percent of teachers are thinking of leaving the profession, which points to an urgent need to improve teacher engagement, satisfaction, and belonging. School leaders looking to leverage relationships for teacher retention can consider the following factors when implementing teacher induction programs such as, compensation and training for mentor teachers, duration of mentoring relationships, structural arrangements and framing and assessments (Loftin, 2023).

In improving the lesson planning and performance of teachers, planning strategically is one important domain before indulging in teaching and learning situation. Planning is done not only by the teacher himself but with the collaborative effort of his school head, his co-teachers, parents and other stakeholders. Strategic planning not only in the particular lesson but the entire learning environment. Strategic planning is carried out by making an annual work plan following the vision, mission and goals of the school formulated at the beginning of the school year, forming a school development team, implementing school planning by educational procedures, developing development and coaching results achieving goals (Priyambodo and Hasanah, 2021). Instructional planning happens when a teacher is able to visualize and forecast the future of what, why, and how of the teaching-learning process (Linways Team, 2017). A strategic plan helps a school define what it intends to achieve when it comes to their student success objectives and organizational goals. A combination of good planning and communication will ensure that all stakeholders including parents, teachers, administrators, principals, board members and community are all striving for the same goals (Ong, 2016). A robust mixture of planning and communication will ensure that all educators and stakeholders — including parents, teachers, administrators, governors, board members and community — are working towards the same goals (Promethean, 2017). There are different types of strategic thinking. These include critical thinking, logical thinking, practical thinking, divergent thinking, and convergent thinking. Strategic thinking skills in teaching and learning are any skills that enable instructional leaders to use critical thinking to solve complex problems relating to teaching delivery and plan for the effective future teaching and learning outcomes (Adeyinka-Ojo, 2021). Teachers' strategic approach can have an impact on students' academic achievement in schools. This demands that school teachers hone their strategic skills to enhance school leadership capabilities (Mohamad and Twontawi, 2021).

Desire to remain focus is another important domain in achieving the maximum work productivity and performance of the teachers. Educators must cultivate the ability to see themselves clearly and objectively through reflection and self-analysis. This way, they see what is happening around them, learn from the situation, and can be able to make the necessary adjustments (Merlo, 2021). Most teachers start courses pretty much the same way—introduce the content, go over the course requirements, talk about grades, and spell out various policies. Teachers will be surprised by how confusing, indeed disorienting, they found this (Weimer, 2017).

While teaching is a gift that seems to come quite naturally for some, others have to work overtime to achieve great teacher status. Yet the payoff is enormous — for both you and your students (Orlando, 2013). Empathy is an important trait to have and to try to develop in ourselves and our students. Being able to put yourself in someone's shoes and see things from their perspective can have a powerful impact on our decisions and actions (Alrubail, 2015). As a teacher, you are a role model who sets the tone for the class. If you are able to show enthusiasm and commitment, your students are more likely to reciprocate. Conversely, when you are negative, unprepared, or impatient, these qualities will be reflected in the attitudes of your students (Georgetown.edu, 2022).

Research Literature. In the study of Saleem et al (2020), findings revealed that most of the teachers faced over-crowded classes and a high workload in their initial time. Most of the teachers had received support from the administration; however, the administration was helpless regarding many challenges that the novice teachers faced in their early years. Many administrators did not help the novice teachers' deal with over-crowded classrooms, the extra workload in the form of periods per week, and the management of students' behaviors.

According to the study of Samiano and Baluyos (2023), results revealed that the administrators have very high level of support to the teachers while the teachers have very high level of resiliency during this pandemic. Their work performance in the delivery of learning among the learners was also excellent. However, no correlation was seen between the administrative support received by the teachers and their performance. The teachers' very high level of resiliency did not affect their work performance. Future researchers may conduct similar research exploring other variables that may affect teacher's work performance in the delivery of modular distance learning.

In the study of Egboka (2018), findings revealed among others that principals do not apply professional development practices for enhancing teachers' job performance by not; involving teachers in collaborative teaching method to enable them share knowledge and new teaching strategies, sponsoring teachers' on conferences to enable them withstand the challenges brought about by change and innovation, and granting study leave for teachers to go for refresher courses. Hence, it was recommended among others that principals should partner with relevant stakeholders to promote teachers' professional development through organizing annually seminars, workshops, sponsoring teachers on conferences and embarking on continuous training so as to improve teachers' instructional delivery. Conclusion was drawn based on the findings.

In the findings of Kimosop (2018), results showed that head teachers played a major role in the implementation in purchasing some of the required resources, through initiating the parents to support the teachers though it was found that they were not adequate at the time of the study. The head teachers and DICECE officer claimed that they never received adequate support from the Ministry of Education, Science and Technology to assist in the implementation of the ECDE curriculum. The paper recommends that for effective implementation of the curriculum, top

administrative support should be provided to teachers to enhance effective curriculum implementation.

Exploring the lived experiences of school administrators was expected to provide new understanding of school leadership experiences. Thus, provide valuable contributions to the leadership and educational fields. Leader effectiveness is critical to teacher and student success. According to Grissom et al. (2021), school principals are only as effective as their schools. They can bring the school to the pedestal when they function well.The typical perception of a school principal is that they implement policies, juggles multiple responsibilities and keeps a regular schedule (Michelson et al., 2021). Responsibility for student performance and educational outcomes has been integrated into their obligations. Management and leadership must work together. It is described as the capacity to persuade a group of people to pursue objectives (DaMatthews et al., 2021). They are not interchangeable. However, they are inextricably connected and complementary. The importance of excellent management and leadership for the efficient administration of schools has been recognized more and more in the twenty-first century. An increased understanding of the significance of management proficiency for educational leaders has resulted from the tendency toward autonomy and self-management in many nations (Elkhaira et al., 2020).

The immediate leaders in the educational establishment who support the achievement of the school's goals are teachers and administrators. According to Kiral (2020), school administration should encourage instructors to take advantage of opportunities to discuss their strong points with other staff members. Administrators' personalities are another element that could influence a teacher's ability.The impact of teachers and school administrators on students' mental health was highlighted in the most recent study (Elkhaira et al., 2020). Due to the increasing demands and duties placed on school leaders, it is necessary to train effective administrators who are highly skilled, competent, and multi-role competent leaders. Haynes and Gurley (2022) elaborated that effective school leaders are crucial for impacting learning, teaching, and school transformation in a positive way.DepEd Order No. 85, there must be a principal for every public and private elementary and secondary school per Rule VI of the Implementing Rules and Regulations of Republic Act No. 9155's section 6.1, which was implemented in 2003 based on merit, ability, fitness, and equity. The need to empower the school administrators underscores the fact that they make decisions for the students to have quality and equitable education. They are also the contributors in molding and supervising the classroom teachers in providing meaningful learning experiences towards the students.

Banduras's Social Cognitive Theory (SCT) explains how personal experiences, other people's behaviors, and environmental circumstances affect a person's health behaviors. The majority of human behavior, according to this theory, is learned through modeling and observation. The ongoing reciprocal interaction of cognitive, behavioral, and environmental effects is the basis of the social learning hypothesis, which explains human behavior. It is now the job of the school

principal to get the educational establishment ready for changing and implementing tactics to mold the school's environment (Mahoney et al., 2021).

The developing expectations and obligations placed on school administrators have made it necessary to build competent school administrators. Effective school administrators have the biggest impact on schools that are at risk (Cordeiro et al., 2021). As a result, preparing and mentoring aspiring leaders is necessary before change can be any institution of higher learning (Nakajima & Goode, 2019). In the list of priorities for transforming the school, the development of school principal leadership is among most o n a list of urgent concerns relating to public school education. Then, despite the challenges and setbacks, school administrators underwent a complete transformation in leadership (Cabello et al., 2022). As a result, the effectiveness of several management and leadership philosophies in dealing with the situation was examined. There are studies related to explore the living experiences of administrators but not focus more on how the struggles, the coping mechanisms of school heads and principals are being appreciated and being rejected or what not, and so, there is a need to have a management plan for them.

Baluch (2023) defined a career development plan as a roadmap for the future of your career. It is a document that outlines an employee's career objectives and the steps you will take to accomplish them. In her article, she stated Four Tips for an Effective Career Development Plan which are (1) not to get discouraged, (2) celebrate wins, (3) build and foster a network, and (4) invest in learning opportunities.

Teacher's career stagnation is a state in which the teacher feels confident where she is, and hence doesn't feel the need to advance. This state of stagnation may stem from a low self-esteem, lack of feeling empowered by his organization, or a lack of professional development opportunities that hinder his ability to rise in the system (Zamir, 2018). Similarly, Pagayanan (2021) highlighted the phenomenon of career stagnation among public school teachers in Tacloban City, citing factors such as financial constraints, low educational qualifications, and limited support as barriers to professional growth. These findings suggest a need for intervention and enhancement programs to address these barriers and promote career development among public school teachers. The current study aimed to describe other factors that hinder teachers' career development plans, which are not yet indicated.

School leadership remains the primary driving force, ensuring the school's improved or ongoing effectiveness and improvement, including teachers (Leithwood, et al. 2020). School leadership has a considerable impact on the characteristics of the school organization, which improves the quality of teaching and learning. Karacabey (2021) highlighted the role of school principals in facilitating professional development opportunities for teachers. Principals play a crucial role in identifying teachers' needs, organizing relevant training programs, and fostering a supportive school culture conducive to career advancement. Organizational support is also cited as one of the factors in career development (Pagayanan, 2021).

Educational leadership enables leaders, such as grade head teachers, to connect with other teachers and their roles in school (Bush, 2020). Grade head teachers, having less authority than school administrators, are in constant contact with teachers in their departments to fulfill their responsibilities as educational leaders. Similarly, they also become a contributing member that encourages collaborative school culture as they encourage teachers in their department to help the school achieve its educational goals (Lin et al., 2018).

In the same way, grade head teachers contribute in establishing an organizational culture necessary to provide quality teaching (World Bank, 2018). They can help provide educational tools and activities that every student needs. This allows provide them opportunity to think out of the box and be flexible within their actions in solving the problems. As such, grade head teachers as educational leadership is important in promoting school equality and equity (Spillane et al., 2019).

Moreover, they need to be wise on making decision and in deciding what is best depending on existing conditions (Chen et al., 2020). Likewise, they also need to carefully weigh their actions and their potential outcome as there are a lot of people that will be affected (Bagwell, 2020).

Furthermore, grade head teachers, as problem solvers, are expected to develop the right mindset, knowledge and skills to address the many challenges in their role as educational leaders. Also, they need to have wider perspectives so that they can come up with a sound judgement based on the situation that they need to handle (Netolicky, 2020).

Accordingly, Republic Act 9155, known as the Governance of Basic Education Act of 2001, serves as a legal basis for the designation of grade head teachers. This provides school heads the discretion to create school-based management allowing them to designate teachers and staff to contribute to the leading goals. This aims to enhance administrative efficiency in delivering educational services (Official Gazette, 2001).

Furthermore, the decentralization put grade head teachers an increasingly important role in serving as educational leaders in the school. Grade head teachers contribute to managing colleagues and improving the quality of learning of the students by facilitating programs, and services that fit the needs of the department or grade level. This culture of shared governance allows grade head teachers the opportunity to participate in decision-making at their department level (Calvo, 2021).

II. Methodology

Research Design

The research study made use of the descriptive-correlational research design. It is descriptive qualitative because it determines the lived experiences of teachers on the administrative support of school head, challenges encountered by teachers in terms of administrative support and

the coping mechanisms of teachers in terms of addressing the challenges. Descriptive correlational studies describe the variables and the relationships that occur naturally between and among them (Sousa et al, 2007). Surveys are used to explain/explore the existence of two or more variables at a given point and they are useful where the study involves population which is too large for direct observation. Moreover, descriptive studies are concerned with gathering facts rather than manipulation of variables.

The respondents of the study will be the teachers of Almagro District, SDO Samar. Data will be gathered through researcher made survey questionnaire and the actual observation of the researcher. The statistical tools to be used are mean, percentage, standard deviation and ANNOVA.

Sample of the Study

A purposive sampling technique was employed to select participants, ensuring the inclusion of teachers who had used the differentiated teaching methods to underperformer learners in their teaching career. The sample included teachers from different grade levels and subject areas to capture a comprehensive understanding of how differentiated teaching methods were applied in the teaching and learning activities. Data were collected through surveys and interviews, focusing on the effectiveness of Differentiated teaching methods.

Table 1 Sample of the Study

Name of School	No. of Teachers	No. of School Heads
Almagro National High School	1	1
Costa Rica National High School	1	1
Kerikite Integrated School	1	1
Bacjao Elementary School	1	1
Biasong Elementary School	1	1
Guin-ansan Elementary School	1	1
Lunang Elementary School	1	1
Marasbaras Elementary School	1	1
San Isidro Elementary School	1	1
Tonga Tonga Elementary School	1	1
TOTAL	**10**	**10**

Measures

In order to collect detailed qualitative data for this study, an interview guide was created and used. In order to learn more about the actual experiences of public school teachers in Almagro District, Division of Samar, with reference to the administrative support offered by school heads, the handbook included open-ended questions. The purpose of these questions was to extract personal reflections, difficulties faced, and opinions about the support networks in the educational setting. To provide a thorough grasp of the participants' experiences, the guide provided freedom for follow-up and probing inquiries.

Procedures

To evaluate the effect of administrative support from school heads, a validated questionnaire will be distributed to teachers in the Almagro District at the start of the project. Data about teachers' experiences, difficulties, and coping strategies with regard to administrative support will be gathered through the survey. To make sure the questionnaire is accurate and dependable in answering the study questions, it will go through a validation process.

Following data collection, statistical tools will be used to examine responses in order to find trends, connections, and information on the ways in which administrative support affects teacher. After that, the researcher will make recommendations based on evidence to improve the district's administrative support's efficacy.

To maintain the integrity of the study and safeguard the respondents' rights, ethical principles like informed consent, confidentiality, and voluntary participation will be rigorously adhered to throughout the research process.

Data Processing

Three distinct measurement tools were used for data collection. The personal information form included questions about the lived experiences of teachers on the administrative support of school head, challenges encountered by teachers in terms of administrative support and the coping mechanisms of teachers in terms of addressing the challenges. To gather research data, scales on organizational and administrative support, initially developed by Pazy (2011) and later adapted to Turkish by Bostancı (2013. A comparison of the Confirmatory Factor. Analysis [CFA] fit index values obtained from the teacher leadership scale with the accepted reference values (χ 2/df 0.90, TLI 0.90) validated the measurement tools in the research sample. Additionally, the CFA fit index values for the "job satisfaction" scale were evaluated against the reference values (χ 2/df 0.90, TLI0.90), confirming the validity of this measurement tool within the research context (Karagöz, 2016). Similarly, the CFA fit index values from the teacher leadership scale, compared to the reference values (χ 2/df 0.90; TLI0.90;), were also affirmed in the research sample (Karagöz, 2016).

Ethical Consideration

Getting each participant's informed consent is a crucial ethical factor in this research. The goal, methods, and possible results of the research will be properly communicated to educators and school officials. They will be informed that participation is completely optional and that they can stop at any moment without facing any repercussions. By ensuring that participants make well-informed judgments,

The study will be planned to reduce any possible hazards, such as exacerbating the stress or difficulties teachers may already be facing, in order to further protect participants. In order to

respect the participants' well-being, the research will be carried out in a non-intrusive and thoughtful manner. The ultimate objective is to offer helpful, realistic suggestions that create a positive work atmosphere in Almagro District.

III. Conclusion

This study comes to the conclusion that encouraging teacher performance, job satisfaction, and professional development requires the administrative support of school heads. The results demonstrate how much teachers appreciate the opportunities for growth, access to resources, constructive criticism, and helpful support that their school administrators provide. Although many teachers were grateful for the support, some issues were noted, including irregular feedback implementation and sporadic disorganised help. These problems highlight the necessity of ongoing enhancements to school leadership procedures. Teachers feel inspired, empowered, and capable of accomplishing their career goals in an atmosphere where administrative support is provided in a proactive and responsive manner. In turn, this supportive environment helps teachers and raises the standard of instruction given to students, which has a positive knock-on effect on the entire school community.

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