

# Instructional Support for Public Secondary School Teachers: Effects on Productivity, Job Satisfaction, And Motivation

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*Abstract* — Teachers’ productivity, job satisfaction, and motivation are influenced by the instructional support they receive within their schools. In public secondary schools, the quality of instructional support directly affects classroom performance, professional growth, and learner outcomes. This study examined the relationship between teachers’ demographic profile, the instructional support they received, and their levels of productivity, job satisfaction, and motivation in selected secondary schools in the Division of Bohol.

The study employed a descriptive-correlational research design involving 350 teacher-respondents selected through total enumeration. A validated questionnaire was used to measure instructional support, productivity, job satisfaction, and motivation. Descriptive statistics such as frequency, percentage, weighted mean, and ranking were used to describe the variables, while the Pearson Product-Moment Correlation Coefficient determined relationships among the variables. Normality testing guided the selection of appropriate inferential statistical tools.

Findings revealed that respondents generally perceived a high level of instructional support, particularly in enhancing instructional competencies and providing professional development opportunities. Productivity levels were also high, especially in planning and delivering learning activities and integrating technology in instruction. Job satisfaction was strongest in areas related to work environment and interpersonal relationships, while motivation was predominantly intrinsic. Significant relationships were found between the respondents’ profiles, instructional support received, productivity, job satisfaction, and motivation. Teachers also identified recurring challenges such as limited technological resources, heavy workloads, delayed feedback systems, and insufficient recognition.

The results underscore the critical role of instructional support in shaping teachers’ professional behaviors and outcomes. Strengthened support systems can enhance teacher performance, elevate job satisfaction, and foster sustained motivation. Based on the findings, a Strategic Instructional Program was developed to address gaps and promote continuous improvement.

*Keywords* — *Instructional support, teacher productivity, job satisfaction, motivation, secondary education*

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## I. Introduction

In today’s dynamic educational landscape, the effectiveness of teaching significantly influences student achievement and the overall success of schools. Teachers, as the core drivers of learning, rely heavily on the quality of instructional support provided by school leaders and the educational system. Instructional support—including mentoring, coaching, supervision, access to

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learning resources, and professional development—is critical for enhancing teaching performance and fostering professional growth.

Despite ongoing efforts to improve instructional practices, many public secondary schools continue to face challenges in delivering consistent, relevant, and timely support to teachers. Limited resources, insufficient supervision, and the pressures of evolving curricula often prevent educators from reaching their full potential, affecting both classroom outcomes and teacher satisfaction.

This study aims to investigate how instructional support influences teachers' productivity, job satisfaction, and motivation. By identifying effective strategies and practices, schools can enhance the support system, empower teachers to innovate and collaborate, and ultimately improve student learning outcomes and institutional performance.

## **BACKGROUND AND RATIONALE**

“A teacher affects eternity; he can never tell where his influence stops.” — **Henry Adams**

Teachers are at the heart of educational transformation. Their ability to deliver quality instruction and inspire learners determines the success of any educational system. Yet, across the globe, teachers continue to face barriers that limit their effectiveness. UNESCO (2023) reports that over 44 million teachers worldwide lack adequate support and training to meet the demands of 21st-century classrooms. Similarly, the World Bank (2022) highlights that teachers in developing countries often contend with insufficient instructional materials, heavy workloads, and limited access to professional development—factors that directly affect teaching quality, productivity, and motivation.

In the Philippines, these challenges persist. Despite demonstrating resilience and dedication, Filipino teachers frequently face large class sizes, administrative burdens, and inadequate instructional resources (DepEd, 2023). The State of Philippine Education Report (UNICEF, 2023) further indicates that teacher burnout and attrition remain pressing issues, largely due to inadequate systemic and administrative support. These conditions underscore the urgent need to strengthen instructional support systems to empower teachers and enhance their professional performance.

Globally, many educational systems have implemented comprehensive instructional support structures—mentoring programs, coaching models, and collaborative learning communities—to boost teacher effectiveness. In Finland, Singapore, and Japan, the integration of continuous professional learning and supportive leadership has proven essential in maintaining teacher motivation and productivity (OECD, 2022). In contrast, Philippine schools continue to face gaps in providing multidimensional support that addresses teachers' professional, emotional, and instructional needs.

At the local level, public secondary schools in Ubay District illustrate these challenges. Limited funding, outdated facilities, and insufficient teacher development initiatives constrain educators' ability to deliver high-quality instruction. Teachers must navigate the increasing demands for student achievement while managing scarce resources and administrative responsibilities. Division monitoring reports reveal that although 85% of teachers attend capacity-building programs, only 60% consistently receive mentoring, coaching, or instructional guidance. This highlights a clear gap between existing support mechanisms and the professional needs of teachers, emphasizing the necessity for a strategic, evidence-based approach to instructional support.

This study seeks to investigate how instructional support influences teacher productivity, job satisfaction, and motivation in Ubay District public secondary schools. Specifically, it will examine administrative support, peer collaboration, professional development, learning environment quality, and parental engagement as key factors affecting teacher performance. By understanding these interconnections, the research aims to provide actionable insights for educational leaders and policymakers to design responsive and sustainable support systems.

The study focuses on selected public secondary schools in the Ubay I Northeastern District, including Tapal Integrated School, Camambugan National High School, Erico B. Aumentado High School, Pedro O. Bernales National High School, and Ubay National Science High School, during the school year 2025–2026. Data will be collected from teachers and school heads through structured questionnaires, with statistical analyses employed to identify relationships between instructional support and teacher productivity, motivation, and job satisfaction. While private schools and public schools outside the identified institutions are excluded, and self-reported data may introduce subjective bias, the findings are expected to provide valuable guidance for improving instructional support systems locally.

The significance of this study lies in its potential to inform educational policy and practice. School administrators and policymakers can utilize the findings to develop targeted programs that strengthen teacher support, enhance professional development, and foster a collaborative school environment. Teachers may benefit directly through improved instructional guidance, mentoring, and professional growth opportunities, while students indirectly gain from more effective, motivated, and satisfied educators. Additionally, parents and community stakeholders may leverage the insights to better engage with schools in supporting learners. The study also provides a foundation for future research on instructional leadership, teacher well-being, and the interplay between support systems and student outcomes.

## **Literature Review**

In the effort to understand how instructional support affects teacher productivity, job satisfaction, and motivation, scholars have distinguished between the conceptual foundations of support systems and empirical investigations into their effects. Conceptually, teacher support is

viewed as multidimensional, encompassing professional development, supervision/coaching, administrative and peer support, work environment, and the availability of resources. This holistic framework aligns with models that emphasize not only technical competence but also social support and well-being as integral to effective teaching. For example, meta-analytic evidence demonstrates that professional development (PD) significantly enhances in-service teachers' self-efficacy—a key internal resource influencing teaching practices. In addition, research on teacher well-being and instructional efficacy suggests that emotional support, work engagement, and a sense of purpose positively influence planning, instructional effectiveness, and professional responsibilities. Emerging discourses further explore innovations like digital mentoring tools as scalable supports for teachers, pointing out the value of accessible, continuous support mechanisms in modern, resource-constrained contexts. From these conceptual viewpoints, instructional support transcends the mere provision of resources or sporadic training; it constitutes a systemic, continuous, and relational process that includes leadership, community engagement, capacity building, and the promotion of teacher well-being.

Empirical research from diverse educational contexts reinforces the conceptual claims and sheds light on how support mechanisms translate into observable outcomes. A 2025 study in the Bukidnon district found that in public secondary schools, high levels of instructional support—including availability of resources, clear communication, effective leadership, and opportunities for professional development—were significantly correlated with increased teacher productivity. A 2025 study on instructional supervision in public high schools in Camarines Norte identified a significant positive correlation between school heads' supervision of teachers and their job satisfaction. This shows that oversight and supportive supervision are important for teachers' happiness and motivation. In the City Schools Division of Cabuyao (2024–2025), researchers observed that robust teacher support systems, when combined with stress-management practices, were associated with higher self-reported teacher performance, thereby highlighting the combined influence of support and well-being on performance outcomes. Further, studies in the Philippines show that teachers' professional development and quality of work-life significantly predict their teaching behaviors and instructional competence—implying that PD and a supportive work environment shape how teachers plan, deliver instruction, and engage with learners. International +1 In more specific instructional tasks, a recent Philippines-based study found that implementation of a program of “Lesson Study” significantly improved teachers' practices in planning, assessment, content delivery, instructional strategies, and classroom climate—demonstrating that structured, context-based PD interventions can have tangible effects on teaching practices.

In comparing these findings to the focus of the current study, several points emerge. Like the Bukidnon and Camarines Norte studies, this study aims to examine support and supervision but extends the investigation by including multiple dimensions (administrative support, peer collaboration, professional development, environment quality, and parental involvement) and measuring not only satisfaction but also productivity and motivation. Unlike studies centered only on job satisfaction or performance, the present research combines these outcomes to provide a

more holistic analysis. Also, while many of the empirical studies are recent (2023–2025), few target public secondary schools in rural or less-resourced districts—which underscores a literature gap that this study addresses by focusing on the specific context of Ubay District, Bohol.

Nevertheless, despite conceptual consensus and growing empirical support, there remains a scarcity of recent, publicly available studies that examine comprehensive instructional support and its effects on productivity, motivation, and job satisfaction among secondary public-school teachers in contexts similar to many rural Philippine districts. The majority of recent studies tend to emphasize one or two dimensions—such as supervision and satisfaction, PD and self-efficacy, or support and performance—but seldom a full model combining support, motivation, satisfaction, and actual instructional productivity. This limitation in existing literature justifies the need for a context-specific, comprehensive empirical investigation like the one proposed.

Therefore, building on conceptual models of support, well-being, and professional development and informed by empirical evidence linking support to satisfaction, teaching behavior, and performance, the present study seeks to fill a gap by examining how a multidimensional instructional support framework affects teacher productivity, job satisfaction, and motivation in public secondary schools in the Ubay District. The results are expected to deepen understanding of how support systems—properly structured and contextualized—can contribute to teacher effectiveness and ultimately, student learning outcomes.

## II. Methodology

This chapter presents the methods and procedures used in the study titled “*Instructional Support for Public Secondary School Teachers: Effects on Productivity, Job Satisfaction, and Motivation.*” It explains the systematic approach employed to collect, analyze, and interpret data in order to examine how instructional support mechanisms influence teachers’ productivity, job satisfaction, and motivation.

The methodology outlines the research design, the study locale, the respondents and sampling procedures, and the instrument used for data collection, as well as the statistical techniques applied in analyzing the data. It also discusses the validation process of the instrument, the ethical considerations observed, and the steps taken to ensure the reliability and credibility of the findings.

By detailing these procedures, this chapter provides a clear framework of how the research was conducted to generate meaningful insights on the role of instructional support in enhancing the productivity, job satisfaction, and motivation of public secondary school teachers.

## RESEARCH DESIGN

This study employed a **descriptive-correlational research design** to examine the relationship between instructional support systems and school productivity. The descriptive aspect of the design was utilized to gather detailed information about the current instructional support mechanisms provided to teachers in selected secondary schools in the Ubay I Northeastern District, Division of Bohol. It aimed to describe teachers' professional practices, including instructional delivery, assessment strategies, and opportunities for professional growth, providing a comprehensive picture of their work environment and support structures.

The correlational component, on the other hand, focused on determining the degree of relationship between the quality of instructional support extended to teachers and their teaching efficacy, job satisfaction, and motivation, which collectively contribute to the overall productivity of schools. By examining these relationships, the study sought to identify patterns and associations that reflect how instructional support influences teachers' professional performance.

This design was considered appropriate because it allowed the researcher to collect both descriptive and relational data without manipulating variables, thereby preserving the natural setting of the schools (Creswell, 2014; Gay, Mills, & Airasian, 2012). The insights derived from this approach provided a foundation for proposing evidence-based strategies to strengthen instructional support systems and enhance the productivity, satisfaction, and motivation of secondary school teachers.

## III. Results and Discussion

This chapter presents the findings of the study and discusses their implications in relation to the research objectives. The results are organized according to the major variables examined, beginning with the demographic profile of the respondents, followed by the levels of instructional support, and finally the relationships among instructional support, teacher productivity, job satisfaction, and motivation. Each table is accompanied by an interpretation that explains the significance of the data, highlights emerging patterns, and connects the findings to relevant literature. Through this systematic presentation, the chapter provides a comprehensive understanding of how instructional support influences key aspects of teacher performance in public secondary schools.

The table shows that the majority of respondents are mid-career female teachers aged 24–42, which aligns with national trends in public secondary education (DepEd, 2020). Most hold a bachelor's degree, and classroom teachers constitute the largest portion of respondents. A significant number of teachers have attended at least one to five professional development activities, indicating active engagement in continuous learning. These profile characteristics are important as they provide context for understanding differences in perceived instructional support, productivity, job satisfaction, and motivation.

Teachers perceived high levels of instructional support across all areas. Enhancement of instructional competencies received the highest mean, indicating that support for lesson planning, classroom management, and instructional delivery is strong. Assessment and feedback mechanisms were rated slightly lower but still high, showing that teachers receive guidance on evaluating and improving student learning. Opportunities for professional growth, such as workshops and mentoring, were also rated high, supporting Desimone's (2009) assertion that structured professional development enhances teacher efficacy. Cross-referencing these findings with the profile of teachers suggests that mid-career teachers and those with higher educational attainment perceive instructional support more positively.

Teacher productivity was rated high in planning and instructional delivery. Integration of technology received slightly lower ratings, consistent with the challenges of limited digital resources. Cross-referencing with instructional support, teachers who reported higher support in professional development also reported higher productivity, confirming the positive relationship between support systems and teaching performance (Goddard et al., 2007).

Teachers expressed high satisfaction with work environment and interpersonal relationships, reflecting strong collegiality and support in schools. Recognition and motivation were slightly lower, suggesting a need for more formal acknowledgment or incentives. The positive perception of professional growth aligns with opportunities for instructional support, showing that teacher development programs directly impact satisfaction levels.

Respondents demonstrated high intrinsic motivation, indicating a strong personal commitment to teaching. Extrinsic motivation was also high but slightly lower than intrinsic, highlighting that internal satisfaction outweighs external rewards in driving teacher performance. Low motivation scores were minimal, confirming an overall engaged workforce. This is consistent with Ryan and Deci (2000), who emphasized intrinsic motivation as a key factor in teacher productivity.

All variables demonstrated significant positive relationships. Teachers' demographic profile influences their perception of support, productivity, job satisfaction, and motivation. Instructional support was strongly correlated with productivity, satisfaction, and motivation, underscoring the importance of continuous teacher development and peer/administrative support in fostering effective teaching and school performance.

The results reveal that teachers perceive the limited access to digital tools and technology as the most significant challenge in providing instructional support, which reflects the ongoing gap in infrastructure and resources in many public secondary schools (DepEd, 2022). Closely following this, heavy teaching loads and large class sizes were identified as major obstacles, indicating that time constraints hinder teachers from implementing individualized or innovative instructional strategies.

Challenges related to limited time for collaboration and professional learning and inadequate support from administrators or peers were also ranked high, suggesting that despite the existence of instructional support systems, practical barriers such as scheduling conflicts and inconsistent mentorship reduce their effectiveness. Similarly, insufficient training on new instructional methods was highlighted as a notable concern, confirming that continuous professional development is crucial for teachers to adapt to evolving teaching demands (Desimone, 2009).

Lower-ranked challenges, such as difficulty maintaining student engagement and integrating technology effectively, still fall within the high or moderate-high category, indicating that these issues affect a substantial number of teachers. These findings underscore the need for strategic interventions that address resource gaps, workload management, structured professional learning opportunities, and technical training to strengthen instructional support and, in turn, improve teacher productivity and student outcomes.

#### **IV. Conclusion**

Based on the findings, it can be concluded that teachers face multiple challenges in the provision of instructional support, with the most significant being limited access to digital tools and technology, heavy teaching loads, and large class sizes. Time constraints, inadequate support from administrators and peers, and insufficient training on new instructional methods further exacerbate these difficulties. Although lower-ranked challenges such as maintaining student engagement and integrating technology effectively were perceived as less critical, they still pose considerable barriers to optimal instructional support. These results indicate that while instructional support mechanisms exist, practical limitations, resource constraints, and workload pressures hinder their full effectiveness. Addressing these challenges is essential to enhance teachers' professional performance, productivity, and the overall learning outcomes of students.

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