
Administrative Support of School Heads and Teachers' Motivation in Public Elementary Schools

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Abstract — This study examined the relationship between the administrative support of school heads and teachers' motivation in public elementary schools in the Division of Cagayan during the School Year 2025–2026. A descriptive–correlational research design was employed to determine the level of administrative support in terms of provision of instructional resources, professional development opportunities, communication and feedback, and emotional and professional support, as well as the level of teachers' motivation in terms of intrinsic and extrinsic motivation. The participants consisted of 100 elementary teachers, selected through total enumeration sampling. Data were collected using a researcher-made questionnaire and were analyzed using mean and Pearson Product-Moment Correlation Coefficient (Pearson r). Findings revealed that the overall level of administrative support was high ($M = 3.27$), with most dimensions rated high except for professional development opportunities, which were moderate. Meanwhile, teachers were found to be highly motivated ($M = 3.27$) in both intrinsic and extrinsic aspects. Furthermore, results indicated a moderate positive and significant relationship ($r = 0.450$, $p = 0.002$) between administrative support and teachers' motivation, implying that increased support from school heads contributes to higher levels of teacher motivation. The study concludes that administrative support plays a crucial role in enhancing teachers' motivation. It is recommended that school heads strengthen support mechanisms, particularly in professional development, to further improve teacher performance and educational outcomes.

Keywords: administrative support, school heads, teachers' motivation, intrinsic motivation, extrinsic motivation, public elementary schools

I. INTRODUCTION

Teacher motivation remains a central concern in educational research, as it directly influences instructional quality, professional engagement, and student learning outcomes. In public elementary schools, where teachers often face challenges such as limited resources, heavy workloads, and diverse learner needs, maintaining high levels of motivation is essential. Motivation drives teachers to perform their duties effectively, remain committed to their profession, and continuously improve their instructional practices. Recent studies emphasize that teacher motivation is not only an individual attribute but is also shaped by organizational factors within the school environment, particularly the support provided by school leadership.

Administrative support from school heads plays a significant role in fostering a positive work environment that nurtures teacher motivation. This support includes providing professional guidance, adequate resources, emotional encouragement, and opportunities for professional growth. When teachers perceive that their school heads are supportive, they are more likely to feel valued and empowered, which enhances their intrinsic motivation and job satisfaction. Conversely, a lack of administrative support may lead to stress, dissatisfaction, and reduced teaching effectiveness. The importance of leadership practices in shaping teachers' workplace experiences highlights the critical role of school heads in influencing teachers' attitudes and behaviors.

From a theoretical perspective, the relationship between administrative support and teacher motivation can be explained through contemporary motivational and leadership frameworks. Self-Determination Theory posits that motivation is enhanced when individuals experience autonomy, competence, and relatedness in their work environment. School heads who practice supportive leadership—such as involving teachers in decision-making, recognizing their contributions, and promoting collaborative relationships—help fulfill these psychological needs. Similarly, transformational leadership theory suggests that leaders who inspire, support, and empower their subordinates can significantly enhance motivation and performance. Recent empirical evidence supports these perspectives, demonstrating that leadership styles rooted in support and collaboration positively affect teacher engagement and performance outcomes.

Recent studies further validate the importance of administrative support in influencing teacher motivation and related outcomes. Zhang et al. (2022) investigated the relationship between workplace conditions and teachers' autonomous motivation for professional development. The study revealed that support from school principals significantly increases teachers' motivation to engage in continuous professional learning. Teachers who perceived higher levels of principal support demonstrated stronger intrinsic motivation, suggesting that administrative practices play a crucial role in encouraging teachers' professional growth and commitment.

Another relevant study by Bektaş et al. (2022) examined the effects of distributed leadership on teacher professional learning, with teacher motivation acting as a mediating variable. The findings indicated that leadership practices that promote trust and collaboration between school heads and teachers significantly enhance teacher motivation. In turn, increased motivation leads to improved professional learning and development. This study highlights that administrative support, particularly in the form of shared leadership and trust-building, is essential in motivating teachers and strengthening their engagement in school-related activities.

More recent research also reinforces these findings. Utarindasari and Haryadi (2022) found that transformational leadership significantly influences teacher motivation, which in turn mediates teachers' work performance. The study demonstrated that supportive and inspirational leadership from school heads leads to higher levels of teacher motivation and improved job performance. Similarly, Gilbert (2023) emphasized that perceived administrative support strongly affects teachers' job satisfaction and organizational commitment, with positive relationships between teachers and school heads contributing to a stronger sense of motivation and professional fulfillment.

Despite the growing body of recent literature, there remains a need to examine the specific dynamics between administrative support of school heads and teachers' motivation in public elementary schools. Differences in context, leadership practices, and teacher experiences may influence how administrative support affects motivation. Understanding these relationships is essential for improving leadership strategies and creating supportive school environments that enhance teacher performance and student outcomes.

In summary, administrative support from school heads plays a crucial role in shaping teachers' motivation, influencing their professional engagement, satisfaction, and effectiveness in the classroom. Recent studies consistently highlight that supportive leadership practices, collaborative environments, and positive administrator-teacher relationships significantly enhance teacher motivation and performance. However, there is still a need for further investigation within the context of public elementary schools to better understand how these variables interact. Hence, the general objective of this study was to examine the relationship between the administrative support of school heads and teachers' motivation in public elementary schools, to provide insights that may improve educational leadership practices and promote higher levels of teacher motivation.

Literature Review

Recent literature highlights the significant role of administrative support in enhancing teacher motivation, particularly in public school settings. Administrative support refers to the extent to which school heads provide professional guidance, resources, encouragement, and a conducive working environment for teachers. Contemporary studies emphasize that teachers' motivation is not solely determined by personal factors but is also largely influenced by leadership practices and institutional support systems. In this regard, effective school leadership has consistently been identified as a key driver of teacher engagement, satisfaction, and performance.

Kilag et al. (2023) examined the relationships among work motivation, job satisfaction, administrative support, and teacher performance using a mixed-methods approach. Their findings revealed that administrative support significantly predicts teachers' motivation and overall performance. Teachers who perceive strong administrative support tend to demonstrate higher levels of motivation and job satisfaction. Furthermore, their qualitative results indicated that supportive work environments, access to professional development, and positive leadership practices contribute to sustained teacher motivation and improved instructional outcomes. These findings underscore the importance of administrative support as both a motivational factor and a determinant of effective teaching.

Similarly, Gilbert (2023) explored the influence of perceived administrative support on teachers' job satisfaction and organizational commitment. The study found that teachers' perceptions of support are strongly shaped by their relationships with school administrators. When school heads demonstrate trust, provide recognition, and offer opportunities for professional growth, teachers are more likely to feel valued and motivated. Conversely, insufficient support often leads to dissatisfaction, decreased organizational commitment, and higher attrition rates. Grounded in social exchange theory, the study suggests that teachers reciprocate supportive leadership with greater dedication and improved work motivation.

Supporting these findings, Sebulen and Jimenez (2024) found that administrative support significantly influences transformational leadership practices and teacher job satisfaction. Their study revealed that when school heads actively support teachers through clear communication, recognition, and professional guidance, it strengthens leadership effectiveness and enhances teachers' satisfaction and motivation. This highlights the interconnected nature of administrative support, leadership behavior, and teacher outcomes in educational settings.

In addition, leadership style plays a crucial role in shaping teacher motivation. Bektaş et al. (2022) investigated the effects of distributed leadership on teacher professional learning, identifying teacher motivation as a mediating variable. Their findings showed that leadership practices characterized by shared decision-making, collaboration, and trust positively influence teacher motivation. Motivated teachers were also found to be more actively engaged in professional learning activities, thereby enhancing instructional quality. This reinforces the idea that administrative support embedded within collaborative leadership practices promotes both motivation and professional growth.

Further evidence is provided by Han et al. (2022), who examined how public leadership behaviors of school principals affect teacher motivation and job satisfaction. Their findings indicated that leadership behaviors centered on fairness, accountability, and support significantly enhance teacher motivation and satisfaction. This suggests that leadership approaches aligned with public service values can strengthen teachers' intrinsic and extrinsic motivation in school environments.

Moreover, studies on transformational leadership offer additional insights into the relationship between leadership and teacher motivation. Utarindasari and Haryadi (2022) found that transformational leadership significantly influences teacher motivation, which in turn affects work performance. Similarly, Sumampong and Arnado (2024) emphasized that transformational leadership behaviors—such as individualized consideration, recognition, and empowerment—serve as strong predictors of teacher motivation and engagement. These findings indicate that when administrative support is coupled with transformational leadership, it leads to improved teacher morale and performance.

Furthermore, Magdaraog (2025) examined how school leaders influence teacher motivation through supportive practices. The study identified positive communication, professional development opportunities, and strong interpersonal relationships as key factors that motivate teachers. Teachers who feel supported by their school heads are more likely to remain committed to the profession and demonstrate sustained engagement.

Similarly, Nobeye (2025) investigated the influence of school heads on teachers' motivation in public primary schools and found that supportive leadership practices significantly enhance teacher motivation and professional commitment. The study emphasized that consistent administrative support fosters a positive school climate, encouraging teachers to perform effectively and remain engaged in their roles.

Overall, the reviewed literature consistently demonstrates that administrative support from school heads plays a vital role in shaping teachers' motivation. Supportive leadership practices, collaborative work environments, and positive administrator-teacher relationships significantly contribute to higher levels of motivation, job satisfaction, performance, and retention. These findings affirm that strengthening administrative support mechanisms in public elementary schools is essential for fostering motivated, effective, and committed teachers.

Research Questions

This study examined the relationship between the administrative support of school heads and teachers' motivation in public elementary schools in the Division of Cagayan, Philippines.

Specifically, this study sought to answer the following questions:

1. What is the level of administrative support of school heads in terms of:
 - a. provision of instructional resources;
 - b. professional development opportunities;
 - c. communication and feedback; and
 - d. emotional and professional support?
2. What is the level of teachers' motivation in terms of:
 - a. intrinsic motivation;
 - b. extrinsic motivation;
3. Is there a significant relationship between the overall level of administrative support of school heads and teachers' motivation in public elementary schools?

II. METHODOLOGY

Research Design

This study employed a descriptive–correlational research design to examine the relationship between the administrative support of school heads and teachers' motivation in public elementary schools. The descriptive component was utilized to determine and describe the existing levels of administrative support provided by school heads and the level of teachers' motivation in terms of selected indicators. Meanwhile, the correlational aspect was used to assess the degree and direction of the relationship between these two variables, without manipulating any of them. This design is appropriate for the study as it allows for the systematic collection of quantifiable data and the identification of significant associations between administrative support and motivation,

thereby providing a clear understanding of how school leadership practices are linked to teachers' motivational levels in the educational setting.

Participants of the Study

The participants of this study consisted of elementary school teachers in the Division of Cagayan for School Year 2025–2026, who served as the primary respondents of the research. A total enumeration sampling technique was employed, wherein all available teachers from the identified participating schools were included in the study. This approach ensured that the data collected represented the entire population of teachers in the selected schools, thereby increasing the reliability and comprehensiveness of the findings.

A total of 100 teacher-respondents from eleven (11) public elementary schools participated in the study. These respondents were actively engaged in teaching and were considered capable of providing relevant information regarding the level of administrative support received from their respective school heads and their level of motivation.

Schools	Number of Respondents
School A	8
School B	7
School C	5
School D	8
School E	9
School F	8
School G	9
School H	8
School I	18
School J	8
School K	12
Total	100

Instrumentation

This study utilized a researcher-made questionnaire as the primary data-gathering instrument to collect relevant information from the respondents. The questionnaire was carefully designed based on the objectives of the study and consisted of two main parts: the first part measured the level of administrative support of school heads in terms of selected dimensions, while the second part assessed the level of teachers' motivation, including intrinsic and extrinsic aspects. The items were structured using a Likert-scale format to allow respondents to indicate the extent of their agreement with each statement. To ensure the validity and reliability of the instrument, the questionnaire was subjected to expert validation before its administration. This process ensured that the items were clear, relevant, and aligned with the constructs being measured, thereby enhancing the accuracy and credibility of the data collected for the study.

Analysis of Data

The data gathered in this study were analyzed using both descriptive and inferential statistical methods appropriate to the research problems presented. Descriptive statistics, specifically the mean (weighted mean), were utilized to determine the level of administrative support of school heads in terms of provision of instructional resources, professional development opportunities, communication and feedback, and emotional and professional support. Likewise, mean scores were used to assess the level of teachers' motivation in terms of intrinsic and extrinsic motivation. These statistical measures provided a clear description and summary of the respondents' perceptions regarding the key variables of the study.

To interpret the computed mean scores, the following scale was used:

Range	Level of Administrative Support of School Heads	Teachers' Motivation
1.00 – 1.74	Very Low Administrative Support	Not Motivated
1.75 – 2.49	Low Administrative Support	Less Motivated
2.50 – 3.24	Moderate Administrative Support	Moderately Motivated
3.25 – 4.00	High Administrative Support	Highly Motivated

For the inferential analysis, the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to determine whether a significant relationship exists between the administrative support of school heads and teachers' motivation in public elementary schools. This statistical tool was used to measure the strength and direction of the relationship between the variables, providing an objective basis for accepting or rejecting the null hypothesis. The level of significance was set to determine whether the observed relationship is statistically meaningful.

III. RESULTS AND DISCUSSION

Level of administrative support of school heads in terms of the following dimensions

The results indicate that the overall level of administrative support of school heads is high, as reflected in the overall mean of 3.27. Among the specific dimensions, provision of instructional resources ($M = 3.32$), communication and feedback ($M = 3.26$), and emotional and professional support ($M = 3.29$) all fall under high administrative support, suggesting that school heads are generally effective in providing the necessary materials, maintaining open communication, and supporting teachers both professionally and emotionally. However, professional development

opportunities ($M = 3.20$) are rated only as moderate, indicating a relatively weaker area that may need improvement. This implies that while school heads are performing well in most aspects of administrative support, there is still a need to strengthen opportunities for teacher training and professional growth. Enhancing this dimension could further improve teachers' competencies, motivation, and overall instructional effectiveness, thereby contributing to better educational outcomes in public elementary schools.

Dimensions	Mean	Interpretation
Provision of Instructional Resources	3.32	High Administrative Support
Professional Development Opportunities	3.20	Moderate Administrative Support
Communication And Feedback	3.26	High Administrative Support
Emotional And Professional Support	3.29	High Administrative Support
Overall Mean	3.27	High Administrative Support

Level of teachers' motivation in terms of the following dimensions

The data reveal that teachers in the participating public elementary schools are highly motivated, as indicated by the overall mean of 3.27. Both intrinsic motivation ($M = 3.25$) and extrinsic motivation ($M = 3.29$) fall within the range interpreted as highly motivated, suggesting that teachers are driven both by internal factors such as personal fulfillment, passion for teaching, and sense of purpose, as well as external factors including recognition, incentives, and administrative support. The slightly higher mean for extrinsic motivation implies that external influences from the school environment, including leadership and support mechanisms, play a significant role in sustaining teachers' motivation. This finding implies that while teachers already possess strong internal commitment to their profession, continuous reinforcement through

supportive policies, rewards, and positive leadership practices is essential to maintain and further enhance their motivation. Strengthening both intrinsic and extrinsic motivational factors can lead to increased teacher engagement, improved instructional performance, and ultimately better student learning outcomes.

Dimensions	Mean	Interpretation
Intrinsic Motivation	3.25	Highly Motivated
Extrinsic Motivation	3.29	Highly Motivated
Overall Mean	3.27	Highly Motivated

Correlational results between the overall level of administrative support of school heads and teachers' motivation in public elementary schools

The correlational analysis shows a moderate positive relationship between the administrative support of school heads and teachers' motivation, as reflected by the correlation coefficient ($r = 0.450$) and a probability value of 0.002, which is lower than the 0.05 level of significance. This indicates that the relationship is statistically significant, leading to the rejection of the null hypothesis. The findings imply that an increase in administrative support is associated with an increase in teachers' motivation. In practical terms, this suggests that when school heads provide adequate instructional resources, promote professional development, maintain effective communication, and extend emotional and professional support, teachers are more likely to feel motivated in their work. Although the correlation is moderate, it highlights that administrative support is a meaningful contributor to teacher motivation, though other factors may also play a role. Thus, strengthening administrative support systems in schools can positively influence teachers' morale, commitment, and instructional effectiveness, ultimately enhancing student learning outcomes.

This result is supported by the findings of Bektaş et al. (2022), who reported that supportive and collaborative leadership practices significantly improve teacher motivation, with leadership

indirectly influencing teacher engagement through motivational factors. Likewise, Kilag et al. (2023) found a significant positive relationship between administrative support and teachers' work motivation, emphasizing that teachers who receive strong guidance, recognition, and support from school heads tend to exhibit higher motivation and performance. These studies affirm the present findings, demonstrating that administrative support remains a significant factor in promoting and sustaining teacher motivation in educational settings.

Variable	Coefficient (r)	Probability	Statistical Inference
Administrative Support * Motivation	0.450	0.002	Significant

IV. CONCLUSION

Based on the findings of the study, it can be concluded that the administrative support of school heads is generally high, and teachers in public elementary schools are likewise highly motivated in both intrinsic and extrinsic aspects. The significant moderate positive relationship between administrative support and teachers' motivation further confirms that supportive leadership practices contribute meaningfully to enhancing teachers' motivation. Specifically, the provision of resources, effective communication, and emotional and professional support from school heads plays a vital role in fostering a motivating work environment. However, the relatively lower rating in professional development opportunities suggests an area that requires further improvement. Overall, the study highlights that strengthening administrative support systems is essential in sustaining teachers' motivation, improving their teaching performance, and ultimately promoting better educational outcomes in public elementary schools.

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