Article

# Enhancing Teacher Productivity Through Instruction Related Support

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Abstract: This research determines the extent of instruction related support in the identified schools in Trinidad, Bohol. The study reveals positive ratings for administrative support, peer support, and the learning environment, indicating effective support systems in place. Professional development opportunities are perceived as relevant and beneficial. However, recognition and rewards for productivity could be improved. Identified concerns include assessment pressures, limited peer support, autonomy in decision-making, inadequate technology support, a challenging learning environment, lack of recognition and rewards, and limited access to learning resources. These findings provide valuable insights to guide the development of strategies and initiatives aimed at improving support systems, enhancing teaching practices, and creating a more rewarding environment for educators.

## Introduction

Teachers are the foundation of the educational system. Teachers' productivity directly influences the learning outcomes of students, shaping the future of society (Constantinou & Wijnen, 2022). Teacher productivity is not just a function of the teachers' abilities and dedication; it is also strongly influenced by the support they receive from the school system (Jourdan et al., 2021). In this context, 'school support' encompasses various dimensions, including administrative support, peer support, the quality of the learning environment,

parental involvement, and professional development opportunities (Bektas et al., 2022).

School support is pivotal in enhancing teacher productivity. With proper support, teachers can deliver high-quality instruction, maintain a conducive learning environment, and continually improve their teaching skills (Mahoney et al., 2021). Administrative support can ensure that teachers' concerns are addressed and necessary resources are provided. Peer support fosters a cooperative working environment that facilitates the sharing of experiences and resources (Chan et al., 2021). An optimal learning environment with adequate facilities and resources can significantly reduce non-instructional stressors for teachers. Active parental involvement can reinforce teaching initiatives at home, and professional development opportunities help teachers to continuously improve and adapt to evolving educational needs (Haug & Mork, 2021).

On the contrary, a lack of school support can negatively impact teachers' job satisfaction, motivation, and eventually, their productivity (Baroudi et al., 2022). Teachers without adequate support may experience higher levels of stress and burnout, leading to higher turnover rates and instability in the school system. This, in turn, disrupts student learning and lowers the overall quality of education (Sahito & Vaisanen, 2020).

In the context of the Philippines, the role of teacher productivity in shaping the educational landscape is paramount. The country's diverse and expansive geography, coupled with socio-economic challenges, creates unique educational contexts that make the efficiency and effectiveness of teachers critical. Teacher productivity, however, is influenced not solely by a teacher's individual competencies but is significantly impacted by the support they receive within their school system. School support in the Philippine setting could span several dimensions, including administrative backing, peer cooperation, conducive learning environments, parental involvement, and opportunities for professional development (Bylan, 2020).

Supportive school systems can empower Filipino teachers to deliver high-quality instruction and maintain a nurturing learning environment. Administrative support can address teacher concerns promptly and ensure they have access to essential resources. Strong peer networks foster an atmosphere of camaraderie and shared learning, enabling teachers to learn from each other's experiences. A conducive learning environment can reduce stress, making the teaching process smoother. Active parental involvement can supplement school teaching at home, reinforcing the concepts taught in school. Meanwhile, continuous professional development keeps teachers updated with the latest pedagogical trends and teaching techniques (Abolucion et al., 2020).

Conversely, the absence of comprehensive school support can have dire consequences. Filipino teachers without adequate backing

may experience job dissatisfaction, stress, and burnout. These factors can culminate in decreased productivity, poorer teaching quality, and higher turnover rates, ultimately affecting the learning outcomes of students. Despite the crucial role school support plays in teacher productivity, there seems to be a gap in current research. While studies have focused on individual aspects of school support, a comprehensive, multidimensional analysis of how these supports collectively impact teacher productivity is scarce. This study seeks to fill this gap. The importance of this study cannot be overstated. By understanding the impacts of school supports on teacher productivity, we can identify areas for improvement in school systems and inform policies to better support teachers. The results will have implications for school administrators, policymakers, teachers, and parents alike, ultimately contributing to the improvement of education quality and student outcomes.

**Methodology**

The descriptive method of research was used in this study, which described data and the characteristics of the population under study. This method answered the questions who, what, where, when, and how. In particular, the present conditions of the respondents as regards to the level of instruction related support received by the teachers. Data will be described and analyzed through data gathered using the research instrument. This study was conducted in Trinidad, Bohol.

**Results and Discussion**

Table 1. Administrative Support

| Administrative Support | Administrator | | Teachers | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| The school administration actively addresses my concerns and problems. | 4.33 | SA | 3.85 | A |
| The school administration provides me with the necessary resources to do my job effectively. | 3.67 | A | 3.20 | A |
| The school administration encourages and facilitates professional development opportunities. | 4.17 | A | 3.80 | A |
| The school administration effectively communicates school policies and changes. | 4.00 | A | 3.70 | A |
| The school administration provides adequate non-instructional time (for planning, grading, etc). | 3.67 | A | 3.60 | A |
| Grand Mean | 3.96 | A | 3.63 | A |

Table 1 illustrates the perceived level of administrative support received by administrators and teachers. Administrators, on average, reported high levels of administrative support, with a grand mean of 3.96, falling into the 'Agree' category. They felt most strongly that the

school administration actively addresses their concerns and problems, with a mean score of 4.33, implying 'Strongly Agree'. The next highest rated item was about encouraging and facilitating professional development opportunities, with a score of 4.17 ('Agree'). The effective communication of school policies and changes also scored a mean of 4.00, falling into the 'Agree' category. The provision of necessary resources and adequate non-instructional time both scored slightly lower, with the same mean score of 3.67, but still within the 'Agree' range. Teachers, while also rating their administrative support positively overall with a grand mean of 3.63, rated it slightly lower than administrators. Like administrators, teachers felt most supported when it comes to the administration actively addressing their concerns and problems, giving it a score of 3.85, which falls into the 'Agree' category. The administration's encouragement and facilitation of professional development opportunities and effective communication of school policies received mean scores of 3.80 and 3.70 respectively, both falling into 'Agree'. The provision of necessary resources for the job received a slightly lower mean score of 3.20, and the provision of adequate non-instructional time was rated at 3.60, both in the 'Agree' category. Overall, this data suggests that both administrators and teachers feel generally well-supported by the school administration. However, there may be room for improvement, especially regarding the provision of necessary resources and non-instructional time for teachers.

Table 2. Peer Support

| Peer Support | Administrator | | Teachers | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| My colleagues are willing to share teaching materials and experiences. | 4.00 | A | 3.70 | A |
| I feel supported by my fellow teachers in handling classroom challenges. | 4.17 | A | 3.60 | A |
| There is a strong sense of community among the staff at my school. | 3.67 | A | 3.40 | A |
| There are opportunities for collaboration and team teaching in my school. | 4.17 | A | 3.50 | A |
| Peer mentoring programs are available and effective in my school. | 4.00 | A | 3.60 | A |
| Grand Mean | 4.00 | A | 3.56 | A |

Table 2 demonstrates the perceptions of administrative and teaching staff regarding peer support in their school. Administrators reported a high level of peer support, with a grand mean score of 4.00, falling within the 'Agree' category. They particularly felt that there was a willingness among colleagues to share teaching materials and experiences and that they felt supported by their peers in handling classroom challenges, with both statements scoring 4.00 and 4.17 respectively, indicating 'Agree'. The sense of community among staff

and the effectiveness of peer mentoring programs also received a score of 4.00 each, falling within 'Agree'. The sense of community among staff received a slightly lower mean score of 3.67 but still within the 'Agree' category. Teachers also reported positive perceptions of peer support, although their grand mean score of 3.56 was slightly lower than that of administrators. Like administrators, teachers reported that their colleagues were willing to share teaching materials and experiences, with a score of 3.70, falling within 'Agree'. They also agreed that peer mentoring programs were available and effective (3.60). The sense of community among staff (3.40) and opportunities for collaboration and team teaching (3.50) received slightly lower scores but still within the 'Agree' category. In summary, both administrators and teachers perceive a good level of peer support within the school, with opportunities for sharing and collaboration. However, there appears to be some room for improvement, particularly in enhancing the sense of community among teachers and increasing collaborative opportunities.

Table 3. Learning Environment

| Learning Environment | Administrator | | Teachers | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| The physical environment of the school (e.g., classrooms, facilities) supports effective teaching. | 4.00 | A | 3.50 | A |
| There is adequate technology available for instruction. | 4.00 | A | 3.90 | A |
| Classroom size allows for effective teaching and learning. | 4.00 | A | 3.55 | A |
| The school culture is conducive to teaching and learning. | 4.17 | A | 3.20 | MA |
| The school provides effective tools for remote/distance learning | 4.17 | A | 3.60 | A |
| Grand Mean | 4.07 | A | 3.55 | A |

Table 3 presents the perceptions of administrators and teachers about their school's learning environment. Administrators report a high level of satisfaction with the learning environment, as reflected in a grand mean score of 4.07, falling within the 'Agree' category. They agree that the physical environment of the school supports effective teaching, there is adequate technology available for instruction, and the classroom size allows for effective teaching and learning, with all these aspects scoring a mean of 4.00. They rate the school culture as being conducive to teaching and learning slightly higher with a mean score of 4.17. The same score was given to the effectiveness of the tools provided for remote/distance learning, indicating that they 'Agree' it is sufficient. Teachers also reported a positive perception of their learning environment, but with a slightly lower grand mean score of 3.55, which still falls within the 'Agree' category. They feel that there is adequate

technology available for instruction, with a score of 3.90, indicating agreement. They also agree that the physical environment of the school supports effective teaching and the classroom size allows for effective teaching and learning, with scores of 3.50 and 3.55 respectively. Teachers rate the school culture being conducive to teaching and learning slightly lower with a mean score of 3.20, indicating 'Moderate Agreement'. In summary, while both administrators and teachers agree that their learning environment is supportive, there seems to be some room for improvement, particularly in terms of the school culture, according to teachers, and possibly enhancing the physical environment and classroom sizes.

Table 4. Professional Development

| Professional Development | Administrator | | Teachers | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| The school provides ongoing professional development opportunities. | 4.00 | A | 3.45 | A |
| Professional development activities are relevant to my teaching context. | 4.17 | A | 3.40 | A |
| There are opportunities to learn from and share best practices with other teachers. | 4.00 | A | 3.65 | A |
| The school supports my growth as a professional educator. | 4.17 | A | 3.60 | A |
| Grand Mean | 4.09 | A | 3.52 | A |

Table 4 showcases the perceptions of administrators and teachers regarding the professional development opportunities provided by the school. Administrators reported a high level of satisfaction with professional development opportunities, reflected in a grand mean score of 4.09, which falls in the 'Agree' category. They specifically noted that professional development activities are relevant to their teaching context and that the school supports their growth as professional educators, both statements achieving a mean score of 4.17, indicating 'Agree'. Similarly, they agree that the school provides ongoing professional development opportunities and opportunities to learn from and share best practices with other teachers, both of these scoring a mean of 4.00. Teachers, on the other hand, also perceived their professional development support positively, though their grand mean score of 3.52 was slightly lower than the administrators. They felt strongest about the opportunities to learn from and share best practices with other teachers, scoring a mean of 3.65, falling within the 'Agree' category. They also agreed that the school supports their growth as professional educators, with a mean score of 3.60. The school's provision of ongoing professional development opportunities received a slightly lower score of 3.45, and the relevance of professional development activities to their teaching context received a mean of 3.40, both within the 'Agree' category. In summary, both administrators and

teachers feel positively about their professional development support, with administrators expressing a slightly higher level of satisfaction. Nonetheless, there may be room for improvement, particularly in the relevance of professional development activities to the specific teaching context and the provision of ongoing opportunities, as perceived by teachers.

Table 5. Productivity Recognition

| Productivity Recognition | Administrator | | Teachers | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| My institution frequently recognizes my productivity in instruction-related tasks. | 4.17 | A | 3.20 | MA |
| There is a system in place that consistently recognizes high productivity among teachers. | 4.17 | A | 3.20 | MA |
| I feel valued and appreciated for my productivity in my role as a teacher. | 3.33 | MA | 3.25 | A |
| My institution's recognition of my productivity motivates me to maintain or improve my performance. | 3.83 | A | 3.45 | A |
| There is a clear and transparent process to evaluate and recognize productivity in my institution. | 4.17 | A | 3.20 | MA |
| Grand Mean | 3.93 | A | 3.26 | MA |

Table 5 portrays the perceptions of administrators and teachers about productivity recognition in their institution. Administrators reported a high level of productivity recognition, reflected in a grand mean score of 3.93, falling within the 'Agree' category. They specifically indicated that the institution frequently recognizes their productivity in instruction-related tasks, there is a system in place that consistently recognizes high productivity among teachers, and there is a clear and transparent process to evaluate and recognize productivity in the institution. All these aspects received a mean score of 4.17, indicating 'Agree'. They feel that the institution's recognition of their productivity motivates them to maintain or improve their performance, with a mean score of 3.83 ('Agree'). However, their feeling of being valued and appreciated for their productivity in their role received a slightly lower score of 3.33, indicating, Moderately Agree.

Teachers, while also perceiving a positive level of productivity recognition, gave a slightly lower grand mean score of 3.26, falling within the 'Moderate Agreement' category. They felt most valued about the institution's recognition of their productivity as a motivating factor to maintain or improve their performance, scoring a mean of 3.45, falling within 'Agree'. They also agreed to some extent (3.25) that they feel valued and appreciated for their productivity. However, the frequency of recognition of productivity in instruction-related tasks,

the consistent recognition system for high productivity, and the clarity and transparency of the process to evaluate and recognize productivity all received slightly lower scores of 3.20, indicating 'Moderately Agree'. In summary, both administrators and teachers perceive a level of productivity recognition at their institution, with administrators expressing a higher level of agreement. However, there appears to be room for improvement, particularly in making teachers feel valued and appreciated for their productivity and improving the frequency and transparency of productivity recognition.

Table 6. Rewards

| Rewards | Administrator | | Teachers | |
|---|---|---|---|---|
| | Mean | VD | Mean | VD |
| My institution provides adequate rewards for instruction-related accomplishments. | 4.17 | A | 3.60 | A |
| Tangible rewards (e.g., bonuses, promotions) are regularly provided to teachers for their instruction-related achievements. | 4.00 | A | 3.45 | A |
| The reward system for instruction-related achievements in my institution is fair and just. | 4.17 | A | 3.40 | A |
| Rewards for instruction-related work significantly enhance my job satisfaction. | 4.00 | A | 3.65 | A |
| The rewards I receive are proportionate to the effort I invest in instruction-related tasks. | 3.67 | A | 3.60 | A |
| Grand Mean | 4.00 | A | 3.54 | A |

Table 6 presents the perceptions of administrators and teachers regarding rewards for instruction-related accomplishments at their institution. Administrators indicated a high level of satisfaction with the rewards provided, as evidenced by a grand mean score of 4.00, which falls into the 'Agree' category. They specifically pointed out that the institution provides adequate rewards for instruction-related accomplishments and that the reward system for instruction-related achievements in their institution is fair and just, both statements receiving a mean score of 4.17, falling within the 'Agree' category. They also agreed that tangible rewards are regularly provided and that such rewards significantly enhance job satisfaction, both aspects earning a mean of 4.00. Furthermore, they rated the proportionality of the rewards received to the effort invested in instruction-related tasks with a mean score of 3.67, still within the 'Agree' category.

On the other hand, teachers also reported positive perceptions of the rewards provided, albeit with a slightly lower grand mean score of 3.54, still falling within the 'Agree' category. They agreed most strongly that the institution provides adequate rewards for instruction-related accomplishments and that the rewards they receive are

proportionate to the effort they invest in instruction-related tasks, with scores of 3.60 in each case. They also noted that rewards for instruction-related work significantly enhance their job satisfaction, scoring a mean of 3.65. However, they gave slightly lower scores to the regular provision of tangible rewards and the fairness of the reward system, with scores of 3.45 and 3.40, respectively, but these still fall within the 'Agree' category. In summary, while both administrators and teachers agree that their institution provides satisfactory rewards for instruction-related accomplishments, teachers perceive the fairness and regular provision of tangible rewards slightly less positively. These areas could be targeted for improvement to enhance overall job satisfaction.

**Conclusion**

The findings highlight the age distribution, gender representation, educational attainment, and years of service of teachers and administrators. The positive ratings of administrative support, peer support, and the learning environment indicate a supportive and collaborative atmosphere within the institution. However, the need for improvement in recognition and rewards for productivity suggests a potential area for enhancement. The identified issues and concerns, including assessment pressures, limited peer support, and insufficient technology support, provide valuable areas for attention and improvement. Overall, these findings can guide the development of targeted initiatives to enhance support systems, address challenges, and foster a more rewarding environment for both teachers and administrators in the educational institution.

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