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Administrative Support and Job Satisfaction of Private School Teachers

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ABSTRACT

The educational system today is anchored with serious challenges. The administration, together with the teachers, has a focal factor on the constant changes happening in the educational setting. To address the needs of the teachers to grow personally and professionally, administrative support is one of the vital factors that have given emphasizes. The purpose of the study was to assess the administrative support and job satisfaction of private school elementary teachers in Tanauan City, Batangas, Philippines. This also identified the significant relationship of administrative support to the job satisfaction of teachers that serve as basis for administrative support scheme for elementary private school teachers.

The study used the descriptive-correlational method of research which involved 133 elementary school teachers from the private elementary schools in Tanauan City, Batangas and researcher-made questionnaire was used to gather the necessary data. The answers were tallied, tabulated and analyzed through the use of statistical tools such as Mean, Pearson' r and T-test.

The findings of the study asserted that school administrators were providing the allowances for registration, transportation, lodging and meals when the teacher attends seminars, trainings and conferences, were facilitating improvements of the classroom instructional practices and were promoting harmonious relationship among the teachers. The study also revealed that school administrators were providing budget for advancement of academic qualification, were giving constructive feedback after the classroom observation and recognition

for teachers achievement. Result also showed that there was significant relationship between administrative support and job satisfaction of teachers. Consequently, enhanced administrative support scheme was recommended to address the job satisfaction of the teachers.

1. Introduction

Education as a tool for development is essential to the growth and progress of man as a whole. Being a teacher means lifelong learning both formally and informally. In a constant world, nothing is permanent except change so as the educational context of schools. This educational context offers the chance to learn new things and must be prepared in reaching for it. In the local front, changes were seen long specifically in the development of varied projects and programs. Teachers as one of the most significant factors in the educational context must embrace the changes; hence, they must keep abreast of the new learning environment through growing professionally. Consequently, educators' goals are to grow, improve, enrich and influence the students for them to be productive citizens of the country and be globally competitive anchored with the 21st century skills.

A passionate teacher pursues for continuous learning as one renovates an individual to productive citizen of the country. Teachers know that one factor of educating others is to educate themselves first. A teacher must undergo professional advancement for educational purposes. Teachers are the center of educational reforms. Likewise, to respond to the emerging calls of the society, the teacher must be equipped with a wider range of knowledge of the various educational systems, master skills and competencies which address the global demands and possess attitudes that are acceptable to the multicultural communities. To address these challenging responsibilities, teachers need to engage themselves to professional learning, training and activities to enhance further the knowledge, skills and abilities to meet the emerging needs and innovations of his professions. One has to keep abreast with new developments, explore new approaches in teaching and must undergo continuous training and development to stay with the new trends. It leads to acquisition of improved skills, knowledge, attitudes and values to enhance continually the teaching competencies of the teachers.

The educational system today is anchored with serious challenges. The administration, together with the teachers, has a focal factor on the constant changes happening in the educational setting. To address the needs of the teachers to grow personally and professionally, administrative support is one of the vital factors that have given emphasizes. Teachers state they have administrative support and they believe the administration is there to help them (Crosby 2015). In the emerging needs of teachers, the administrative supports play a vital role for the continued implementation of quality education among the students. In this constantly changing world, especially in the educational context, it is a mere challenge to meet the educational needs and to comply with the emerging individual differences of the students.

The educational leaders and policy makers are needed be aware of the administrative support that teachers need for the professional advancement. One of the administrative tasks is to ensure that the teachers, who have a vital factor in the learning of the students, were continually embracing and adapting the current changes in the educational settings. Administrators have to be oriented on their roles in maintaining the teacher's desire to grow professionally and seeking ways to claim student achievements.

Meanwhile, the administrator guarantees that teachers achieve satisfaction from the administrative support which is provided in their professional advancement. Teacher, being the pillar of the society and the one responsible for building the personal qualities of individuals as competitive citizen of the nation, desires for security, recognition and continuous enhancement of personal and professional qualities as teachers. When these needs are not fulfilled, dissatisfaction exists. Dissatisfaction among workers is undesirable and dangerous in any profession and may consider suicidal if it occurs in teaching profession. If factors responsible for dissatisfaction can be differentiated, attempts can be made either to change those conditions or to reduce their intensity so as to increase the holding power of the profession (Sharma & Jyoti 2009).

The task of a school administrator is stunning. A competent and dedicated school administrator certainly meets the quality education needed by the individual to be globally competitive. They are the backbone of every successful and competitive teacher and students. He is the heart and soul of the educational system thus he is the teachers' model, guide and friend. As stated by Ingersoll and May (2011), teachers who were dissatisfied with their jobs often identified a lack of administrative support as a primary cause.

In the light of these concerns on the challenges and demands of the time, the researcher is earnestly motivated to make an extensive study on the assessment of the administrative support provided by the school administrators for the continuing professional advancement of the private school elementary teachers in Tanauan City, Batangas and develop an administrative support scheme to address the necessity administrative support to achieve the satisfaction of the teachers.

2. Objective of the Study

The purpose of this study was to assess the administrative support provided by the school administrators for the professional advancement and the job satisfaction of private school elementary teachers at Tanauan City, Batangas, Philippines during the school year 2018-2019. Consequently, the study identified the relevance of support provided by the school administrator as to financial, technical and emotional, their level of job satisfaction on

administrative supports; the significant relationship of administrative support and job satisfaction of teachers; and developed an administrative support scheme to address the administrative support that would meet the satisfaction of teachers.

3. METHODOLOGY

Research Design

This study employed descriptive-correlation design method of research to answer the questions and describe the data and characteristics of the subject being studied. Descriptive-correlational method is used to determine whether or not there is a relationship that exists between the two or more qualifiable variables to extent or degree of relationship. This method was used to determine if administrative support had significant relationship on the job satisfaction of teachers.

Respondents

The population of the research study was the private school elementary teachers in Tanauan City, Batangas, Philippines during the school year 2018-2019. There are 39 private schools in Tanauan City, Batangas, Philippines but selected only private schools which offered complete academic requirements from Kindergarten to Grade 6 with a total of 133 respondents. The private school elementary teachers were chosen as the respondents because they are considered to be the most credible representative for the research study. It was anticipated that majority of these school teachers undertook different professional advancement activities.

Instrumentation

To facilitate the data gathering, the researcher utilized a self-constructed questionnaire in obtaining the needed data to answer the specific problem of the research study. The questionnaire for the teacher-respondents consisted of statements about the administrative support to the professional advancement in terms of financial, technical and emotional and job satisfaction of teachers. Restructuring and revisions were made to enhance the questionnaire for clarity to the teacher respondents. The ideas of some experts were solicited for the improvement of the questionnaire. The main instrument used was presented to some experts for comments, suggestions and recommendations. The responses in the questionnaire were given in a fixed alternative format. A four-point scale was used to be able to interpret the computed mean and overall mean with the following mean ranges and their corresponding interpretation: 3.50-4.00 Highly Relevant/ Highly Satisfied; 2.50-3.49 Slightly Relevant/ Satisfied; 1.50-2.49 Relevant/ Slightly Satisfied ; and 1.00-1.49 Not Relevant/ Not Satisfied.

Data Gathering Procedure

The researcher formulated a written request to secure the permission of the private school supervisor, school heads and principals to administer the

questionnaires. Upon the approval of the private school supervisor and school heads and principal, the researcher personally distributed the questionnaires to the teacher respondents. The researcher clearly explained each item and shortly discussed the purpose of evaluation. Using the appropriate statistical tools, data were carefully tallied, organized, tabulated and treated upon the retrieval of the questionnaires and assistance from the statistician was sought to ensure the precision of statistical treatments of data.

4. RESULTS AND DISCUSSION

The results are organized and presented relative to the specific problem posed by the researcher.

Administrative Support for the Professional Advancement of Teachers in terms of Financial Support

The table below reveals the relevance of financial support provided by the school administrators for the professional advancement of the respondents. It reveals that the school administrator greatly extends their support financially for the professional advancement of teachers with an overall mean of 3.46. This finding confirms the study conducted by Rowden (2011) that in education system, the central and local governments must provide a budget for welfare, improvement of academic qualification, certification of teachers for in-service teacher education, and tools for teaching and learning process. Obtaining the highest mean score of 3.64, the respondents asserted that providing the allowances or fees for registration, transportation, lodging and meals when the teacher attends seminars, trainings and conferences was highly relevant. This was supported by the findings of the study conducted by the UNATU where in financial support is not spent solely for personnel expenditure or expenditures, salaries and allowance, but it should be proportional for expenditure on salaries, capital, and operational and advancement of teachers.

Table 1. Financial Support Provided by the School Administrators

Item Statements	Mean	Verbal Interpretation
1. Shoulders the allowances or fees for registration, transportation, lodging and meals when the teacher attends seminars, trainings and conferences.	3.64	Highly Relevant
2. Pays for the consultancy, materials and foods when teachers engage in professional learning activities in the school premises.	3.63	Highly Relevant
3. Gives salaries for coaches and mentors, stipends for teachers' work outside the official working day or supplies and resources for professional learning.	3.44	Relevant

4. Reimburses the money used during teachers' professional advancement activities.	3.53	Highly Relevant
5. Allocates budget to teaching resources to allow teachers to master new content and pedagogy and incorporate these into practice.	3.59	Highly Relevant
6. Provides the financial assistance such as transportation and food allowance for the students and teachers who attends academic and non-academic contest.	3.59	Highly Relevant
7. Gives incentives to teachers attending the professional learning activities.	3.29	Relevant
8. Provides a budget for advancement of academic qualification like scholarship assistance.	3.17	Relevant
9. Pays for the supplies and resources for the professional learning activities outside the school premises.	3.46	Relevant
10. Sustains the educational funds for the professional advancements of teachers through providing teacher's yearly academic trainings, seminars and conferences.	3.30	Relevant
Overall	3.46	Relevant

Consequently, providing a budget for advancement of academic qualification like scholarship assistance was relevant as revealed by the lowest mean score of 3.17. This implies that school administrators provide the scholarship assistance to teachers but is limited only to deserving teachers. As prescribed by the DepEd Order No. 68, s. 2009, it states that the Department of Education (DepED) fully supports the continuous development of its manpower to improve performance through scholarship/ fellowship and training grants local and overseas among others.

Administrative Support for the Professional Advancement of Teachers in terms of Technical Support

Table 2 discloses the relevance of support extended by the school administrator for the professional advancement of the teacher-respondents as to technical support.

Table 2. Technical Support Provided by the School Administrators

Item Statements	Mean	Verbal Interpretation
1. Supports the academic progress of the	3.80	Highly Relevant

students.		
2. Facilitates improvements of the classroom instructional practices.	3.78	Highly Relevant
3. Visits the classroom often, talks to teachers regularly and remains highly visible.	3.70	Highly Relevant
4. Provides clear communication and supportive behavior that promote atmosphere of participation within the school.	3.74	Highly Relevant
5. Provides flexible working time and less administration tasks to teachers currently enrolled in graduate studies.	3.61	Highly Relevant
6. Provides constructive feedback after the classroom observation for the improvement of personal and professional qualities of teachers.	3.53	Highly Relevant
7. Provides opportunities for the teachers to gain deep understanding of the subjects they teach and how to use technology to enhance instruction through sending them to trainings and workshops.	3.62	Highly Relevant
8. Supports the practice-oriented professional activities where in teachers' were involved in teaching demonstration, teaching observation, experience shared with school teachers and other collective and collaborative learning.	3.61	Highly Relevant
9. Strengthens the academic and non-academic skills of teachers through providing school clubs that enhances their individual specialization.	3.65	Highly Relevant
10. The school administrator emphasizes professional advancement of beginning teachers for them to adopt their different needs in teaching.	3.62	Highly Relevant
Overall	3.67	Highly Relevant

Garnering an overall assessment of 3.67, the respondents asserted that extending the technical support of school administrator was highly relevant. This finding is parallel to Hughes (2012) where as he concluded that professional advancement and staying current on new trends, regulations, and policies are critical to improvement and positive job experiences. Obtaining the highest mean score of 3.80, the respondents affirmed that supporting the academic progress of the students was highly relevant. This supports the idea of Roberson and Roberson (2009) that the principal is the critical factor in new

teacher success and, in particular, point to importance of providing meaningful, instructive feedback to new teachers. They also concluded that administrators must continuously promote high levels of academic achievement through focusing on academic success of all students by encouraging novice and veteran teachers in a variety of ways. This can be accomplished by developing strategies to meet the needs of teachers and by providing meaningful, instructive feedback.

On the other hand, garnering the lowest mean of 3.53, the respondents confirmed that providing constructive feedback after the classroom observation for the improvement of personal and professional qualities of teachers was highly relevant. According to Dzubay (2011), feedback surrounds anywhere, generating both deliberate and unintended effects. Consequently, positive verbal feedback enhances intrinsic motivation because it affirms someone's competence and, for the most part, is unexpected. Teacher's feelings of competence can be enhanced by frequent and meaningful interaction and feedback from administrators.

Administrative Support for the Professional Advancement of Teachers in terms of Emotional Support

Table 3 presents the relevant emotional support provided by school administrators for the professional advancement of the respondents. In general, the emotional support was highly relevant with a mean of 3.61. Teachers generally tended to sense that principals are ready to support teachers and value them in order to do their job better. It was also revealed that psychological factors have shaped expectations of teachers (Aslanargun, 2015). The table reveals that helping the teacher to build self-confidence and self-trust was highly relevant as implied by the mean of 3.71. Instructional leaders know what is happening in the classrooms and develop the capacities of their staff by building on their strengths and reducing their weaknesses (Spillane & Zuberi, 2009).

Table 3
Emotional Support Provided by the School Administrators

Item Statements	Mean	Verbal Interpretation
1. Provides recognition to teachers' effort in their continuous professional advancement.	3.66	Highly Relevant
2. Gives a genuine feedback about personal and professional development as a teacher.	3.66	Highly Relevant
3. Consistency in addressing all the needs of teachers through being approachable is highly evident.	3.52	Highly Relevant
4. Provides positive verbal feedback that enhances intrinsic motivation resulting to improved competency.	3.63	Highly Relevant

5. Recognizes the teacher as one of the important members in the school organization through giving simple tribute for the senior teachers.	3.61	Highly Relevant
6. Gives recognition for the excellent performance of teachers.	3.50	Highly Relevant
7. Promotes harmonious relationship among the teachers.	3.67	Highly Relevant
8. Helps the teacher to build self-confidence and self-trust.	3.71	Highly Relevant
9. Praises all the academic and non-academic achievement of the teachers.	3.58	Highly Relevant
10. Recognizes teachers' good work with specific and positive comments.	3.58	Highly Relevant
Overall	3.61	Highly Relevant

The least item rated by the teachers garnering a mean of 3.50 giving recognition for teachers. This connotes that school administrator don't give much premium to the tremendous performances of the teachers. Aslanargun (2015) attested that it was evident that teachers' expectations basically centered on the subcategories of comprehension and support. Additional subcategories include concepts of support, empathy, respect, reward and value. Teachers generally tend to sense that principals are ready to support teachers and value them in order to do their job better.

Level of Teachers' Job Satisfaction

Assessment on the level of job satisfaction of the respondents is one of the primary aims of this study. Job satisfaction is perceived as the affective reactions of the individuals towards their work. In other words, how one feels about his or her job in general may lead to feelings of satisfaction or dissatisfaction; even so, there are many contributing factors to the level of satisfaction.

Table 4 presents the job satisfaction level of the teachers. Specifically, the teachers were highly satisfied as it relates to administrative support provided for their professional advancement.

Table 4. Teachers' Level of Job Satisfaction

Item Statements	Mean	Verbal Interpretation
1. I am satisfied to the responsibility and chance of making decisions in our educational institutions.	3.65	Highly Satisfied
2. I am fulfilled with the in-service training I get for my job that is relatively sufficient for the changes of the	3.64	Highly Satisfied

educational program.		
3. I am contented with the recognition that I receive from the school administrator.	3.56	Highly Satisfied
4. I am satisfied with the promotion system as an exchange of a job well done.	3.41	Satisfied
5. I am treated fairly by the supervisor through giving feedbacks and recognition which inspires me more.	3.67	Highly Satisfied
6. Our physical working condition in school is generally good and sufficient for teaching and learning.	3.70	Highly Satisfied
7. The allocated funds and budget for professional advancement activities give me opportunity for my teaching achievement.	3.23	Satisfied
8. I constantly receive positive and genuine feedback from our school administrator.	3.52	Highly Satisfied
9. I am pleased with the flexible working time that the administration extends to teachers currently enrolled in the graduate school.	3.58	Highly Satisfied
10. I am contented with the incentives we receive as teachers attending professional learning activities.	3.21	Satisfied
Overall	3.55	Highly Satisfied

The table above shows that the respondents were highly satisfied on their job regarding their physical working condition in school as generally good and sufficient for teaching and learning. It garnered the highest mean of 3.70 which implies that the teachers feel satisfied when they experienced a positive working environment and encouraging school environment. This supports the study established by Msuya (2016) where in work relationship between employees themselves, and their supervisors contributed to their job satisfaction and practices. However, the respondents were satisfied with the incentives they receive as teachers when attending professional learning activities and it obtained the lowest mean of 3.21. Practically, one of the factors affecting the satisfaction of teachers was anchored on their monetary needs. This is parallel to the study of Marston (2010) who asserted that job satisfaction for teachers is rarely connected to salary or benefits, and they learn very quickly that compensation is regulated and rigid.

Relationship between Administrative Support and Job Satisfaction

To establish if there exists significant relationship between the variables investigated, the p or computed r-value at 0.05 level of significance was used to accept or reject the null hypothesis. The table illustrates the relationship on the administrative support and job satisfaction. The Pearson correlation results in Table 5 revealed that generally there was a moderate and statistically significant positive relationship between administrative support and level of job satisfaction.

Table 5. Relationship between Administrative Support and Job Satisfaction of Teachers

Variables	p-values	Computed r-values	Computed t-values	Decision (H ₀)	Interpretation
Financial Support and Level of Job Satisfaction	.000	.649	9.761	Reject	Significant
Technical Support and Level of Job Satisfaction	.000	.509	6.766	Reject	Significant
Emotional Support and Level of Job Satisfaction	.000	.748	14.931	Reject	Significant

$\alpha < .05$ reject H₀

There is a significant, positive and moderate relationship between the respondent's assessments on the relevance of support provided by the school administrators their job satisfaction as shown by the p-value of .000 which is less than .05 level of significance. The Pearson correlation results revealed that generally there was a moderate and statistically significant positive relationship between administrative support and level of job satisfaction.

Financial support was found to have significant relationship to the job satisfaction of teachers, the computed t-value was 9.761. It can be gleaned from the table that the computed p value of 0.000 is found lesser than the 0.05 alpha level, thus, the researcher decided to reject the null hypothesis and confirmed that there is a significant relationship between the financial support and job satisfaction of teachers. This shows that financial support has a factor for teachers' level of satisfaction. Financial has something to do with the finances provided by the school administrator for the professional advancement of teachers. This was supported by Kituto (2011) wherein he identified that the wages and benefits include, but are not limited to, the following: base salary, retirement, scholarships, tuition reimbursement, and coupons from community

organizations, relocation costs, and signing bonuses are grounds for satisfaction of teachers.

Meanwhile, technical support and job satisfaction of teachers have significant relationship with the computed t-value was 6.766. The computed p value of 0.000 is found lesser than the 0.05 alpha level, thus, the researcher decided to reject the null hypothesis and confirmed that there is a significant relationship between the technical support and job satisfaction of teachers. As the technical support of the school administrators is felt by the teachers, their level of job satisfaction also tends to become higher. Sufficient training, seminars and workshops and other professional advancement activities support teachers to address the millennial learners. This was parallel to the study conducted by Bojadziev et al, (2015) who claimed that opportunity for professional advancement is one of the most powerful factors for job satisfaction. He added that workplace environment has a much higher influence on job satisfaction compared to personal and job characteristics.

Consequently, emotional support was found significantly related to the job satisfaction of teachers with the computed t-value was 14. 931. The computed p value of 0.000 is found lesser than the 0.05 alpha level, thus, the researcher decided to reject the null hypothesis and asserted that there is a significant relationship between the emotional support and job satisfaction of teachers. Hence, emotional support as one of the administrative support provided by the school administrator has a significant relationship on the job satisfaction of teachers. This finds connection to the study conducted by Bojadziev et.al, (2015) which shows that employees with supervisory role were more satisfied with workplace factors such as recognition, opportunities for promotion, good feelings about the organization and effective supervision as well as providing a system of recognition for well performing employees. In addition, they show higher level of job satisfaction compared to the employees with non-supervisory role.

Administrative Support Scheme for Private School

Administrative Support Scheme is developed as guide to address the necessity fo administrative support to teachers. It provides objectives, organizes activities and presents expected outcome as a basis of private school administrators to equip them with the appropriate knowledge and skills to effectively balance and practice the administrative support that are most likely to increase teachers' job satisfaction. The developed administrative support scheme features the objectives, suggested activities and the corresponding expected outcome. The output is expected to further enhance and improve the administrative support of the school administrators which will serve as avenues for teachers' satisfaction. Administrative Support has a contributory factor for increasing teachers' commitment to teaching profession and students' success by creating effective learning-teaching environment. It also provides educational opportunities for teachers to grow professionally and personally as they maintain the high quality standard of being professional teachers. Thus, administrative support scheme was developed to keenly execute their administrative support in private

school elementary teachers which will contribute to teachers’ satisfaction and commitment. Moreover, through this scheme, school administrator can pay equal attention to their administrative support to achieve optimum satisfaction of teachers.

Table 6. Administrative Support Scheme for Private School Teachers

Objectives	Projects, Activities and Programs	Persons Involved	Expected Outcome
<p>To enhance financial support for faculty</p>	<ul style="list-style-type: none"> . Seminar on policy dissemination of information regarding the financial assistance to be provided to teachers who will attend conferences, seminars, workshops, etc. . Financial assistance for teachers applying for scholarship in the graduate study. . Benchmarking of the administrative support extended to teachers to other private institutions. 	<p>Private School Administrators and School Heads</p> <p>Private School Teachers</p>	<p>Teachers will be informed about the policy regarding the financial assistance for teachers.</p> <p>Teachers will receive financial assistance as support for their graduate studies.</p> <p>School administrators will further improve their administrative support.</p>

<p>To sustain technical support for teachers</p>	<ul style="list-style-type: none"> . Regular monitoring of classroom teaching-learning process. . Attendance to workshops, trainings and seminars. . Conduct of action research as requirement to teachers. 	<p>Private School Administrators and School Heads</p> <p>Private School Teachers</p>	<p>Teachers will improve their teaching-learning process.</p> <p>Teachers will keep abreast of the rapid changes in the educational institutions through attendance to conference, trainings and seminars.</p> <p>Teachers will enhance their knowledge-content to improve their teaching strategies and practice on the recent educational theories.</p>
<p>To boost/enhance the morale of the faculty</p>	<ul style="list-style-type: none"> . Conduct of regular team building activity. . Conduct faculty development seminar . Benchmarking or Lakbay-Aral activity 	<p>Private School Administrators and School Heads</p> <p>Private School Teachers</p>	<p>Teachers will build harmonious relationship among the administrators and teachers.</p> <p>Teacher will maintain the high standards of being professional teachers.</p> <p>Teachers will experience the real life world</p>

			condition about the current issues and trends in the Philippine education setting.
To enhance job satisfaction	<ul style="list-style-type: none"> Recognition of teachers with outstanding performance through awards and incentives available for teachers. Conduct seminars on Occupational Health, Safety and Working Environment in the workplace 	<p>Private School Administrators and School Heads</p> <p>Private School Teachers</p>	<p>Teachers' satisfaction will be driven through awards and incentives.</p> <p>Teachers maintain and promote the teachers' health and working capacity.</p>

5. CONCLUSION AND RECOMMENDATION

Administrative Support Scheme in every private school must be develop in order to achieve the satisfaction of the teachers. The objectives, activities and expected outcome will serves as the basis for private school administrators to equip their teachers with the appropriate knowledge and skills to effectively balance and practice their teaching profession at the utmost dedication. The conditions of service contracts, work environment, training and other needs of the teachers must be of priority in school administration so that they will be well satisfied to their teaching profession and will result to high commitment and to remain in teaching. The newly developed administrative support scheme may be considered, implemented and adopted by the school administrators. The school administrator must extend monitary support in the form of scholarship assistance to teachers pursuing higher education. Since this study deals with numerous concerns in school administration, a similar or a follow-up study may be conducted to maintain equitable footings of the private schools in the entire country, specially now that the plight of private schools in the Philippines is in the unfortunate situation due to the challenges of the present global pandemic.

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