

Role of Educational Administrative Support in Strengthening Teachers' Professional Development Trends and Classroom Instructional Performance

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Abstract. Effective school leadership and administrative support play a key role in teacher growth and instructional quality. With ongoing educational reforms, it is important to understand how administrative practices influence teacher participation in professional development and classroom performance. This study examined the relationships among school administrative support, teacher engagement in professional development, and instructional performance. Specifically, it tested whether leadership practices, resource provision, and policy implementation relate to how often teachers join professional development activities and how effective their instruction is. A descriptive-correlational design was used. Data were collected from 83 public school teachers through a validated questionnaire and analyzed using weighted mean, standard deviation, and Spearman's rho. Results showed that teachers reported very high levels of administrative support ($M = 4.44$), participation in professional development ($M = 4.49$), and instructional performance ($M = 4.64$). Correlation analysis revealed that administrative support had a significant positive relationship with both professional development participation ($\rho = .517, p < .001$) and instructional performance ($\rho = .468, p < .001$). This suggests that when school leaders provide consistent support, teachers are more likely to engage in development activities and deliver stronger instruction. The findings affirm that robust administrative support systems are essential for sustaining teacher development and high instructional standards. School leaders should maintain effective leadership practices, ensure adequate resources, and uphold supportive policies that promote continuous learning. Because the observed relationships are stable, preserving current practices can help maintain these high outcomes in similar school contexts. The study provides practical implications for administrators who aim to improve school effectiveness through targeted leadership and support. Future research may explore these relationships in other divisions and include additional variables such as teacher motivation and school climate.

Keywords: Classroom Instructional Performance; Educational Administrative Support; Professional Development; Teacher Engagement

Introduction

Schools today operate in an environment of continuous educational reform where improving teacher quality and student learning outcomes is a central concern. Effective school leadership and administrative support provide the conditions that enable teachers to engage in professional development and improve instructional practice. Understanding how these elements relate is essential for sustaining school effectiveness, particularly in contexts implementing new curricula and accountability measures.

Sebulen and Jimenez (2024) describe administrative support as the leadership, resources, and guidance administrators give to strengthen teaching and foster teacher growth. When this support exists alongside positive colleague relationships, Cabaluna and Mendoza (2019) argue that schools develop a culture where teachers are more likely to thrive.

Ongoing professional development gives teachers avenues to refine their skills and update pedagogy (Zeng, 2023). Through training and learning programs, teachers adopt innovative strategies and better address diverse student needs. Beyond skills, professional development also creates space for reflection and collaboration, which improves instruction — particularly when backed by strong leadership.

Instructional performance reflects how well teachers facilitate learning: clear explanations, classroom management, and student engagement (Robinson, Lloyd, & Rowe, 2008). Prior work links this to administrative support. For instance, collaborative coaching encouraged by administrators enhances teaching practice (Gigante & Firestone, 2008), while mentorship and professional development access increase engagement and outcomes (Gagne, 2015). Structured administrative systems likewise strengthen classroom processes (Okendu, 2021).

Despite evidence linking administrative support to teacher development and instructional performance, there remains limited empirical data on how strongly these variables relate within a specific local school division. While some schools report high levels of administrative support, it remains unclear whether this translates into greater teacher engagement in professional development and improved instructional performance.

Accordingly, this study seeks to determine the level of educational administrative support, teachers' engagement in professional development, and classroom instructional performance in a selected public elementary school during School Year 2025–2026. It also examines how administrative support relates to both professional development participation and instructional performance.

Research Questions

This study examines the relationship between educational administrative support, teachers' professional development, and classroom instructional performance in a selected public school in Zamboanga City. Specifically, it aims to answer the following questions:

1. What is the level of educational administrative support provided to teachers in terms of:
 - 1.1 Leadership
 - 1.2 Resources, and
 - 1.3 Policy implementation
2. What are the levels of teachers' professional development trends?
3. What are the levels of teachers' classroom instructional performance?
4. Is there a significant relationship between educational administrative support and teachers' professional development trends?
5. Is there a significant relationship between educational administrative support and teachers' classroom instructional performance?

Scope and Delimitation of the Study

This study examined the relationship between educational administrative support, teachers' professional development trends, and classroom instructional performance in a selected public elementary school during School Year 2025–2026. It focused on teachers' perceptions of administrative support, engagement in professional development, and instructional performance. The findings are limited to the respondents and context of the study and should not be generalized to other divisions without further testing.

Literature Review

Educational Administrative Support

Lunenburg and Ornstein (2020) frame educational administrative support as the management of school resources, personnel, and processes to enable effective teaching and learning. When administrators provide mentoring, manage workloads, supply resources, and create professional development opportunities, teachers show gains in professional growth, instructional effectiveness, and retention (Gigante & Firestone, 2008; Martinez & McAbee, 2020; Koonkongsatian, n.d.). Taken together, these studies suggest that consistent, strong support from administrators contributes to both teacher performance and well-being across varied school contexts. However, much of the existing literature focuses primarily on general educational settings and broad measures of support, leaving limited discussion on how specific forms of administrative support influence teachers' professional development and instructional performance within localized school contexts. This indicates an underexplored area regarding the combined relationship of administrative support, professional development, and instructional performance among teachers in specific institutions or communities.

Teachers' Professional Development Trends

Current trends in teacher professional development emphasize learning that is collaborative, ongoing, and grounded in practice to strengthen instruction and student outcomes (Collinson et al., 2010; El Islami et al., 2019). Despite this shift, Wei et al. (2010) and van Driel et al. (2012) found that many programs remain brief and surface-level, limiting sustained impact. Evidence points to school-based, teacher-led, collaborative professional development as most effective, particularly when reinforced by system-wide support, as this combination drives improvements in teaching and school outcomes (Postholm & Boylan, 2018). Nevertheless, prior studies have largely concentrated on the effectiveness of professional development programs themselves, with less attention given to how educational administrative support contributes to teachers' participation in and application of professional development in classroom practice. Thus, there

remains a need to further examine how administrative support interact in relation to teachers' engagement in professional development.

Classroom Instructional Performance

Instructional performance captures how effectively teachers plan, deliver, and manage instruction to advance student learning. Cabrera et al. (2001) link strong performance to practices such as clear explanations, timely feedback, and collaborative learning tasks, all associated with higher achievement and skill growth. It also requires using assessment data to inform instructional decisions (Hoge & Coladarci, 1989). Burroughs et al. (2019) add that teacher quality and day-to-day classroom practices directly shape student outcomes. Collectively, effective instructional performance is demonstrated through intentional teaching practices that enhance learning. While numerous studies discuss factors affecting instructional performance, limited literature examines the interconnected relationship of administrative support, professional development and teachers' classroom instructional performance within a single framework. This gap highlights the need for further investigation into how these variables relate to one another in actual school settings.

Methodology

Research Design

This study used a quantitative descriptive-correlational design to measure the levels of educational administrative support, teachers' professional development, and classroom instructional performance, and to find out the relationships among these variables. This design suits investigations of how administrative practices relate to teacher growth and instructional outcomes (Gamboa & Quicho, 2025; He et al., 2024).

Sampling Design

This study used a quantitative research design and applied simple random sampling. From a total population of 104 teachers, a sample of 83 was selected using the Raosoft Sample Size Calculator, based on a 95% confidence level, 5% margin of error, and 50% response distribution (Israel, 1992). Simple random sampling is a probability sampling method where all members of the population have an equal chance of being selected, helping ensure a fair and representative sample (Noor et al., 2022). The sampling procedure used the RAND function in Microsoft Excel to randomly assign numbers to all teachers for selection. This helped reduce selection bias and improved the representativeness of the sample.

Research Locale

The study was conducted in a public elementary school in Zamboanga City. The school caters to learners from Kindergarten to Grade 6 and has teachers responsible for implementing the elementary curriculum. It was chosen as the study site because it is accessible and relevant to the variables being studied.

Research Participants

The 104 Kindergarten to Grade 6 teachers in the school formed the population. Because they are directly responsible for classroom instruction, they were appropriate respondents for examining administrative support, professional development engagement, and instructional performance. Their input was central to addressing the research objectives.

Research Instrument

The researcher used an adapted survey questionnaire as the main tool for data collection. It had three parts. Part I measured teachers' views on educational administrative support. Part II looked at teachers' professional development, and Part III assessed classroom instructional performance. All parts used a five-point Likert scale: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. The questionnaire was taken and adapted from existing studies and validated tools on school leadership, teacher development, and instructional performance.

Data Gathering Procedure

Before conducting the study, the researcher sought permission from the school administration to administer the research instrument. Once approval was granted, the respondents were informed about the purpose of the study. They were also assured that their responses would be kept confidential and used only for academic and research purposes. The questionnaire was given to the selected teacher-respondents through Google Forms. Clear instructions were provided to help them answer the questionnaire honestly and completely. Participants were allotted sufficient time, and all 83 distributed forms were returned, yielding a

100% response rate. Data were subsequently compiled, coded, and prepared for statistical treatment to answer the research questions.

Results and Discussions

Research Question 1: What is the level of educational administrative support provided to teachers in terms of leadership, resources, and policy implementation?

Table 1. Normality Test (Shapiro–Wilk) for Educational Administrative Support, Teachers' Professional Development, and Classroom Instructional Performance (N = 83)

Variable	Shapiro–Wilk W	Shapiro–Wilk p
EAS	0.893	< .001
PD	0.896	< .001
CIP	0.771	< .001

The normality of the data for Educational Administrative Support (EAS), Teachers' Professional Development (PD), and Classroom Instructional Performance (CIP) was tested using the Shapiro–Wilk test. The results indicated that all variables violated the assumption of normality ($p < .001$). Since the data were not normally distributed, Spearman's rank-order correlation, a non-parametric test that does not assume normality, was used to determine the relationships among Educational Administrative Support (EAS), Teachers' Professional Development (PD), and Classroom Instructional Performance (CIP).

Table 2. Levels of Educational Administrative Support in Terms of Leadership, Resources, and Policy Implementation

Dimension	Mean	Standard Deviation	Level
Leadership	4.49	0.550	Very High
Resources	4.40	0.519	Very High
Policy Implementation	4.44	0.534	Very High
Total Mean	4.44		Very High

The results in Table 2 show that teachers rated educational administrative support as very high across all areas: leadership, resources, and policy implementation. Leadership obtained the highest mean score ($M = 4.49$, $SD = 0.55$), followed by policy implementation ($M = 4.44$, $SD = 0.53$), and resources ($M = 4.40$, $SD = 0.52$). The narrow standard deviations indicate strong consensus among respondents, reflecting a shared positive perception of administrative support. These findings imply that administrators in the study site deliver consistent guidance, provide sufficient resources, and enforce policies in ways that facilitate teacher growth and instructional effectiveness. The strong level of educational administrative support, particularly in leadership and policy implementation, is supported by Nelson et al. (2003), who linked effective school leadership to sound management and consistent policy enforcement. In the same way, Martinez and Partin (2023) explained that ethical leadership, along with consistent implementation of policies, contributes to a more organized and supportive school environment. These results suggest that strong administrative support gives teachers proper guidance and resources that help improve their development and teaching performance. This is consistent with studies showing that administrative support boosts teacher motivation, job satisfaction, and commitment (Bogler, 2001; Rhoades & Eisenberger, 2002).

Research Questions 2 & 3: What are the levels of teachers' professional development trends and classroom instructional performance?

Table 3. Levels of Teachers' Professional Development Trends and Classroom Instructional Performance

Variable	Mean	Standard Deviation	Level
Professional Development Trends	4.49	0.478	Very High
Classroom Instructional Performance	4.64	0.472	Very High

The results in Table 3 show that teachers rated both professional development trends ($M = 4.49$, $SD = 0.48$) and classroom instructional performance ($M = 4.64$, $SD = 0.47$) as very high. The narrow standard deviations point to strong agreement among respondents, reflecting a shared perception of active participation in professional growth and effective teaching practices. Taken together, the data imply that teachers regularly pursue development activities and consistently fulfill their instructional roles. Avalos (2011) supports this by explaining that teacher professional development is an ongoing and collaborative process that involves reflection and applying knowledge in actual teaching practice, shaped by teachers' needs and the school environment. In the same way, De Farias and De Araujo (2018) note the global shift toward viewing professional development as a mechanism for strengthening teacher competencies through research-informed practice. Alamri et al. (2018) further emphasize current PD's focus on deepening pedagogical knowledge and instructional skill. These patterns mirror earlier findings, which show that when schools provide strong administrative support in terms of leadership, resources, and policy implementation, it helps improve teacher growth and instructional effectiveness (Gigante & Firestone, 2008; Gagne, 2015; Okendu, 2021). In general, the high levels of professional development and instructional performance indicate a strong base for effective teaching practices and better student learning outcomes.

Research Questions 4 & 5 : Is there a significant relationship between educational administrative support, teachers' professional development trends and teachers' classroom instructional performance?

Table 4. Correlation of Educational Administrative Support with Teachers' Professional Development and Classroom Instructional Performance

Variables	Spearman's ρ	df	p-value	Interpretation
Educational Administrative Support & Professional Development	0.517	81	<0.001	Moderate-to-strong positive correlation
Educational Administrative Support & Classroom Instructional Performance	0.468	81	<0.001	Moderate positive correlation

Table 4 presents the relationship between educational administrative support and the selected variables. The results clearly show a moderate positive correlation between educational administrative support and professional development ($\rho = 0.517$, $df = 81$, $p < 0.001$), as well as a moderate positive correlation between educational administrative support and classroom instructional performance ($\rho = 0.468$, $df = 81$, $p < 0.001$). These findings highlight a clear pattern: higher levels of educational administrative support are consistently associated with higher levels of both teachers' professional development and classroom instructional performance. These associations imply that teachers who experience stronger support from administrators are more inclined to participate in development activities and demonstrate effective teaching. Such support including guidance, feedback, resource provision, and encouragement, appears to facilitate skill enhancement and improved classroom practice. Walker and Kutsyuruba (2019) support the significant positive relationship between educational administrative support and teachers' professional development by explaining that administrators are key in providing induction, mentoring, and retention programs that promote teacher growth. Oleszewski et al. (2012) likewise highlight that effective leadership and coordination bolster teacher development and overall school effectiveness. Instructional leadership specifically has been shown to promote teacher learning and collegial collaboration (He et al., 2024; Liu & Hallinger, 2018), while regular supervisory feedback and follow-up enhance classroom performance (Adedjei, 2026). Teachers also deliver higher-quality instruction when they perceive strong administrative backing (Shogbesan et al., 2024), with mentoring, sufficient resources, and manageable workloads contributing to instructional strength and student outcomes (Martinez & McAbee, 2020). Collectively, the evidence converges on administrative support as a key driver of both professional growth and instructional effectiveness.

Ethical Considerations

This study adhered to established ethical standards to safeguard participants' rights, safety, and privacy. Prior to data collection, approval was obtained from the school administration. Teachers received a full briefing on the study's objectives, and participation was entirely voluntary with the option to withdraw at any stage without penalty. All data were treated as confidential and used exclusively for research purposes. To ensure anonymity, identifying information such as names was not collected or reported. Procedures were designed to avoid physical, emotional, or social risk to participants. Findings are reported accurately and truthfully, consistent with principles of research integrity and ethical conduct.

Conclusion

Teachers in this study reported very high levels of educational administrative support, professional development engagement, and classroom instructional performance. Correlation analyses confirmed significant positive associations among administrative support, professional development, and instructional performance, suggesting that as administrative support strengthens, teachers demonstrate greater involvement in professional growth and enhanced classroom effectiveness. The findings therefore indicate that educational administrative support plays a significant role in strengthening teachers' professional development and improving classroom instructional performance. Collectively, the findings underscore that effective leadership, adequate resources, and reliable policy implementation contribute to advancing teacher development and instructional quality. Sustained administrative support therefore emerges as critical for maintaining and building teacher capacity and instructional excellence in schools. Despite these findings, the study was limited to selected teacher-respondents and relied on self-reported data, which may influence the generalizability of the results. Future studies may further explore these variables in broader educational settings and include additional factors that may affect teachers' professional development and instructional performance.

Recommendations

Given these findings, the study suggests that existing administrative support practices be sustained and further strengthened, particularly in leadership, mentoring, and resource provision. It may also be beneficial to continuously align supervisory practices with classroom needs to maintain and enhance teacher effectiveness. In addition, schools may consider promoting more structured and collaborative professional development activities that directly respond to teachers' instructional needs and challenges. Future research may further explore these relationships using longitudinal or broader samples to validate long-term effects and examine other contextual factors that may influence teacher performance.

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