

Administrative Support Climate and Teacher Work Engagement in Public Elementary Schools

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ABSTRACT

This study assessed the relationship between administrative support climate and teacher work engagement among public elementary school teachers in the City of Ilagan, Isabela. Using a predictive-correlational survey design with relational climate mapping, the study assessed how leadership responsiveness, communication and consultation, workload support, recognition and encouragement, and professional development assistance were associated with teachers' vigor, dedication, and absorption. A validated researcher-made questionnaire was used, with an overall Cronbach's alpha of 0.94, indicating excellent reliability. Data were analyzed using weighted mean, standard deviation, Spearman's rho correlation, ordinal

logistic regression, and dominance analysis. Results showed that administrative support climate was generally favorable, while teacher work engagement was also rated positively. However, workload support and absorption emerged as the weakest areas, suggesting that teachers remained committed but experienced difficulty sustaining deep focus due to overlapping responsibilities and documentation demands. A significant positive relationship was found between administrative support climate and teacher work engagement. Regression results further revealed that workload support was the strongest predictor of teacher engagement, followed by leadership responsiveness, communication and consultation, and recognition and encouragement. The study concluded that teacher engagement was strengthened when administrators provided practical, responsive, and participatory support. It recommended improving task distribution, reducing unnecessary paperwork, protecting instructional time, and sustaining a supportive school environment that values teacher participation and well-being.

Keywords: *administrative support climate, teacher work engagement, workload support, public elementary schools, school leadership*

INTRODUCTION

Teachers remain central to the quality of basic education because their daily engagement shapes how learners experience instruction, care, classroom routines, and school belonging. In public elementary schools, teacher work engagement is reflected in the energy, dedication, and absorption that teachers bring to their instructional and non-instructional responsibilities. Schaufeli (2017) explained that work engagement involves a positive and fulfilling work-related state characterized by vigor, dedication, and absorption. In the school setting, this means that engaged teachers are not merely present in their classrooms, but are emotionally invested, mentally focused, and professionally committed to helping learners succeed. This is especially important in public elementary schools where teachers often handle

diverse learner needs, changing curriculum expectations, administrative requirements, and community-based responsibilities.

Recent education literature has emphasized that teacher engagement is strongly influenced by the quality of support available in the workplace. The Job Demands-Resources perspective explains that employees become more engaged when work demands are balanced by adequate resources such as leadership support, collegial assistance, recognition, autonomy, and professional development opportunities (Bakker & Demerouti, 2017). For teachers, administrative support climate serves as one of these important job resources. It refers to the extent to which school administrators create a working environment where teachers feel assisted, guided, respected, consulted, and encouraged. When school heads provide clear communication, fair workload distribution, emotional support, instructional guidance, and recognition, teachers are more likely to sustain enthusiasm and commitment in their work.

Administrative support climate is particularly meaningful in the Philippine public-school context because teachers are expected to perform multiple roles beyond classroom teaching. They prepare lessons, assess learning, attend trainings, accomplish reports, coordinate programs, communicate with parents, and support school improvement initiatives. The Department of Education has also continued to introduce reforms aimed at improving curriculum delivery, learning recovery, school responsiveness, and teacher support. The MATATAG Curriculum, for instance, emphasized the need to strengthen basic education delivery while allowing schools to manage implementation concerns according to their actual needs and capacities (Department of Education [DepEd], 2024). Such reforms highlight the importance of school-level support because the success of policy implementation depends greatly on how teachers are guided and supported by their immediate administrators.

Studies have also shown that a positive school climate and strong administrative support are connected to teacher motivation, job satisfaction, and work engagement. Budiongan and Corpuz (2024) found that school climate was meaningfully associated with teachers' work engagement in DepEd central schools, suggesting that teachers tend to become more involved in their work when the school environment is supportive and well-managed. Similarly, Sanza (2025) reported that organizational support in areas such as curriculum management, professional development, and partnerships contributed to teachers' workplace functioning and reduced burnout tendencies. These findings imply that support from the school organization does not only help teachers' complete tasks, but also protects their morale and strengthens their willingness to remain productive.

Public elementary school teachers operate within a dynamic educational environment where instructional quality, learner development, curriculum implementation, and school-based programs require consistent teacher participation. However, teacher engagement may vary depending on how teachers experience the administrative climate of their schools. Some may feel energized because their administrators are approachable, fair, and responsive, while others may experience reduced motivation when support systems are unclear, workloads are unevenly managed, or teacher concerns are not sufficiently addressed. This makes it necessary to examine administrative support climate not only as a management concern, but as a possible factor that shapes teacher work engagement.

Thus, this study sought to determine how public elementary school teachers in the City of Ilagan, Isabela perceived the support climate provided by their school administrators and how such climate related to their level of work engagement. The study was anchored on the idea that teachers are more likely to demonstrate energy, dedication, and meaningful involvement in their work when they feel that their administrators provide guidance, fairness, encouragement, and practical assistance. By examining this relationship, the study may provide useful insights for school heads, education supervisors, and policymakers in strengthening school-based support systems that sustain teacher engagement and improve the overall functioning of public elementary schools.

Literature Review

Administrative Support Climate in Schools

Administrative support climate refers to the quality of assistance, guidance, communication, fairness, and professional encouragement that teachers experience from school leaders. In public elementary schools, this climate is shaped by the way school heads assign tasks, respond to teacher concerns, provide instructional direction, recognize effort, and protect teachers from unnecessary work strain. Within the Job Demands-Resources theory, administrative support functions as a job resource because it helps teachers meet work expectations, reduce stress, and remain motivated despite heavy responsibilities (Bakker & Demerouti, 2017). A supportive administrative climate therefore becomes important not only for school operations, but also for teachers' emotional and professional stability.

Nagdaparan (2025) found that administrators' support systems were related to teachers' instructional competence, especially when support was organized around training, coordination, and human resource assistance. Similarly, Rafols and Pedroso (2025) emphasized that administrative support was associated with teacher retention and job satisfaction among rural teachers in the Philippines. These findings suggest that teachers are more likely to remain committed when school administrators provide visible, practical, and consistent support.

School Climate and Teacher Support

School climate is a broader concept that includes relationships, safety, leadership practices, collegiality, organizational fairness, and the general emotional tone of the school. Administrative support climate forms part of this wider school climate because teachers often judge the quality of their work environment based on how school leaders communicate, decide, assist, and respond. Dutta and Sahney (2016) explained that school leadership contributes to school climate and teacher satisfaction, showing that leadership actions shape how teachers experience the workplace.

In the Philippines, Budiongan and Corpuz (2024) found a meaningful relationship between school climate and teachers' work engagement in DepEd central schools. Their study suggests that when the school environment is supportive, orderly, and professionally encouraging, teachers become more involved in their duties. This is relevant to public elementary schools in the City of Ilagan, Isabela because school climate may influence how teachers respond to instructional demands, school programs, learner diversity, and administrative expectations.

Teacher Work Engagement

Teacher work engagement refers to the positive psychological connection that teachers have with their work. Schaufeli (2017) described work engagement through three dimensions: vigor, dedication, and absorption. Vigor refers to energy and persistence, dedication refers to enthusiasm and sense of purpose, and absorption refers to deep concentration and involvement in work. For teachers, these dimensions may be observed in their willingness to prepare lessons, guide learners, participate in school activities, collaborate with colleagues, and continue performing despite challenges.

Work engagement is important because teaching requires emotional effort, patience, creativity, and professional commitment. Teachers who are engaged are more likely to demonstrate initiative, adapt to classroom demands, and sustain meaningful learner interaction. Reintjes et al. (2025) found that job resources were connected to teacher work engagement, supporting the idea that teachers' energy and dedication are strengthened when the work environment provides sufficient support.

Administrative Support and Teacher Motivation

Administrative support contributes to teacher motivation because teachers tend to perform better when they feel that their work is valued and their needs are recognized. Supportive administrators help

teachers by clarifying expectations, offering feedback, assisting during instructional concerns, and creating a fair working environment. Through the lens of social exchange, teachers who experience genuine support may respond with stronger commitment, cooperation, and willingness to contribute to school goals. Granziera, Collie, and Slemp (2026) examined teacher motivation through the Job Demands-Resources theory and emphasized that job resources and job demand shape teachers' psychological functioning. This supports the view that administrative support may strengthen teachers' work engagement by reducing the negative effects of work pressure and increasing teachers' sense of competence and belonging. In this sense, administrative support climate is not merely a managerial concern. It becomes a motivational condition that can influence how teachers feel about their work and how deeply they participate in school life.

Leadership Support and Teacher Engagement

Leadership support is one of the most visible forms of administrative support. School heads influence teacher engagement through their ability to communicate vision, provide instructional supervision, encourage professional growth, and maintain fairness in decision-making. Authentic and engaging leadership practices have been linked to stronger teacher engagement because they create trust, shared purpose, and psychological safety. Shao et al. (2025) found that authentic leadership influenced teacher work engagement through school climate and teacher efficacy, suggesting that leadership affects engagement not only directly but also through the quality of the school environment. In public elementary schools, leadership support becomes even more important because teachers often work with limited resources, varied learner abilities, parental expectations, and policy-related requirements. When school heads provide emotional reassurance, timely assistance, and instructional direction, teachers may feel more capable of meeting their responsibilities. However, when support is weak or inconsistent, teachers may experience disengagement, frustration, or reduced professional enthusiasm.

Organizational Support and Teacher Well-Being

Organizational support refers to teachers' perception that the school values their contribution and cares about their well-being. This concept is closely related to administrative support climate because teachers often experience organizational support through the actions of school leaders. When administrators listen to teacher concerns, recognize effort, provide needed resources, and consider teacher welfare in decisions, teachers may feel that the school is a supportive professional community. Sheridan et al. (2025) reported that teachers' job and personal resources were associated with teacher job engagement. Likewise, studies on perceived organizational support have shown that teachers who feel supported by the organization tend to report stronger engagement and satisfaction. These findings strengthen the assumption that administrative support climate may help sustain teacher engagement, especially in public schools where teachers face high work demands.

Relationship Between Administrative Support Climate and Teacher Work Engagement

The relationship between administrative support climate and teacher work engagement can be understood through the idea that teachers become more engaged when their work environment supplies the support needed to manage demands and experience meaning in their profession. Administrative support may influence vigor by helping teachers maintain energy despite workload. It may influence dedication by making teachers feel valued and purposeful. It may also influence absorption by reducing distractions caused by unclear procedures, unresolved concerns, or lack of guidance. Budiongan and Corpuz (2024) found that school climate was related to teachers' work engagement, while Shao et al. (2025) showed that leadership and school climate contributed to teacher engagement. Reintjes et al. (2025) also supported the role of job resources in predicting teacher work engagement. Taken together, these studies suggest that administrative support climate may be a meaningful factor in understanding how public elementary school teachers sustain their involvement, enthusiasm, and commitment to school work.

METHODS

Research Design

The study employed a predictive-correlational survey design with relational climate mapping. This design was considered appropriate because the study examined how administrative support climate was associated with, and possibly contributed to, teacher work engagement among public elementary school teachers. Rather than merely describing the two variables separately, the design allowed the study to determine whether specific aspects of administrative support climate served as meaningful predictors of teacher work engagement. The relational climate mapping component also helped present how support-related conditions clustered around teachers' levels of vigor, dedication, and absorption.

Research Locale

The study was conducted in public elementary schools in the City of Ilagan, Isabela. The locale was selected because it represented a public basic education setting where teachers performed instructional, administrative, learner-support, and community-related responsibilities. The City of Ilagan also provided a relevant context for examining how administrative support climate operated within public elementary schools, particularly in relation to teachers' daily engagement with their work.

Participants and Sampling Technique

The participants of the study were public elementary school teachers in the City of Ilagan, Isabela. The study used stratified purposive sampling to ensure that teachers from different school settings were represented. Schools were first grouped according to relevant school-level characteristics, and teacher-participants were then selected based on their direct experience with school-based administrative support and regular teaching duties. This sampling technique was used because the study required respondents who could provide informed perceptions of both administrative support climate and work engagement.

Research Instrument

The study used a researcher-made survey questionnaire composed of two major parts. The first part measured administrative support climate in terms of leadership responsiveness, communication and consultation, workload support, recognition and encouragement, and professional development assistance. The second part measured teacher work engagement in terms of vigor, dedication, and absorption. The items were rated using a five-point Likert scale ranging from the lowest to the highest level of agreement.

The instrument was validated by experts in educational management, research, and school leadership. Their comments focused on the clarity of statements, alignment with the study objectives, appropriateness of indicators, and suitability of the language for public elementary school teachers. Revisions were made before pilot testing. The reliability test yielded a Cronbach's alpha coefficient of 0.94, indicating excellent internal consistency. The administrative support climate scale obtained an alpha value of 0.93, while the teacher work engagement scale obtained an alpha value of 0.92.

Data Gathering

Permission to conduct the study was secured from the appropriate school authorities. After approval was granted, the researcher coordinated with the concerned school heads regarding the schedule and manner of questionnaire administration. The participants were informed about the purpose of the study, voluntary participation, confidentiality of responses, and their right to withdraw at any point.

The questionnaires were distributed to the teacher-participants during a convenient schedule that did not disrupt classes or official school activities. Clear instructions were provided before the participants answered the instrument. After retrieval, the responses were checked for completeness, encoded, and prepared for statistical analysis.

Data Analysis

The data were analyzed using both descriptive and advanced relational procedures. Weighted mean and standard deviation were used to describe the perceived level of administrative support climate and teacher work engagement. To determine the strength and direction of the relationship between the two major variables, Spearman's rho correlation was used because the data came from Likert-scale responses and required a non-parametric measure of association.

To identify which dimensions of administrative support climate best explained teacher work engagement, the study used ordinal logistic regression. This treatment was selected because teacher work engagement levels were interpreted in ordered categories, making ordinal regression more appropriate than ordinary linear regression. In addition, dominance analysis was used to determine the relative importance of each administrative support dimension in predicting work engagement. This allowed the study to identify not only whether administrative support climate was related to engagement, but also which specific support condition contributed most strongly to teacher engagement.

Ethical Consideration

The study observed ethical standards throughout the research process. Participation was voluntary, and no teacher was forced to answer the questionnaire. The purpose of the study was explained clearly before data collection. Informed consent was obtained from the participants, and they were assured that their responses would be used only for academic purposes.

Confidentiality and anonymity were maintained by avoiding the collection of unnecessary personal identifiers. The data were summarized and reported in aggregate form to prevent the identification of individual teachers or schools. The researcher also ensured that the conduct of the study did not interfere with teaching duties, school operations, or professional relationships within the participating schools.

RESULTS AND DISCUSSION

Table 1. *Level of Administrative Support Climate in Public Elementary Schools*

Indicators	Mean	SD	Qualitative Description
Leadership responsiveness	3.89	0.61	Agree
Communication and consultation	3.76	0.66	Agree
Workload support	3.28	0.72	Moderately Agree
Recognition and encouragement	3.54	0.69	Agree
Professional development assistance	3.67	0.64	Agree
Overall Mean	3.63	0.66	Agree

Table 1 shows that the administrative support climate in public elementary schools in the City of Ilagan, Isabela was generally perceived as favorable, as reflected by the overall mean of 3.63, described as Agree. This suggests that teachers generally felt supported by their school administrators, particularly in terms of leadership responsiveness, communication, recognition, and professional development assistance.

Among the indicators, leadership responsiveness obtained the highest mean of 3.89. This indicates that teachers viewed their administrators as generally approachable and responsive to school concerns. However, workload support received the lowest mean of 3.28, described as Moderately Agree. This suggests that while support was present, teachers still experienced concerns related to task distribution, paperwork demands, school activities, and competing responsibilities. This finding implies that the problem was not the total absence of administrative support, but the unevenness of support when teachers were faced with workload pressure.

Table 2. *Level of Teacher Work Engagement*

Indicators	Mean	SD	Qualitative Description
Vigor	3.58	0.65	Agree
Dedication	3.82	0.59	Agree
Absorption	3.34	0.71	Moderately Agree
Overall Mean	3.58	0.65	Agree

Table 2 presents the level of teacher work engagement. The overall mean of 3.58 indicates that teachers generally demonstrated work engagement. Dedication received the highest mean of 3.82, showing that teachers continued to find meaning and purpose in their work despite the demands of public elementary education.

However, absorption obtained the lowest mean of 3.34, described as Moderately Agree. This means that teachers were not always able to fully concentrate or become deeply immersed in their work. This may be attributed to interruptions, multiple school assignments, reporting requirements, and shifting administrative tasks. The result suggests that teachers remained committed, but their ability to sustain focused engagement was affected by work conditions.

Table 3. *Relationship Between Administrative Support Climate and Teacher Work Engagement*

Variables	Spearman's rho	p-value	Interpretation	Decision
Administrative support climate and teacher work engagement	0.641	0.002	Significant positive relationship	Reject Ho

Table 3 shows a significant positive relationship between administrative support climate and teacher work engagement, with a Spearman's rho value of 0.641 and a p-value of 0.002. This indicates that teachers who perceived higher administrative support also tended to report higher work engagement.

The result means that supportive administrative practices were meaningfully connected to teachers' energy, dedication, and involvement in their work. When teachers experienced responsive leadership, open communication, recognition, professional assistance, and workload support, they were more likely to remain engaged. However, the relationship was not perfect, which suggests that other factors may also affect teacher engagement, such as personal motivation, learner behavior, family responsibilities, school resources, and policy-related demands.

Table 4. *Ordinal Logistic Regression on Administrative Support Climate as Predictor of Teacher Work Engagement*

Predictor Variables	Estimate	SE	Wald	p-value	Odds Ratio	Interpretation
Leadership responsiveness	0.58	0.21	7.63	0.006	1.79	Significant predictor
Communication and consultation	0.41	0.19	4.66	0.031	1.51	Significant predictor
Workload support	0.76	0.24	10.03	0.002	2.14	Strongest significant predictor
Recognition and encouragement	0.36	0.18	4.00	0.045	1.43	Significant predictor
Professional development assistance	0.29	0.17	2.91	0.088	1.34	Not significant

Model Fit: $\chi^2 = 42.87$, $p = 0.001$
 Pseudo R²: Nagelkerke R² = 0.39

Table 4 reveals that administrative support climate significantly predicted teacher work engagement. The model fit value was significant, with $\chi^2 = 42.87$ and $p = 0.001$, indicating that the predictors improved the explanation of teacher work engagement. The Nagelkerke R^2 of 0.39 suggests that administrative support climate explained a meaningful portion of the variation in teacher work engagement.

Among the predictors, workload support had the strongest effect, with an odds ratio of 2.14. This means that teachers who experienced better workload support were more likely to report higher engagement. This finding is important because workload support was also the lowest-rated administrative support indicator in Table 1. Therefore, the area where teachers felt the weakest support was also the area that most strongly influenced their engagement.

Leadership responsiveness, communication and consultation, and recognition and encouragement also significantly predicted teacher work engagement. These results suggest that teachers became more engaged when school heads responded to their concerns, communicated clearly, involved them in school matters, and recognized their efforts. Professional development assistance, although positively related, was not a significant predictor. This may mean that training opportunities alone were not enough to strengthen engagement when daily workload and administrative support concerns remained unresolved.

Table 5. *Dominance Analysis of Administrative Support Climate Dimensions*

Rank	Predictor Variable	Relative Importance	Percentage Contribution
1	Workload support	0.142	36.41%
2	Leadership responsiveness	0.096	24.62%
3	Communication and consultation	0.071	18.21%
4	Recognition and encouragement	0.052	13.33%
5	Professional development assistance	0.029	7.43%
Total		0.390	100.00%

Table 5 presents the dominance analysis, which identified the relative contribution of each administrative support climate dimension to teacher work engagement. Workload support ranked first, contributing 36.41 percent of the explained variance. This confirms that workload-related support had the most influential role in shaping teacher engagement.

Leadership responsiveness ranked second, contributing 24.62 percent. This indicates that teachers' engagement improved when administrators were accessible, decisive, and responsive to concerns. Communication and consultation ranked third, contributing 18.21 percent, showing that teachers valued being informed and included in school processes. Recognition and encouragement contributed 13.33 percent, while professional development assistance contributed 7.43 percent.

The dominance analysis strengthens the main finding of the study: administrative support mattered, but not all forms of support carried the same weight. In this case, teachers' engagement was most affected by whether they felt assisted in handling workload demands. This suggests that improving teacher engagement in public elementary schools in the City of Ilagan, Isabela may require more practical support systems, especially in task delegation, paperwork management, scheduling, and protection of teachers' instructional time.

CONCLUSION

The administrative support climate was meaningfully related to teacher work engagement among public elementary school teachers in the City of Ilagan, Isabela. Although teachers generally perceived their school administrators as responsive, communicative, and encouraging, workload support remained the weakest area and appeared to have the strongest influence on their engagement. Teachers remained

dedicated to their work, but their absorption and sustained focus were affected by overlapping responsibilities, documentation tasks, and uneven workload assistance. Based on these findings, it is recommended that school heads strengthen practical support mechanisms by improving task distribution, reducing unnecessary paperwork, protecting instructional time, and establishing clearer systems for consultation and follow-up. Administrators should also continue recognizing teacher efforts, providing timely guidance, and creating a more participatory school environment where teachers feel heard and supported. Future researchers may further examine other factors affecting teacher engagement, such as learner behavior, school resources, teacher well-being, and community support.

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