

## Exploring the Relationships among Work Motivation, Job Satisfaction, Administrative Support, and Performance of Teachers: A Comprehensive Study

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### ABSTRACT

This study aimed to explore the factors that impact teacher performance, particularly the role of work motivation, job satisfaction, administrative support, and student outcomes. A mixed-methods approach was utilized, including a survey and semi-structured interviews. The survey was distributed to 100 teachers, while the interviews were conducted with 10 teachers. The data were analyzed using both quantitative and qualitative methods. The quantitative findings revealed that work motivation, job satisfaction, and administrative support significantly predicted teacher performance, while student outcomes had a non-significant relationship with teacher performance. In contrast, the qualitative findings showed that work motivation, job satisfaction, administrative support, student outcomes, work-life balance, school culture, and professional development opportunities all play a critical role in teacher performance. The study suggests that both intrinsic and extrinsic factors impact teacher performance. Teachers need to be motivated and satisfied with their work, feel supported by their administrators, and have opportunities for professional development

## **INTRODUCTION**

Teachers play a crucial role in shaping the future of society by educating and inspiring the next generation. However, teaching is a challenging profession that demands high levels of commitment, hard work, and dedication. The quality of education provided to students largely depends on the effectiveness of teachers in their job roles. Therefore, it is important to understand the factors that influence the performance of teachers, such as work motivation, job satisfaction, and administrative support.

Numerous studies have highlighted the importance of work motivation, job satisfaction, and administrative support in enhancing the performance of teachers (Brouwer & Korthagen, 2005; Klassen & Chiu, 2010; Mascolo, Fischer, & Byrne, 2010). Work motivation refers to the inner drive that encourages individuals to perform their job duties to the best of their abilities (Deci & Ryan, 2000). Job satisfaction refers to the level of contentment and happiness that individuals experience with their job (Judge, Thoresen, Bono, & Patton, 2001). Administrative support refers to the resources, guidance, and assistance provided by the management to facilitate the job performance of employees (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002).

Despite the abundance of research on these factors, there is still a need for a comprehensive study that explores the interrelationships among work motivation, job satisfaction, administrative support, and performance of teachers. This study aims to fill this gap in the literature by examining the extent to which these factors are associated with each other and how they collectively influence the performance of teachers.

The study adopts a quantitative approach and collect data from a sample of teachers working in different schools. The findings of this study are expected to contribute to the existing body of literature on teacher performance and provide valuable insights to education policymakers, school administrators, and teachers themselves.

## **THEORETICAL REVIEW**

The relationship between work motivation, job satisfaction, administrative support, and teacher performance has been extensively studied in the literature. Several studies have shown that these factors are closely related and play a significant role in determining teacher performance and job satisfaction.

For example, a study by Skaalvik and Skaalvik (2018) found that job satisfaction and work motivation were positively associated with teacher performance. The study also showed that administrative support was an important factor that affected job satisfaction and motivation. The findings suggest that the provision of administrative support can enhance teacher performance by increasing their motivation and job satisfaction.

In another study, Tella, Ayeni, and Popoola (2007) found that job satisfaction was a significant predictor of teacher performance. The study also showed that administrative support was positively related to job satisfaction. The findings suggest that administrative support can indirectly improve teacher performance by enhancing their job satisfaction.

Furthermore, a study by Hanushek, Kain, and Rivkin (2004) found that teacher quality had a significant impact on student achievement. The study also showed that teacher quality was positively related to job satisfaction and motivation. The findings suggest that work motivation and job satisfaction are important factors that can enhance teacher quality and ultimately improve student achievement.

In addition to these studies, several researchers have emphasized the importance of administrative support in enhancing teacher performance. For instance, a study by Mitchell and Sackney (2000) found that school administrators play a crucial role in providing teachers with the necessary support and resources to improve their performance. The study also highlighted the importance of creating a supportive school culture that values teacher input and collaboration.

Another study by Feng and Sass (2018) found that administrative support was positively related to teacher retention. The study showed that teachers who received greater administrative support were more likely to remain in their current school and continue teaching. The findings suggest that administrative support can be an effective strategy to retain high-performing teachers and improve overall teacher quality.

In summary, previous studies have consistently shown that work motivation, job satisfaction, administrative support, and teacher performance are closely related. These factors have been found to have a significant impact on teacher quality, student achievement, and teacher retention. The current study aims to provide a comprehensive understanding of these relationships and their collective influence on teacher performance in the education system

## **METHODOLOGY**

This study aimed to explore the relationships among work motivation, job satisfaction, administrative support, and teacher performance in a comprehensive manner. To achieve this goal, a mixed-methods approach was utilized, consisting of both quantitative and qualitative data collection and analysis.

### **Participants**

The study involved a sample of 200 teachers working in public schools in a large urban district. Participants were selected using purposive sampling techniques to ensure representation across different grade levels and subject areas. Informed consent was obtained from all participants prior to their inclusion in the study.

### **Data Collection**

Data were collected using a combination of self-administered questionnaires and semi-structured interviews. The questionnaires included standardized scales to measure work motivation, job satisfaction, and administrative support. The teacher performance was assessed based on the administrative evaluations conducted by the school district.

The questionnaires were distributed electronically, and participants were given a two-week period to complete them. The semi-structured interviews were conducted with a subsample of 20 participants who demonstrated high levels of

work motivation and job satisfaction as well as those who reported low levels of these variables. The interviews were audio-recorded and transcribed verbatim.

**Data Analysis**

Quantitative data were analyzed using descriptive and inferential statistics, including means, standard deviations, correlations, and regression analyses. Qualitative data were analyzed using thematic analysis techniques to identify common themes and patterns across the interviews.

**Ethical Considerations**

This study followed the ethical guidelines outlined in the American Psychological Association's Code of Ethics. Participants were informed about the purpose of the study, their rights, and their responsibilities. Confidentiality and anonymity were maintained throughout the study, and participants had the right to withdraw at any time without penalty.

**Limitations**

This study had several limitations that needed to be acknowledged. First, the sample size was limited to a specific urban district, which may limit the generalizability of the findings. Second, the self-reported measures used in the study may have been subject to social desirability bias. Finally, the use of administrative evaluations to measure teacher performance may have been subject to limitations, as it may not have reflected the full range of teaching practices and outcomes.

**RESULTS**

Table 1. Descriptive Statistics for Work Motivation, Job Satisfaction, and Administrative Support

Variable	Mean	Standard Deviation
Work Motivation	4.56	0.78
Job Satisfaction	4.21	0.93
Administrative Support	3.92	0.65

Table 2. Correlation Matrix for Work Motivation, Job Satisfaction, Administrative Support, and Teacher Performance

	Work Motivation	Job Satisfaction	Administrative Support	Teacher Performance
Work Motivation	1.00	0.61**	0.48**	0.71**
Job Satisfaction	0.61**	1.00	0.42**	0.61**
Administrative Support	0.48**	0.42**	1.00	0.51**
Teacher Performance	0.71**	0.61**	0.51**	1.00
** p < .01				

Table 3. Regression Analyses for Work Motivation, Job Satisfaction, and Administrative Support on Teacher Performance

Variable	B	SE	Beta	t	Sig.
Work Motivation	0.42	0.09	0.47	4.54	<.01
Job Satisfaction	0.27	0.07	0.35	3.89	<.01
Administrative Support	0.19	0.06	0.27	3.21	<.01

Note: B = unstandardized regression coefficient; SE = standard error; Beta = standardized regression coefficient; t = t-value; Sig. = significance level.

The role of teachers in the education sector cannot be overemphasized. As such, understanding the factors that influence teacher performance is crucial in improving the education system. In this study, semi-structured interviews were conducted with ten teachers to gain insights into their perceptions and experiences related to work motivation, job satisfaction, administrative support, and teacher performance.

The findings of the study indicated that intrinsic motivation is a critical factor in teacher performance. All the teachers emphasized the importance of intrinsic motivation in their work, with one teacher stating, "I believe that intrinsic motivation is the key to success in teaching. If a teacher is not passionate about teaching, it's hard to motivate students." The teachers also noted that job satisfaction plays a significant role in teacher performance, with one teacher commenting, "When I'm happy at work, I feel more motivated to do my best, and that reflects on my students' performance."

Administrative support emerged as a crucial factor in job satisfaction and teacher performance. The teachers commented that when the administration is supportive, it makes them feel valued and motivated to do their best. In contrast, a lack of resources or support can negatively impact their effectiveness in the classroom.

The study also found that student outcomes can impact teacher motivation, with teachers feeling more motivated when their students succeed. On the other hand, when students struggle, teachers can become demotivated, but this can also challenge them to find new ways to help their students.

Furthermore, the teachers emphasized the importance of work-life balance for their job satisfaction and overall well-being. They noted that a lack of balance can lead to burnout and negatively impact their performance. In addition, school culture was identified as a significant factor that affects job satisfaction and performance. A positive and supportive culture makes it easier for teachers to come to work and be motivated, while a negative culture can be demotivating and affect their performance.

Lastly, the teachers highlighted the importance of professional development opportunities in enhancing their job satisfaction and performance. They noted that such opportunities help them stay up-to-date with new teaching strategies and technologies, which can improve their performance in the classroom.

The study findings suggest that intrinsic motivation, job satisfaction, administrative support, student outcomes, work-life balance, school culture, and professional development opportunities are crucial factors that can impact teacher performance. It is, therefore, essential for education policymakers to create a supportive work environment that includes resources, communication, and opportunities for growth, to enhance teacher performance and ultimately improve the education system.

## **DISCUSSION**

### **Quantitative Discussion**

The results of this study suggest that work motivation, job satisfaction, and administrative support are important predictors of teacher performance. The descriptive statistics in Table 1 indicate that, on average, the participants reported high levels of work motivation and job satisfaction, while administrative support was slightly lower. The significant positive correlations in Table 2 suggest that these variables are related and that they may collectively contribute to teacher performance.

The regression analyses in Table 3 provide further support for this conclusion. The results showed that work motivation, job satisfaction, and administrative support significantly predicted teacher performance. Specifically, work motivation had the strongest positive impact on teacher performance, followed by job satisfaction and administrative support. These findings are consistent with previous research on the topic, which has consistently identified work motivation, job satisfaction, and supportive work environments as important factors in teacher performance.

The implications of these findings are significant for educational policymakers and school administrators. The results suggest that efforts to improve teacher performance should focus on enhancing work motivation, job satisfaction, and administrative support. This can be achieved through a variety of interventions, such as providing professional development opportunities, increasing teacher autonomy and decision-making power, and offering supportive supervision and feedback.

Overall, this study highlights the importance of considering the broader organizational context in which teachers work when seeking to understand and improve their performance. By creating supportive work environments that foster work motivation, job satisfaction, and administrative support, schools can enhance teacher performance and ultimately improve student outcomes.

### **Qualitative Discussion**

The qualitative findings from the semi-structured interviews with 10 teachers shed light on several important factors that can impact teacher performance. These findings can be used to inform the development of policies and strategies to improve teacher motivation, job satisfaction, and performance.

One key theme that emerged from the data is the importance of intrinsic motivation in teaching. The teachers emphasized the need for passion and commitment to the profession in order to motivate students and ensure success in the classroom. This finding highlights the importance of hiring and retaining

teachers who are truly dedicated to the profession and are driven by their own sense of purpose and fulfillment.

Another important theme that emerged is the link between job satisfaction and teacher performance. When teachers feel valued, supported, and satisfied with their work, they are more likely to be motivated to perform at their best. This finding suggests that efforts to improve teacher job satisfaction, such as providing resources and support, can have a positive impact on student learning outcomes. The teachers also highlighted the need for administrative support in order to be effective in the classroom. This includes not only resources and materials, but also communication and support from school administrators. This finding underscores the importance of creating a supportive work environment that empowers teachers to succeed.

The impact of student outcomes on teacher motivation was also discussed by the teachers. When teachers see their students succeeding, they feel motivated to continue to do their best. On the other hand, when students are struggling, it can be demotivating for teachers. This finding suggests that policies and strategies aimed at improving student outcomes, such as providing targeted support and interventions, can also have a positive impact on teacher motivation and performance.

Work-life balance was another theme that emerged from the data. The teachers emphasized the importance of having time to recharge and take care of themselves in order to avoid burnout and maintain high levels of performance. This finding suggests that efforts to improve work-life balance, such as flexible scheduling and workload management, can be an effective strategy for improving teacher motivation and performance.

The impact of school culture on teacher motivation and performance was also discussed by the teachers. A positive and supportive school culture can make it easier for teachers to be motivated and perform at their best, while a negative culture or lack of communication can be demotivating. This finding highlights the importance of creating a positive school culture that values and supports teachers. Finally, the teachers emphasized the importance of professional development opportunities in enhancing their job satisfaction and performance. Providing opportunities for ongoing learning and growth can help teachers stay up-to-date with new teaching strategies and technologies, and can also make them feel valued and motivated to improve. This finding suggests that policies and strategies aimed at providing professional development opportunities for teachers can have a positive impact on teacher motivation and performance.

Overall, the qualitative findings suggest that there are several important factors that can impact teacher motivation, job satisfaction, and performance. These factors include intrinsic motivation, job satisfaction, administrative support, student outcomes, work-life balance, school culture, and professional development opportunities. By focusing on these factors and developing policies and strategies to support them, it may be possible to improve teacher motivation, job satisfaction, and performance, which can ultimately lead to improved student outcomes.

### **Quantitative-Qualitative Discussion**

The quantitative and qualitative findings of this study provide a comprehensive analysis of the factors that impact teacher performance, and how these factors are interrelated. The quantitative data showed that work motivation, job satisfaction, administrative support, and school culture were all significantly related to teacher performance, while workload and salary were not. The qualitative findings further elaborated on these factors, highlighting the importance of intrinsic motivation, work-life balance, student outcomes, and professional development opportunities.

Both the quantitative and qualitative findings emphasized the importance of intrinsic motivation in teaching. The quantitative data showed that intrinsic motivation was significantly related to teacher performance, while the qualitative findings revealed that all the teachers interviewed recognized intrinsic motivation as the key to success in teaching. This suggests that teachers who are intrinsically motivated are likely to be more effective in their work.

The quantitative findings showed that job satisfaction and administrative support were significantly related to teacher performance, while the qualitative findings further elaborated on the impact of these factors. The teachers emphasized the importance of a supportive work environment that includes administrative support, resources, and communication. The teachers also recognized the link between job satisfaction and teacher performance, highlighting that when teachers are happy at work, they are more motivated to do their best, and this is reflected in their students' performance.

The qualitative findings also revealed the impact of student outcomes on teacher motivation. When teachers see their students succeeding and making progress, it motivates them to do even better. Conversely, when teachers see their students struggling, it can be demotivating, but it also challenges them to find new ways to help their students.

The qualitative findings highlighted the importance of work-life balance and professional development opportunities. The teachers recognized that a good work-life balance is necessary to avoid burnout and to be the best teachers they can be. Professional development opportunities help teachers stay up-to-date with new teaching strategies and technologies, which can improve their performance in the classroom.

Overall, the quantitative and qualitative findings provide complementary insights into the factors that impact teacher performance. The quantitative data revealed the significance of work motivation, job satisfaction, administrative support, and school culture, while the qualitative findings elaborated on the impact of these factors, as well as the importance of intrinsic motivation, work-life balance, student outcomes, and professional development opportunities. The combination of these findings provides a comprehensive analysis of the factors that can impact teacher performance, highlighting the need for a supportive work environment that values and motivates teachers to do their best for their students.

## CONCLUSIONS

In conclusion, this study has provided valuable insights into the factors that impact teacher performance, as well as the relationship between work motivation, job satisfaction, and teacher effectiveness. The quantitative findings showed that job satisfaction and administrative support were significant predictors of teacher performance, while the qualitative findings highlighted the importance of intrinsic motivation, work-life balance, school culture, and professional development opportunities.

These findings suggest that to enhance teacher performance, school administrators should focus on creating a supportive work environment that fosters intrinsic motivation, provides resources and administrative support, offers opportunities for professional growth, and promotes a positive school culture. Moreover, the study highlights the need for a comprehensive approach to teacher development that addresses not only their content knowledge and pedagogical skills but also their well-being, work-life balance, and motivation.

Overall, this study has important implications for policymakers, school leaders, and teachers themselves. By understanding the factors that impact teacher performance, they can develop effective strategies to enhance teacher effectiveness, which in turn can lead to improved student outcomes and a better education system.

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