

Administrative Support and Instructional Quality of Home Economics Teachers

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Abstract. This study investigated the relationship between school administrative support and the instructional quality of Home Economics (HE) teachers in public high schools within the Buhangin District, Division of Davao City. Instructional quality is vital for developing students' technical skills, creativity, and academic success, yet many HE teachers face challenges due to insufficient administrative support, including limited professional development, resource allocation, feedback, and emotional or moral support. Using a non-experimental quantitative design with a descriptive correlation approach, data were collected from 120 Technical-Vocational-Livelihood (TVL) teachers aged 30–50, averaging 10–20 years of experience, selected via purposive sampling. Validated and reliable survey questionnaires were analyzed using mean, Pearson R correlation, and Multiple Linear Regression. Results revealed a high extent of administrative support and instructional quality, both frequently evident. A strong positive correlation was found between administrative support and instructional quality, with resource allocation, emotional and moral support, professional development, and feedback significantly influencing teaching effectiveness. Regression analysis confirmed the impact of administrative support on instructional quality. The findings highlight the importance of comprehensive administrative support in enhancing HE teachers' instructional practices and improving student outcomes, emphasizing the need for a holistic approach to teacher support in public high schools.

KEY WORDS

1. School Administrative Support 2. Instructional Quality Of Home Economics 3. Teachers In Public High Schools

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1. Introduction

The quality of instruction in educational settings is a critical factor in learner achievement and overall educational outcomes. In the context of public high school, HE classes, high-quality instruction ensures that learners not only acquire technical HE skills but also develop problem-solving abilities, attention to detail, and a sense of accomplishment. How-

ever, several secondary level teachers teaching Home Economics (HE) do not receive appropriate and adequate administrative supports. These administrative support encompasses a range of activities and resources, such as professional development opportunities, resource allocation, constructive feedback, and emotional and moral support. With these feeling of insufficient ad-

ministrative support, teachers felt demotivated affecting their classroom management and instructional strategies which will ultimately affects learner learning outcomes and engagement in their classes. Globally, the instructional quality of teachers in HE classes faces significant challenges due to inadequate administrative support specially in the ASEAN region. In Cambodia, administrative support for professional development opportunities among public high school Home Economics (HE) teachers faces significant challenges. A notable issue is the limited access to continuous professional training, which hampers teachers' ability to stay updated with modern pedagogical methods and subject knowledge. According to Chea and Huijsmans (2019), despite the Ministry of Education's initiatives, rural areas still lack adequate training programs, leaving many HE teachers underprepared. Resource allocation is another critical problem. Schools often operate on tight budgets, leading to insufficient teaching materials and resources, which significantly impacts the quality of education delivered (Hun Sok, 2021). In Indonesia, many HE programs suffer from outdated equipment and insufficient supplies, limiting the effectiveness of practical lessons (Sumintono et al., 2020). Administrative feedback often lacks the depth and frequency needed to foster meaningful teacher improvement. As Ardi et al. (2019) note, feedback is often generic and fails to address specific areas for development. The emotional and moral support from the administration is also inadequate, leading to high levels of teacher burnout and job dissatisfaction (Mulyasa, 2021). These challenges collectively hinder the instructional quality of HE teachers, affecting overall learner engagement and learning outcomes. In Laos, professional development opportunities are sparse, with many teachers receiving minimal training after their initial certification (Phommachanh Sisavanh, 2021). This gap leaves teachers ill-equipped to adopt innova-

tive teaching strategies and respond to changing educational demands. Another, the emotional and moral support from school leadership is often lacking, resulting in a demotivated teaching force. The combination of these factors undermines the overall instructional quality and effectiveness of HE teachers in Laos, ultimately affecting learner engagement and success (Xayaphoum, 2020). Many teachers lack access to professional development opportunities that are essential for keeping abreast of modern HE techniques and pedagogical innovations, leading to outdated instructional practices that fail to engage learners effectively (Zhang Wang, 2016). Additionally, insufficient resource allocation is a pervasive issue, with many schools unable to provide the necessary materials and equipment, such as HE machines and fabrics, which are crucial for hands-on learning experiences (UNESCO, 2020). The lack of regular and constructive feedback from school administrators further exacerbates the problem, leaving teachers without the necessary guidance to improve their teaching methods and address classroom challenges (Phan et al., 2014). Moreover, the absence of emotional and moral support from administrators contributes to low teacher morale and high turnover rates, which negatively impact the consistency and quality of instruction (Nguyen Nguyen, 2021). These issues are compounded by systemic problems such as limited funding and infrastructure, which are prevalent across many ASEAN countries, thereby hindering the overall effectiveness of educational programs in vocational and technical fields like HE (SEAMEO, 2015). In the Philippines, the instructional quality of HE teachers also experienced numerous challenges due to insufficient administrative support. While there are programs in place aimed at enhancing teacher competencies, access remains uneven and often insufficient, particularly in rural areas. Many teachers report that professional development sessions are sporadic and not tailored

to their specific needs, leading to a gap in effective instructional strategies (Soriano, 2019). The limited frequency and scope of these programs hinder HE teachers from fully integrating contemporary pedagogical approaches and subject-specific advancements into their teaching practices, affecting overall educational outcomes (Acosta Acosta, 2020). Despite various government initiatives to improve educational resources, many public high schools in the country still face shortages in essential materials and equipment needed for effective Home Economics instruction (Torres Labado, 2021). The disparity in resource distribution is stark, with urban schools generally better equipped than their rural counterparts. This inequity in resource availability affects the ability of HE teachers to conduct practical lessons, which are integral to the subject. Additionally, the bureaucratic process for resource allocation often leads to delays and inefficiencies, further exacerbating the problem (Manasan, 2020). Moreover, the feedback mechanisms in many public high schools are either infrequent or lack the specificity needed to foster meaningful improvement in teaching practices (Naval Cabalo, 2020). Teachers often feel that evaluations are more procedural than developmental, which undermines their potential for growth. Moreover, the emotional and moral support from school administrators is generally perceived as lacking. Many HE teachers report feeling undervalued and unsupported, leading to decreased job satisfaction and motivation (Valenzuela et al., 2020). This lack of support can result in higher levels of teacher burnout, negatively impacting their ability to engage and inspire learners effectively. Despite the recognized importance of administrative support in improving the instructional quality of Home Economics (HE) teachers, there remains a significant gap in the literature specifically addressing how various forms of support—professional development opportunities, resource allocation, administra-

tive feedback, and emotional and moral support—impact HE teachers' effectiveness in diverse educational settings. Most existing studies focus broadly on teacher support without delving into the unique challenges faced by HE teachers, who require specific resources and training to deliver practical, skills-based education effectively (Soriano, 2019; Torres Labado, 2021). Addressing this gap is crucial for developing targeted strategies that can enhance the instructional quality of HE teachers, ultimately improving learner outcomes and engagement in these regions. Moreover, the social relevance of supporting HE teachers extends beyond academic performance; it contributes to equipping learners with essential life skills such as nutrition, financial management, and family relations, which are vital for fostering well-rounded, capable individuals who can positively impact their communities.

1.1. Theoretical/Conceptual Framework—

This study is primarily anchored on the Blau's Social Exchange Theory. The theory as cited by Skaalvik Skaalvik (2020) posits that social behavior is the result of an exchange process to maximize benefits and minimize costs. Within the context of Home Economics, administrative support can be seen as a form of social exchange where teachers perceive administrative backing as a benefit, which in turn motivates them to enhance their instructional quality. Studies have shown that when teachers receive robust administrative support, they are more likely to invest additional effort and resources into their teaching practices, leading to improved learner outcomes (Zheng et al., 2021). Another theory that supports the main theory is the Self-Determination Theory (SDT) by Deci Ryan (2000). As cited by Collie et al., 2019, this theory highlights the importance of autonomy, competence, and relatedness as key drivers of motivation in the realm of Home Economics, administrative support can fulfill these psychological needs by providing resources, professional

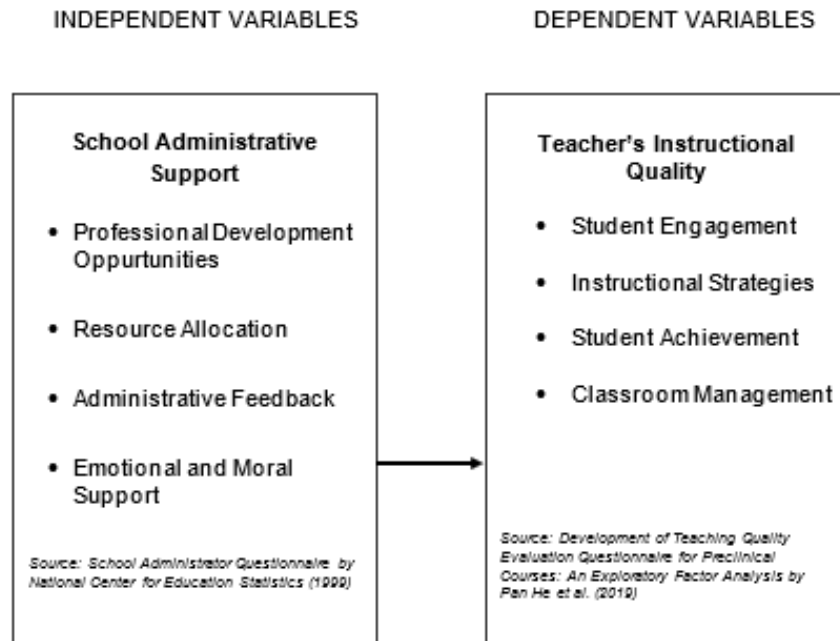


Fig. 1. Conceptual Paradigm Showing the Variables of the Study

development opportunities, and a supportive environment, thereby enhancing teachers' sense of competence and autonomy. When teachers feel competent and autonomous, their intrinsic motivation to deliver high-quality instruction increases, which is crucial for effective teaching. Recent research underscores that supportive administrative practices significantly bolster teachers' motivation and instructional quality (Liu et al., 2021). The Theory of Planned Behavior (TPB) by Ajzen (1991) also supports the main theory. As cited by Arkorful Abaidoo, 2021, this theory provides assertion that an individual's intention to engage in a behavior is influenced by their attitudes, subjective norms, and perceived behavioral control. Applying this theory to Home Economics, administrative support shapes teachers' attitudes towards their instructional practices, instills positive norms within the school community, and enhances their perceived control over teaching activities. When

administrators provide consistent support, it positively influences teachers' intentions to adopt innovative teaching methods and improve their instructional quality (Walker Slear, 2019). Empirical evidence suggests that perceived administrative support directly correlates with teachers' willingness to implement pedagogical improvements and engage in professional growth (Klassen Tze, 2019). On the other hand, the conceptual framework of the study is shown in Figure 1. The independent variable is school administrative support on public high school HE teachers in terms of professional development opportunities, resource allocation, administrative feedback, and emotional and moral support. Likewise, the dependent variable is the public high school teachers' instructional quality in terms of learner engagement, instructional strategies, learner achievement, and classroom management in Buhangin District, Division of Davao City.

2. Methodology

This chapter discusses the research methods in conducting the study which are considered strategies or techniques utilized in the collection of data evidence for analysis in order to uncover new information or create better understanding of a topic. Contents of this chapter include the research design, research respondents of the study, research instrument and the data gathering procedures.

2.1. Research Design—This study utilized a descriptive-correlational research design, which was particularly suitable for examining relationships between different variables without manipulating them. This approach enables the researcher of this study to collect comprehensive data on the levels of administrative support provided to Home Economics (HE) teachers and their corresponding instructional quality. By employing surveys and questionnaires, the study can detail the current state of administrative support and instructional quality, offering a thorough snapshot of existing conditions in public high schools. The descriptive component is crucial for understanding the baseline characteristics and the prevalence of support practices within the educational context (Phillips Burbules, 2020). In its correlational aspect, this research primarily aimed to identify and analyze the relationships between school administrative support and the instructional quality of HE teachers. This involves statistically examining the strength and direction of associations between variables such as professional development opportunities, resource allocation, administrative feedback, emotional support, and various indicators of instructional quality, including learner engagement, instructional strategies, learner achievement, and classroom management. Through correlational analysis, this study can ascertain whether significant positive or negative relationships exist between these variables, offering insights into how different types of support might influence instructional outcomes (Fraenkel et al., 2019; Johnson Christensen, 2020). Understanding these relation-

ships is vital for developing strategies to enhance the instructional quality of HE teachers by optimizing administrative support.

2.2. Research Ethics—This study will adhere strictly to the established protocols and standard guidelines required for conducting research, particularly in managing respondents' data. The survey questionnaire, along with supporting documentation from authors, will be submitted for thorough evaluation. Following approval from the Ethics Committee, the researcher will proceed with the study. Social Value. Examining administrative support and instructional quality of home economics teachers in Buhangin District, Division of Davao City, holds substantial social value, as it directly impacts the effectiveness of educators in imparting essential life skills to students. Administrative support, encompassing emotional, environmental, instructional, and technical assistance, plays a pivotal role in enhancing teaching quality. In the context of Home Economics education, robust administrative backing enables teachers to focus more on delivering practical knowledge in areas such as nutrition, financial management, and family health. This, in turn, equips students with competencies that are vital for personal well-being and community development. Furthermore, effective administrative support contributes to higher job satisfaction among teachers, reducing turnover rates and fostering a stable learning environment. Consequently, this stability benefits students by providing consistent and high-quality education, ultimately strengthening the social fabric of the community. Informed Consent. Ensuring informed

consent involves more than simply having participants sign a form; it requires a thorough process of communication and understanding. For this study, the researcher will provide clear, detailed information about the research objectives, the procedures involved, the duration of participation, and any potential risks or benefits associated with the study. Participants should be informed about how their data will be used, who will have access to it, and the measures taken to ensure confidentiality and anonymity. This includes explaining the voluntary nature of participation, emphasizing that teachers can withdraw from the study at any time without any negative consequences. Given the potential power dynamics in educational settings, it is essential to assure teachers that their participation or non-participation will not affect their professional standing or relationships within the institution. The researcher will also use accessible language and confirm that all participants fully comprehend the information provided, possibly through a question-and-answer session or a summary of key points. According to McLaughlin, McMahon, and O'Connell (2020), effective informed consent procedures help to establish trust and foster a sense of respect and transparency between researchers and participants. Moreover, informed consent is not a one-time event but a continuous process, requiring the researcher to provide updates and maintain open lines of communication throughout the study. This approach aligns with ethical guidelines from the American Educational Research Association (2020), which emphasize the importance of protecting participants' autonomy and ensuring that they are adequately informed and voluntarily engaged in the research process.

Vulnerability of Research Participants. The target participants might be vulnerable due to several factors, including the hierarchical nature of educational institutions, the potential impact on their professional reputation, and the sensitivity of discussing administrative support and instructional

quality. Teachers may feel coerced to participate or provide positive responses due to fear of retribution or negative consequences from their administrators or colleagues. It is imperative for the researcher conducting this study to recognize these vulnerabilities and implement strategies to mitigate them. Ensuring anonymity and confidentiality can help reduce fears of negative repercussions. For instance, the researcher will anonymize data and guarantee that individual responses will not be identifiable in any reports or publications. Providing a clear and strong assurance that participation is entirely voluntary and that non-participation will not affect their professional standing is essential. Additionally, creating a supportive and non-judgmental environment during data collection can help teachers feel more comfortable and less vulnerable. This can involve using neutral locations for interviews or surveys and providing opportunities for teachers to share their experiences and perspectives openly and honestly. It is also beneficial to offer support resources, such as counseling or debriefing sessions, to participants who might experience stress or discomfort from discussing their professional challenges and experiences. According to Beauchamp and Childress (2019), respecting and addressing the vulnerabilities of participants is a fundamental ethical obligation, ensuring their dignity, rights, and well-being are protected throughout the research process. Moreover, fostering an atmosphere of trust and respect can lead to more authentic and valuable data, ultimately contributing to the study's validity and the development of effective educational practices.

Privacy and Confidentiality. As the study involves personal and potentially sensitive information about the teachers' professional experiences and perceptions of administrative support, maintaining privacy and confidentiality is essential to protect their identities and personal data. The researcher will implement robust measures to ensure that participants' information is securely collected, stored, and reported. This in-

cludes using anonymization techniques, where identifying details such as names, school affiliations, and other personal identifiers are removed or coded to prevent any link back to the individual teachers. Data should be stored in secure, password-protected digital files, and any physical records should be locked in a secure location accessible only to the researcher. Furthermore, the researcher will clarify to the participants how their data will be used, who will have access to it, and the steps taken to protect their confidentiality. Participants will be assured that their responses will be reported in aggregate form, ensuring that individual responses cannot be traced back to them. This transparency helps in building trust and encourages honest and open participation. Additionally, confidentiality agreements can be signed to formalize these commitments. As emphasized by the American Psychological Association (2020), protecting privacy and confidentiality not only adheres to ethical research standards but also fosters a safe environment for participants, thereby enhancing the quality of the data collected. In educational research, where professional reputations and relationships can be significantly impacted by breaches of confidentiality, such safeguards are particularly crucial. Ensuring privacy and confidentiality can mitigate fears of negative consequences, thus promoting more candid and truthful responses from the teachers. According to Fletcher, McKinnon, and Hargreaves (2021), ethical considerations of privacy and confidentiality are integral to maintaining the integrity of the research process and respecting the dignity and autonomy of the participants. The Risk, Benefits Safety. The primary risks in this study involve potential psychological discomfort or stress among participants, as discussing their experiences with administrative support and instructional quality might elicit negative emotions or concerns about their professional standing. To mitigate these risks, the researcher must create a support-

ive environment where participants feel safe to express their thoughts without fear of judgment or repercussions. This includes ensuring confidentiality and anonymizing data to protect participants' identities. Providing participants with information on available support resources, such as counseling services, can also help address any emotional distress that may arise during the study (American Psychological Association, 2020). On the other hand, the benefits of the research are significant, as it aims to improve understanding of how administrative support influences the instructional quality of Home Economics teachers. These insights can inform better support strategies, professional development programs, and policy decisions, ultimately enhancing educational outcomes for both teachers and learners. The research findings could lead to more effective administrative practices and a more supportive teaching environment, which can improve job satisfaction and teaching performance. Ensuring the safety of participants involves clear communication about the study's procedures, potential risks, and benefits, as well as the voluntary nature of participation. Teachers must be assured that they can withdraw from the study at any time without any negative consequences. Furthermore, the researcher should be prepared to handle any adverse events or reports of distress promptly and ethically, maintaining a focus on the well-being of the participants throughout the research process (Fletcher et al., 2021). By carefully balancing these risks and benefits and prioritizing the safety and well-being of the participants, the researcher can conduct the study ethically and responsibly, contributing valuable knowledge to the field of Home Economics education. Justice. Ensuring justice in this study entails several key considerations. Firstly, it involves selecting participants in a manner that represents diverse perspectives and experiences within the Home Economics teaching community. This can be achieved by employing inclusive recruitment

strategies that aim to involve teachers from various demographics, educational backgrounds, and levels of experience, thereby ensuring a comprehensive understanding of administrative support and instructional quality across different contexts (Beauchamp Childress, 2019). Secondly, justice requires that all participants have equal opportunities to contribute to the study without discrimination or exclusion based on factors such as seniority or administrative status. The researcher should actively seek to minimize any biases in participant selection and ensure that all voices are heard and valued in the research process. Furthermore, justice extends to the dissemination of research findings, where the researcher should strive to share results in a manner that is accessible and beneficial to the broader Home Economics education community, potentially influencing policy and practice to improve administrative support and instructional quality (American Educational Research Association, 2020). Transparency. Transparency involves clear, open communication about every aspect of the research process, from the initial planning stages to the dissemination of findings. For the researcher conducting this study, it is crucial to provide detailed information to participants about the research objectives, methodology, data collection processes, and the intended use of the findings. This means explaining the purpose of the study, how the data will be collected. The researcher will also disclose any potential conflicts of interest and how these will be managed to avoid bias. Transparency in the research process fosters trust and encourages voluntary and informed participation, which is essential for obtaining accurate and honest data. According to the American Educational Research Association (2020), transparent research practices are critical in maintaining ethical standards and ensuring that participants feel respected and valued. Additionally, participants should be informed about how their anonymity and confidentiality will be protected,

which includes outlining the specific steps that will be taken to safeguard their identities and personal information. This includes explaining data storage methods, who will have access to the data, and how the results will be reported to ensure that individual participants cannot be identified. Transparency also extends to the reporting of research findings. The researcher will commit to sharing the results with the participants and, if possible, with the wider educational community, including detailed descriptions of the study's limitations and any potential biases. This openness allows for critical evaluation and contributes to the broader body of knowledge in the field. According to Koocher and Keith-Spiegel (2019), transparency not only enhances the credibility and reliability of the research but also aligns with ethical obligations to treat participants with integrity and honesty. Qualification of the Researcher. The researcher in this study has the necessary skills, knowledge, and experience to conduct the study effectively and ethically. This includes understanding research methodologies, ethical guidelines, and the specific context of elementary home economics education. The researcher also engages in continuous professional development and seek advice from more experienced colleagues or ethics boards when necessary. Ensuring that the researchers are well-qualified helps to protect participants and enhances the validity and reliability of the study findings (Resnik, 2018). Additionally, the researcher is enrolled in the thesis development course which means all the pre-requisite courses and requirements were already completed. Adequacy of Facilities. Adequate facilities encompass physical spaces and resources that support a conducive and respectful research environment. With this, it is essential for the researcher to provide suitable locations for the data collection methods that ensure privacy and comfort for the participants. This may involve arranging meetings in neutral and confidential settings within or

outside school premises to facilitate open and candid discussions about sensitive topics such as administrative support and instructional quality. According to the American Educational Research Association (2020), researchers should prioritize creating environments that are free from distractions and conducive to meaningful dialogue, which is particularly relevant in educational settings where teachers' time and attention are often limited. Moreover, ensuring the availability of necessary resources, such as audio-visual equipment for presentations or materials for demonstrations, can enhance the quality of data collection and participant engagement. The researcher should also consider practical aspects like scheduling interviews or meetings at times that accommodate teachers' professional responsibilities, thereby demonstrating respect for their time and commitments.

Community Involvement. Involving the community, in this case, the broader educational community including teachers, administrators, and possibly learners and parents, ensures that the research is relevant, respectful, and beneficial to all stakeholders. With this, the community involvement begins with transparent communication about the research goals, methods, and potential impacts. This transparency fosters trust and encourages meaningful participation from community members, allowing them to provide valuable insights and perspectives on administrative support and instructional quality in Home Economics education. Community members can contribute to the study by offering feedback on research questions, participating in pilot testing of data collection instruments, or validating findings to ensure they resonate with their experiences (Minkler Wallerstein, 2019). Moreover, involving the community in the research process promotes accountability and ensures that the study addresses relevant issues that impact educational practice and policy. By actively engaging stakeholders throughout the research, the researcher can enhance

the credibility and applicability of the findings, ultimately contributing to positive changes in administrative support and instructional quality within Home Economics teaching contexts.

2.3. Research Respondents—The participants in this study were consisted of 120 Technical-Vocational-Livelihood (TVL) teachers from public high schools located in the Buhangin District, Division of Davao City. These teachers specialized in Home Economics (HE) and related fields, which uniquely qualifies them to offer insights into the correlation between administrative support and instructional quality within this vocational domain (Brown Garcia, 2021). The respondents were male and female, aged between 30 to 50 years, with an average teaching experience of 10 to 20 years. Most held bachelor's degrees in education, with a significant number possessing additional certifications in vocational training and HE specializations. Relatively, the sample size 120 was determined to be sufficient for achieving statistical power and ensuring the reliability of the study's findings. The chosen sample size enabled the inclusion of teachers from various public high schools, thus capturing a wide array of perspectives and practices. Consequently, utilizing purposive sampling ensured that the study focused on individuals possessing direct experience and expertise relevant to the subject matter, thereby bolstering the validity and applicability of the findings. The purposive sampling, also known as judgmental or selective sampling, involves deliberately selecting participants with specific characteristics pertinent to the research questions (Johnson, 2019). In this instance, the 120 TVL teachers were selected because of their direct involvement in HE instruction and presumed familiarity with the administrative support mechanisms within their respective schools as well as meeting the criteria to be the respondent of this study as presented in the above paragraph. This method proves advantageous when the goal is to gather detailed

insights from a targeted group capable of providing comprehensive data on the topic at hand (White Davis, 2020). By concentrating on this particular cohort of teachers, this study aimed to uncover nuanced perspectives on how diverse forms of administrative support influence their teaching methods and overall instructional quality (Thomas et al., 2022). Furthermore, the decision to recruit respondents exclusively from the Buhangin District within the Division of Davao City introduces a geographic context to the research. This focused approach allows for an in-depth examination of administrative support dynamics within a specific educational environment, potentially revealing unique challenges and strengths pertinent to HE teachers in this locality (Roberts Nguyen, 2021).

2.4. Research Instrument—Developing research instruments is a crucial aspect of the research process, as these tools serve to gather data and information from study participants. These instruments play a significant role in ensuring the quality and validity of research findings (Lee Brown, 2021). Well-designed research instruments enable researchers to accurately measure variables, resulting in reliable and robust data collection methods. Moreover, meticulously crafted research instruments fa-

cilitate the standardization of data collection procedures. This standardization is essential for replicating studies and comparing results across different contexts (Clark Garcia, 2022; Thomas et al., 2023). Consistent data collection methods help maintain research integrity and enhance the reliability of findings by enabling validation and generalization of results more effectively. In this investigation, the researcher used a survey questionnaire with two parts that would cater the two variables in the study. For the first part of the survey instrument, this would provide data on the extent of school administrative support on public high school HE teachers in Buhangin District, Division of Davao City in terms of professional development opportunities, resource allocation, administrative feedback, and emotional and moral support. Questions from this part of the instrument were adopted from the School Administrator Questionnaire by National Center for Education Statistics (1999). In the process of interpreting its data, a five-point Likert Scale of the survey having five (5) as the highest and one (1) as the lowest. The scale with description and interpretation is shown below. The following five order gradations with their respective range of means and description were considered:

For the second part of the questionnaire, this will determine the level of public high school teachers' instructional quality in Buhangin District, Division of Davao City in terms of learner engagement, instructional strategies, learner achievement, and classroom management. Questions from this part of the instrument were adopted from the study entitled *The Development of Teaching Quality Evaluation Questionnaire for Preclinical Courses: An*

Exploratory Factor Analysis by Pan He et al. (2019). The same with the first part of the survey questionnaire, a five-point Likert Scale of the survey having five (5) as the highest and one (1) as the lowest in interpreting its data. The scale with description and interpretation is shown below. The following five order gradations with their respective range of means and description were considered:

Furthermore, careful development of research instruments is considered in promoting construct validity, ensuring that the items or

questions included accurately correspond to the intended constructs or concepts being studied (Lee Brown, 2021). This alignment enhances

Scale Descriptive Ratings and Interpretation: School Administrators' Support for Public High School HE Teachers

Range	Descriptive Equivalent	Interpretation
4.20–5.00	Very High	This means that the school administrators' support for public high school HE teachers is always evident.
3.40–4.19	High	This means that the school administrators' support for public high school HE teachers is often evident.
2.60–3.39	Moderate	This means that the school administrators' support for public high school HE teachers is sometimes evident.
1.80–2.59	Low	This means that the school administrators' support for public high school HE teachers is seldom evident.
1.00–1.79	Very Low	This means that the school administrators' support for public high school HE teachers is not evident.

the accuracy and reliability of data collection by effectively measuring the variables of interest. Moreover, clear and concise research instruments facilitate participants' comprehension and cooperation, which are essential for obtaining high-quality data (Brown Garcia, 2022). By ensuring clarity in the instrument design, researchers can minimize ambiguities and enhance the reliability of participant responses, thereby strengthening the overall validity of the study. Furthermore, the rigorous development

of research instruments contributes significantly to the credibility and rigor of study findings (White Davis, 2021). Ensuring validity involves expert validation and input from a panel committee to confirm the appropriateness and relevance of the instrument for the research objectives. Additionally, conducting pilot testing of the survey instrument allows the researcher to assess its reliability, typically measured using Cronbach's Alpha coefficient, to ensure consistency and stability in data collection methods.

2.5. Data Gathering Procedure—At the beginning of the data collection process, the researcher drafted a letter requesting permission from the Dean of the Graduate School to conduct the study. Following this, the researcher prepared another letter to seek approval from

the Schools Division Superintendent of the Division of Davao City, following the proper channels through the Office of Public Schools District Supervisors (PSDS) of the selected schools. Once the necessary permissions are granted, the researcher finalized the survey questionnaire

Scale Descriptive Ratings and Interpretation: Instructional Quality of Public High School HE Teachers

Range	Descriptive Level	Interpretation
4.20–5.00	Very High	This means that the instructional quality of public high school HE teachers is always evident.
3.40–4.19	High	This means that the instructional quality of public high school HE teachers is often evident.
2.60–3.39	Moderate	This means that the instructional quality of public high school HE teachers is sometimes evident.
1.80–2.59	Low	This means that the instructional quality of public high school HE teachers is seldom evident.
1.00–1.79	Very Low	This means that the instructional quality of public high school HE teachers is not evident.

for distribution. During the implementation phase of the study, the researcher personally distributed the survey questionnaires to the selected participants. Each respondent received the questionnaire and was asked to complete it. The researcher collected the completed questionnaires immediately after the respondents have finished answering the survey questions to ensure the data is gathered efficiently. After collecting the completed questionnaires, the researcher hand-over the data to a statistician for analysis. The statistician applied various statistical methods to process and analyze the collected data as outlined in the study's methodology. These statistical techniques are crucial for deriving meaningful insights and ensuring the

reliability and validity of the study's findings. The analysis of the data involved using different measures to treat the data, which may include descriptive statistics and inferential statistics. These methods will help in understanding the data patterns, trends, and relationships within the collected information. The rigorous analysis will aim to answer the research questions and test the hypotheses set forth in the study. Finally, the results obtained from the statistical treatment of the data were interpreted to provide a comprehensive understanding of the study's findings. These interpretations were crucial for drawing conclusions and making recommendations based on the research objectives. The interpreted results will offer valuable insights

and contribute to the broader field of study, providing a basis for further research and practical applications.

2.6. Data Analysis—In examining the effect of school administrative support on the instructional quality of public high school HE teachers, the use of statistical methods such as the mean, Pearson R correlation, and multiple linear regression provides vigorous analytical tools to interpret the data comprehensively. Each of these methods offers unique insights and contributes to understanding the relationships and effects within the data set. **Mean.** The mean, or arithmetic average, serves as a foundational statistical metric employed to synthesize central tendencies within datasets. In this study, computing the mean across different dimensions of school administrative support and instructional quality provides a concise overview of the overall levels perceived by Home Economics (HE) teachers (Brown Garcia, 2021). Analyzing mean scores enables researchers to assess whether administrative support meets adequate levels and whether instructional quality aligns with expected benchmarks, offering insights into the general conditions within the educational setting. **Pearson's R Correlation.** The Pearson correlation coefficient, commonly known as Pearson's R, expands the analysis by quantifying both the strength and direction of the linear association between two

variables. In the context of this research, Pearson's R can be utilized to explore the relationship between specific leadership attributes such as empathy, effective communication, adaptability, and assertiveness, and their impact on classroom behavioral management strategies (Lee Brown, 2021). This statistical measure enables researchers to discern whether there is a positive or negative correlation, thereby offering insights into how enhancing certain leadership qualities might influence outcomes related to classroom management. **Multiple Linear Regression.** The Multiple Linear Regression (MLR) analysis extends the exploration of relationships between variables by enabling the examination of how multiple independent variables—such as school administrative support factors like professional development opportunities, resource allocation, administrative feedback, and emotional support—affect a single dependent variable, teachers' instructional quality (Smith Johnson, 2020). This analytical approach is particularly valuable in educational research as it accommodates the complex interactions among various factors that influence teaching effectiveness. By employing MLR, researchers can determine the specific impact of different administrative support mechanisms on instructional quality while controlling for other variables within the model.

3. Results and Discussion

This chapter presents the results and discussions based on the data collected during the study, offering a thorough analysis and interpretation of the findings. It includes an in-depth examination of the data, highlighting the implications and outcomes of the results obtained. The discussions are meticulously aligned with the research questions and the statement of the problem articulated in the preceding chapters. Consequently, the deliberations in this chapter provide a comprehensive understanding of how the findings address the core issues investigated in this study.

3.1. Extent of School Administrative Support on Public High School Home Economics Teachers—Summary of the Extent of School Administrative Support. Table 1 provides a summary of the extent of school administrative support across four key indicators—Professional Development Opportunities, Resource Allocation, Administrative Feedback, and Emotional and Moral Support—highlighting an overall mean of 4.07 with a "High" descriptive level. This means that the school administrators' support for public high school HE teachers in Buhangin District, Division of Davao City is often evident. This finding further implies the

significant level of support provided by school administrations to Home Economics (HE) teachers in the Buhangin District, Division of Davao City. Effective administrative support serves as a cornerstone for teacher effectiveness, fostering improved instructional quality and learner outcomes (Smith Smith, 2020). The overall "High" rating suggests that administrators recognize their pivotal role in creating an environment conducive to teacher growth and satisfaction. However, the nuanced differences among sub-indicators warrant a closer examination to identify strengths and opportunities for further improvement.

Table 1. Summary of the Extent of School Administrative Support

Indicators	Mean	Descriptive Level
Professional Development Opportunities	4.18	High
Resource Allocation	3.99	High
Administrative Feedback	3.99	High
Emotional and Moral Support	4.09	High
Overall	4.07	High

Explicitly, the highest-rated indicator, Professional Development Opportunities, achieved a mean of 4.18, reflecting the administration's robust commitment to enhancing teachers' knowledge and skills. This means that the school administrators' support for public high school HE teachers in Buhangin District, Division of Davao City in terms of professional development opportunities is often evident. Professional development is essential for equipping teachers with updated pedagogical strategies, especially in specialized fields like Home Economics, where evolving trends require ongoing learning (Lee, 2020; Martin, 2021). The "High" rating indicates that teachers in Buhangin District, Division of Davao City perceive the opportunities provided as relevant and substantial.

This support directly impacts instructional quality, as these teachers who engage in professional growth are more likely to implement innovative teaching methods, align practices with curriculum goals, and address diverse learner needs effectively. Administrators on the other hand, should continue prioritizing professional development while ensuring equitable access for all teachers in the district. The second-highest indicator, Emotional and Moral Support, achieved a mean of 4.09, further emphasizing the administration's focus on teacher well-being. This means that the school administrators' support for public high school HE teachers in Buhangin District, Division of Davao City in terms of emotional and moral support is often evident. Emotional and moral support fosters resilience, job

satisfaction, and a positive work environment, all of which are critical for maintaining high levels of performance and reducing burnout (Harris Brown, 2021). The "High" rating suggests that teachers in Buhangin District, Division of Davao City feel valued and supported, particularly in challenging times. This aspect of support plays a crucial role in sustaining teacher morale and motivation, which, in turn, enhances instructional effectiveness. By continuing to cultivate a supportive and approachable administrative culture, schools in the Buhangin District can ensure that teachers remain engaged and committed to their roles. Resource Allocation and Administrative Feedback both received a mean score of 3.99, placing them slightly below the highest indicators but still within the "High" descriptive level. This means that the school administrators' support for public high school HE teachers in Buhangin District, Division of Davao City in both discussed indicators are often evident. The "High" rating for Resource Allocation indicates that most teachers perceive the availability of resources—such as materials, tools, and modern equipment—as adequate. However, ensuring timely replenishment and equitable distribution remains critical to maintaining instructional quality (Torres Labado, 2021). Similarly, the "High" score for Administrative Feedback reflects the administration's consistent efforts to provide constructive and trans-

parent feedback. Regular performance evaluations and actionable insights enable teachers to refine their practices and achieve professional growth. Strengthening these areas through more frequent classroom observations and proactive resource management can further elevate teaching outcomes in the district.

3.2. Extent of Public High School Teachers' Instructional Quality—Summary of the Extent of Public High School Teachers' Instructional Quality. Table 2 provides a summary of the extent of public high school teachers' instructional quality in the Buhangin District, Division of Davao City, as measured through four key indicators: Learner Engagement, Instructional Strategies, Learner Achievement, and Classroom Management. The overall mean score of 4.04, categorized as "High," means that the instructional quality of public high school HE teachers is often evident. The data further suggests that teachers in Buhangin District, Division of Davao City demonstrate substantial competence in their instructional practices across various domains. This outcome reflects the collective effort of teachers to deliver quality education in Home Economics (HE), ensuring learner learning, engagement, and skill development. The "High" descriptive level further underscores the alignment of their instructional practices with established educational standards (Dixon Worrell, 2020).

Table 2. Summary of the Extent of Public High School Teachers' Instructional Quality

Indicators	Mean	Descriptive Level
Learner Engagement	3.87	High
Instructional Strategies	4.14	High
Learner Achievement	4.14	High
Classroom Management	3.99	High
Overall	4.04	High

Specifically, the highest-rated indicators, Instructional Strategies and Learner Achievement, each with a mean score of 4.14, highlight critical aspects of instructional quality. Both indicators received “High” descriptive equivalent which means that the instructional quality of public high school HE teachers in these two indicators is often evident. The use of diverse and effective teaching methods supports varied learning needs and promotes comprehensive understanding of HE concepts and skills. Teachers’ ability in Buhangin District, Division of Davao City to foster learner achievement is equally noteworthy, as reflected in learners’ consistent progress in HE skills and successful project completions. This finding indicates that teachers in Buhangin District, Division of Davao City are not only employing best practices in pedagogy but also actively monitoring and enhancing learner outcomes. Such competencies align with modern educational frameworks advocating for adaptive and evidence-based teaching approaches (Wang Eccles, 2019). Classroom Management, with a mean score of 3.99, also categorized as “High,” ranks third among the indicators. This means that the instructional quality of public high school HE teachers in Buhangin District, Division of Davao City in terms of classroom management is often evident. Effective classroom management is foundational to instructional quality as it ensures an environment conducive to learning. Teachers’ ability in Buhangin District, Division of Davao City to maintain order, address disruptions, and create supportive environments contributes significantly to overall instructional success. However, the slightly lower mean suggests that challenges persist in specific areas, such as managing classroom disruptions or ensuring consistent adherence to classroom rules (Osher et al., 2020). Addressing these areas through professional development focused on restorative practices and positive behavior reinforcement could further enhance instructional

quality. Learner Engagement, with the lowest mean score of 3.87, though still categorized as “High,” reveals an area for potential growth. This means that the instructional quality of public high school HE teachers in terms of learner engagement is often evident. While teachers in Buhangin District, Division of Davao City effectively employ strategies to engage learners in HE activities and lessons, the relative ranking indicates a need for additional focus on fostering active participation and sustained interest in learning. Engagement is a critical factor in instructional quality as it directly impacts learner motivation, retention, and academic success (Santos Perez, 2021). Enhancing interactive and learner-centered activities, as well as integrating technology and real-world applications into HE instruction, could help bridge this gap.

3.3. Significant Relationship Between School Administrators’ Support and Instructional Quality of Public High School Home Economics Teachers—Table 3 presents the significant relationships between school administrators’ support and the instructional quality of public high school Home Economics (HE) teachers in Buhangin District, Division of Davao City. The table reveals that all sub-indicators of administrators’ support—Professional Development Opportunities, Resource Allocation, Administrative Feedback, and Emotional and Moral Support—have statistically significant positive relationships with the instructional quality of teachers, as evidenced by the correlation coefficients (r) and p -values. Specifically, each of these sub-indicators has a p -value of 0.000, which is well below the 0.05 significance threshold, leading to the rejection of the null hypothesis (H_0). This indicates that there is a significant relationship between the level of support provided by school administrators and the instructional quality exhibited by HE teachers. The overall relationship, with a correlation coefficient of 0.633, further strength-

ens the idea that school administrators' support plays a crucial role in shaping instructional outcomes in the district (Bryk, 2020). These findings suggest that supportive school leadership is

integral to fostering a high-quality teaching environment, particularly in specialized subjects such as Home Economics.

Table 3. Significant Relationship Between School Administrators' Support and Instructional Quality of Public High School Home Economics Teachers

School Administrators' Support	r	p-value	Decision on H_0
Professional Development Opportunities	0.357	0.000	Reject
Resource Allocation	0.608	0.000	Reject
Administrative Feedback	0.357	0.000	Reject
Emotional and Moral Support	0.537	0.000	Reject
Overall	0.633	0.000	Reject

Relatively, the significant relationship between school administrators' support and instructional quality is evident across all four sub-indicators, but the varying strength of these relationships offers a various understanding of the dynamics at play. The highest correlation is observed with Resource Allocation having a correlation coefficient (r) of 0.608 and a p-value of 0.000, signaling that the availability and distribution of necessary resources are critical factors in determining the quality of instruction. In the context of Home Economics in Buhangin District, Division of Davao City, the provision of adequate resources directly impacts teachers' ability to conduct practical lessons that align with curriculum standards. The provision of relevant tools, machines, and materials, therefore, supports the development of learners' skills and enhances the instructional quality by ensuring that learning is both meaningful and hands-on. This finding emphasizes the importance of administrators prioritizing resource allocation to optimize learning outcomes in specialized subjects, such as Home Economics (Marzano et al., 2021). Professional Development Opportunities also show a significant relationship with instruc-

tional quality having a correlation coefficient (r) of 0.357 and a p-value of 0.000. While this correlation is slightly lower than that of Resource Allocation, it still highlights the importance of continuous professional development in shaping effective instructional practices. Teachers who have access to high-quality professional development opportunities, such as workshops, conferences, and further education, are better equipped to improve their teaching methods, integrate new knowledge into their pedagogy, and adapt to the evolving needs of learners (Black Wiliam, 2019). In particular, professional development allows teachers in Buhangin District, Division of Davao City to stay updated on best practices and emerging trends in education, thereby improving their instructional quality. For Home Economics teachers in the same district, this could involve learning about new teaching strategies, effective classroom management techniques, or innovative approaches to integrating technology into lessons. The positive correlation between Professional Development Opportunities and instructional quality suggests that administrators in Buhangin District recognize the value of supporting teachers'

growth and are aware that investing in teachers' professional development yields positive outcomes for learner achievement (Guskey, 2020). Administrative Feedback, with a correlation coefficient of 0.357 and a p-value of 0.000, demonstrates a moderate but significant relationship with instructional quality. Feedback from administrators is essential for guiding teachers' professional growth and improving instructional practices. Constructive feedback, which may include observations of teaching, discussions about areas for improvement, and suggestions for new strategies, provides teachers with the insight necessary to enhance their teaching effectiveness (Simonsen et al., 2021). The positive relationship between Administrative Feedback and instructional quality suggests that teachers in Buhangin District, Division of Davao City who receive regular, constructive feedback from administrators are more likely to refine their teaching techniques and elevate the quality of instruction. However, this correlation is slightly weaker than that of Professional Development Opportunities and Resource Allocation, indicating that while feedback is important, it may not be as immediately impactful on instructional quality as the provision of resources or opportunities for professional growth. Nevertheless, the role of administrative feedback remains critical in promoting a culture of continuous improvement within the school (Evertson Weinstein, 2020). Emotional and Moral Support, with a correlation of 0.537 and a p-value of 0.000, shows a strong relationship with instructional quality. This finding highlights the importance of school administrators' emotional and moral support in creating a positive, supportive environment for teachers. When administrators provide emotional encouragement, recognize teachers' efforts, and foster a collegial and caring atmosphere, teachers are more likely to feel motivated and empowered to deliver high-quality instruction (Fredricks et al., 2019). Emotional and moral support contributes to teachers' job sat-

isfaction, reduces burnout, and helps them navigate the challenges of teaching in demanding environments. For Home Economics teachers, whose subject matter often involves practical, hands-on lessons that can be resource-intensive and challenging to manage, such support is crucial for maintaining high levels of instructional quality. The strong correlation suggests that administrators in Buhangin District, Division of Davao City are not only focused on the practical and professional development aspects of teaching but also prioritize the well-being and morale of their staff, which directly translates into better instructional outcomes (Geron, 2023).

3.4. Regression Analysis of School Administrative Support on Instructional Quality of Public High School Teachers—Table 4 provides the regression analysis results examining the relationship between school administrators' support and the instructional quality of public high school Home Economics (HE) teachers in Buhangin District, Division of Davao City. The table reveals the unstandardized and standardized coefficients for each sub-indicator of administrative support, indicating how strongly each variable contributes to the overall instructional quality of teachers. With an R value of 0.674 and an R^2 of 0.455, the analysis demonstrates a moderate to strong correlation between school administrative support and instructional quality. The F-value of 23.971 with a p-value of 0.000 suggests that the overall regression analysis is statistically significant, meaning the independent variables collectively account for approximately 45.50 percent of the variance in instructional quality. The p-value for all sub-indicators of school administrative support is less than 0.05, except for Administrative Feedback, which has a p-value of 0.642, leading to the rejection of the null hypothesis (H_0) stating that none of the indicators of school administrative support significantly influence the instructional quality of Home Economics teachers in Buhangin District, Division of Davao City. This

analysis greatly emphasizes the importance of school administrators' support in influencing the quality of instruction provided by HE teachers in the district (Bryk, 2020). Among the sub-indicators, Resource Allocation shows the highest standardized coefficient (Beta = 0.432) and high t-value of 4.974 with a p-value of 0.000, indicating that it is the most significant predictor of instructional quality. The unstandardized coefficient of 0.355 further indicates that a unit increase in resource allocation is associated with a 0.355 increase in instructional quality, holding all other factors constant. This finding is consistent with prior research, which emphasizes the critical role of resource allocation in enhancing

teaching effectiveness (Marzano et al., 2021). Adequate resources, such as teaching materials, classroom tools, and modern equipment, enable teachers to deliver practical lessons that align with the curriculum and foster hands-on learning experiences. For Home Economics teachers, the availability of relevant tools and materials is crucial in ensuring that learners acquire the necessary skills. This significant relationship highlights the need for school administrators to prioritize resource allocation, particularly in specialized subjects like Home Economics, where the practical application of knowledge is key to learner success (Fredricks et al., 2019).

Table 4. Regression Analysis of School Administrative Support on Instructional Quality of Public High School Teachers

School Administrators' Support	B	Std. Error	Beta	t	Sig.	Decision on H_0
(Constant)	1.017	.404		2.519	.013	
Professional Development Opportunities	.324	.072	.403	4.086	.000	Reject
Resource Allocation	.355	.071	.432	4.974	.000	Reject
Administrative Feedback	.038	.081	.037	.466	.642	Failed to Reject
Emotional and Moral Support	.317	.081	.313	3.899	.000	Reject
R		0.674	R²		0.455	
F-Value		23.971	p-value		.000	

Professional Development Opportunities also exhibit a significant positive relationship with instructional quality, with a standardized coefficient (Beta = 0.403) and t-value of 4.086 with a p-value of 0.000. The unstandardized coefficient of 0.324 indicates that for each unit increase in professional development opportunities, instructional quality improves by 0.324 units. This finding supports the notion that continuous professional development is essential for teachers to stay abreast of best practices and educational innovations. Teachers who

engage in professional development are better equipped to refine their teaching methods, incorporate new strategies, and adapt to the evolving needs of learners (Black Wiliam, 2019). For Home Economics teachers, professional development is particularly important given the dynamic nature of the subject, which requires staying current with new techniques, technologies, and trends in education. The strong association between professional development and instructional quality emphasizes the need for school administrators to facilitate opportuni-

ties for their teachers' growth, ensuring that they have the tools and knowledge to enhance their teaching practices effectively (McLeod et al., 2022). Emotional and Moral Support from school administrators is another key predictor of instructional quality, with a Beta coefficient of 0.313 and an unstandardized coefficient of 0.317. This indicator gained a t-value of 4.086 with a p-value of 0.000 which strengthen the influence of this indicator to instructional quality. This further suggests that administrators who provide emotional support and recognize teachers' efforts contribute significantly to improving instructional quality. Emotional and moral support can enhance teachers' job satisfaction, reduce burnout, and foster a positive school culture, all of which are conducive to high-quality instruction (Fredricks et al., 2019). In the context of Home Economics education, where teachers may face challenges related to resource availability and practical lesson delivery, emotional support from administrators becomes particularly crucial. Teachers who feel supported and valued by their administrators are more likely to be motivated to deliver effective instruction and engage with learners in meaningful ways. The findings reinforce the importance of administrators cultivating a sup-

portive, encouraging environment that nurtures teachers' well-being and enhances their professional performance (Evertson Weinstein, 2020). However, the regression analysis reveals that Administrative Feedback does not significantly predict instructional quality, as evidenced by the non-significant p-value of 0.642 and lower t-value of .466. The standardized coefficient (Beta = 0.037) is also the smallest among the sub-indicators, indicating a minimal contribution to instructional quality. While feedback is an important aspect of professional growth, its impact on instructional quality may be mediated by other factors such as the frequency, quality, and timeliness of the feedback provided (Simonsen et al., 2021). The lack of a significant relationship between Administrative Feedback and instructional quality in this context suggests that administrators' feedback alone may not be sufficient to improve teaching practices if it is not accompanied by other forms of support, such as adequate resources and professional development. This finding points to the need for a more holistic approach to teacher support, where feedback is integrated with other support mechanisms that directly enhance instructional practices (Evertson Weinstein, 2020).

4. Conclusions and Recommendations

Presented in this chapter are the findings of the study based on the outcome of the gathered data. The conclusions drawn from the findings of the study are likewise outlined in this section. To maximize the significant contribution of this study, the researcher laid down recommendations in this chapter.

4.1. Findings—The instructional quality of public high school HE teachers is crucial in shaping learners' technical skills, creativity, and overall academic success. Despite the critical role of instructional quality, many HE teachers face significant challenges that can impede their ability to deliver effective education. In addition, several secondary level teachers teach-

ing Home Economics (HE) do not receive appropriate and adequate administrative supports. These administrative support encompasses a range of activities and resources, such as professional development opportunities, resource allocation, constructive feedback, and emotional and moral support. With these feeling of insufficient administrative support, teachers felt

demotivated affecting their classroom management and instructional strategies which will ultimately affects learner learning outcomes and engagement in their classes. In this study, a non-experimental quantitative research methodology using a descriptive correlation approach was applied. Statistical analyses such as the mean, Pearson R correlation, and Multiple Linear Regression were utilized. The participants in the research were the one hundred and twenty (120) Technical-Vocational-Livelihood (TVL) teachers from public high schools located in the Buhangin District, Division of Davao City. The respondents were male and female, aged between 30 to 50 years, with an average teaching experience of 10 to 20 years. Most held bachelor's degrees in education, with a significant number possessing additional certifications in TVL and Home Economics specializations. These respondents were chosen via a sample process known as purposive sampling. Data were analyzed based on the survey questionnaires that were used by the researcher after they had been modified to conform to the parameters of the study, which had been subjected to validation by experts and had its reliability examined. Descriptive results of the study stated that there is a high extent of school administrative support in enhancing the effectiveness of Home Economics (HE) teachers in public high schools within the Buhangin District, Division of Davao City. This means that the school administrators' support for public high school HE teachers is often evident. Likewise, there is also high extent of public high school teachers' instructional quality in Buhangin District, Division of Davao City. This means that the instructional quality of public high school HE teachers is often evident. Consequently, there is a positive significant strong relationship between school administrators' support and the instructional quality of public high school Home Economics teachers in the Buhangin District, Division of Davao City. The strongest relation-

ship is found in Resource Allocation, followed by Emotional and Moral Support, Professional Development Opportunities, and Administrative Feedback. The significant relationships between these forms of support and instructional quality suggest that administrators in Buhangin District have a profound impact on the effectiveness of Home Economics education. Likewise, the school administrators' support has a significant influence on the instructional quality of public high school Home Economics teachers in Buhangin District, Division of Davao City. The findings emphasize the need for administrators to adopt a comprehensive approach to supporting teachers, incorporating resource allocation, professional development, emotional support, and constructive feedback to enhance instructional practices and improve educational outcomes for learners in Home Economics.

4.2. Conclusions—Based on the findings of this study, the following conclusions were offered: There is a high extent of school administrative support in enhancing the effectiveness of Home Economics (HE) teachers in public high schools within the Buhangin District, Division of Davao City. This means that the school administrators' support for public high school HE teachers is often evident. Across key indicators, such as professional development, resource allocation, administrative feedback, and emotional and moral support, teachers consistently perceive a high level of support, reflecting the administration's commitment to fostering teacher growth, well-being, and instructional quality. While professional development and emotional support emerged as particularly strong areas, the high ratings across all indicators highlight the importance of a complex approach to administrative support in promoting a positive teaching environment and ultimately improving learner outcomes. Relatively, public high school Home Economics teachers in the Buhangin District, Division of Davao City consistently demonstrate a high level extent of instructional quality

across key domains, including learner engagement, instructional strategies, learner achievement, and classroom management. This means that the instructional quality of public high school HE teachers is often evident. The study highlights the teachers' competence in employing effective teaching methods, fostering learner success, and maintaining productive classroom environments, which collectively contribute to quality education in Home Economics. While strengths are evident in instructional strategies and learner achievement, areas such as learner engagement and classroom management suggest opportunities for growth, emphasizing the dynamic and complex nature of instructional practices in promoting comprehensive learning experiences. Furthermore, there is a positive significant strong relationship between school administrators' support and the instructional quality of public high school Home Economics teachers in the Buhangin District, Division of Davao City. Each sub-indicator of support—Professional Development Opportunities, Resource Allocation, Administrative Feedback, and Emotional and Moral Support—contributes meaningfully to shaping teachers' instructional practices. These relationships highlight the complex nature of administrative support, where the provision of adequate resources, opportunities for professional growth, constructive feedback, and emotional encouragement collectively foster an environment conducive to high-quality teaching and improved learner outcomes. Moreover, the school administrators' support has a significant influence on the instructional quality of public high school Home Economics teachers in Buhangin District, Division of Davao City. Resource Allocation, Professional Development Opportunities, and Emotional and Moral Support emerge as critical predictors, emphasizing the complex nature of administrative contributions to teaching excellence. These findings pinpoint the essential role of comprehensive and targeted administrative support in fostering

effective instructional practices and ensuring high-quality educational outcomes in specialized subject areas like Home Economics.

4.3. Recommendations—The following interventions were offered based on the conclusions of the study: To strengthen the instructional quality of Home Economics teachers and further enhance the educational outcomes within public high schools in Buhangin District, Division of Davao City, it is imperative for Department of Education officials to institutionalize a comprehensive framework of administrative support that prioritizes resource allocation, professional development, and emotional well-being. This entails ensuring the provision of adequate teaching materials and infrastructure tailored to the specific needs of Home Economics, coupled with sustained investment in professional development programs that equip HE teachers with innovative pedagogical strategies and align their practices with evolving curriculum standards. Additionally, fostering a supportive administrative culture that emphasizes emotional and moral encouragement, alongside constructive feedback mechanisms, is essential to cultivating a motivated and resilient teaching workforce, ultimately driving learner success and fostering an enriching learning environment in specialized disciplines such as Home Economics. School administrators in the Buhangin District should prioritize a strategic, various approach to teacher support, focusing on optimizing resource allocation, expanding professional development opportunities, and fostering a culture of emotional and moral encouragement. This entails providing Home Economics teachers in Buhangin District, Division of Davao City with timely access to adequate and subject-specific teaching materials and tools, ensuring that their instructional needs are met, while simultaneously implementing targeted professional development programs that address emerging trends and pedagogical innovations in Home Economics education. Further-

more, administrators must maintain a supportive and collaborative environment by offering constructive feedback and demonstrating genuine care for teachers' well-being, as these efforts are essential in motivating teachers, improving their instructional practices, and ultimately enhancing learner learning outcomes in specialized subjects like Home Economics. Home Economics teachers in the Buhangin District should actively leverage the high levels of administrative support available to further enhance their instructional practices by participating in professional development programs, utilizing allocated resources effectively, and engaging in open communication with administrators to address instructional needs. Teachers should prioritize continuous learning and skill development to stay abreast of emerging trends and innovative methodologies in Home Economics education, ensuring that their lessons remain relevant and impactful in fostering learner achievement. Furthermore, by fostering a positive classroom environment and seeking constructive feedback while maintaining a collaborative relationship with school administrators, teachers can optimize their instructional quality and contribute to a culture of excellence that aligns with the broader goals of quality education in their specialized field. Relatively, Home Economics learners in the Buhangin District should actively engage with their teachers' instructional methods and utilize the resources provided by school administrators to enhance their learning experience, as the quality of instruction is closely linked to the support offered by school leaders. By taking full advantage of professional

development opportunities and fostering collaborative relationships with teachers, learners can deepen their understanding of Home Economics and apply practical skills that align with modern educational practices. Additionally, learners should contribute to and benefit from a positive classroom environment where open communication with teachers and the application of emotional and moral support are valued, ultimately leading to improved academic outcomes and career readiness in Home Economics. Future researchers should consider expanding the scope of this study by exploring the impact of school administrative support on a broader range of subject areas, incorporating comparative analysis across different disciplines to assess whether the observed relationship between administrative support and instructional quality is consistent or varies based on the subject matter. Additionally, future studies could employ longitudinal or mixed-method approaches to capture changes in instructional quality over time and investigate the dynamic interplay between various types of administrative support and teacher performance in greater depth, allowing for a more nuanced understanding of how these support mechanisms evolve and affect teacher effectiveness. Finally, researchers are encouraged to include the perspectives of other school stakeholders in future studies to gain a more holistic view of the administrative support system's impact on educational outcomes, thereby contributing to the development of a comprehensive framework for improving instructional quality and fostering teacher development in diverse educational contexts.

5. References

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