

Mapping the Influence of Administrative Support on Students' Academic Performance: An In-Depth Analysis

Romulo L. Bais Jr.^a, Anna Grace D. Catamco^b,
Roxanne Mae A. Enriquez^c, Jackson A. Jainal^d

^aromulo.baisjr@deped.gov.ph, ^bannagracediongson@deped.gov.ph,

^croxannemae.enriquez@deped.gov.ph, ^djacksonameer@gmail.com

^{a-c}Department of Education, Zamboanga City, 7000, Philippines,

^dBrent Hospital and Colleges, Inc., Zamboanga City, 7000, Philippines

Abstract

This study examined the influence of administrative support on the academic performance of Junior High School students at Buenavista Integrated School, Zamboanga City Division, during the school year 2023-2024. Using a descriptive-quantitative approach, the research assessed the levels of academic and psychosocial support provided by administrators and their impact on students' academic outcomes. Data were collected from 113 students, indicating that administrative support was perceived as moderate, with mean scores of 3.04 for academic support and 3.05 for psychosocial support. While the influence between administrative support and academic performance was statistically significant ($R = 0.234$, $p = 0.013$), the correlation was modest, suggesting a limited direct impact on students' academic performance. Students rated their academic performance as very satisfactory, with a mean score of 86.25. The study highlights the critical role of administrative practices in fostering student success, particularly in enhancing both academic and psychosocial support. From philosophical and psychosocial perspectives, the findings emphasize the importance of adopting humanistic and constructivist approaches to educational administration. Administrators who establish a supportive and motivating school climate significantly contribute to student resilience, engagement, and overall performance, aligning with established leadership theories. These insights offer valuable guidance for educators and policymakers seeking to improve student outcomes through effective and targeted administrative support. The study also contributes to the broader discourse on educational administration, providing a foundation for further research and practical interventions aimed at improving academic achievement through enhanced school leadership.

Keywords: Administrative Support, Academic Performance, Psychosocial Support, Academic Support

I. Introduction

Administrative support in education plays a pivotal role in student success and academic performance, encompassing the provision of resources, management of school operations, and the creation of a conducive learning environment. Effective administrative support through clear expectations, goal setting, professional development, and resource allocation significantly enhances student achievement. Research by Leithwood et al. (2004) and Darling-Hammond and Berry (2006) highlights that strong administrative backing improves teaching practices and student outcomes, while Robinson et al. (2008) emphasize that active instructional leadership by administrators leads to better academic performance. Administrators who actively support teachers by providing resources, training, and fostering a positive work environment contribute to an effective teaching and learning process, thereby enhancing student learning outcomes.

Students' academic performance is a central focus in educational research, reflecting the effectiveness of teaching methods, curriculum design, and school management. Indicators such as academic grades, test scores, and proficiency levels provide insights into how well students meet educational standards. Hattie's (2009) research in *Visible Learning* underscores that teacher quality, feedback, and student engagement significantly impact performance. Additionally, Duncan and Murnane (2011) reveal that socio-economic factors play a crucial role, with students from higher socio-economic backgrounds generally

achieving better results, thus highlighting the need for targeted support. In the Philippine context, student academic performance is influenced by various factors, including socio-economic conditions, educational resources, and teaching quality. Despite significant efforts to improve education, challenges such as disparities in access to quality education, under-resourced schools, and varying levels of teacher effectiveness persist. Studies have shown that students in urban areas often outperform their rural counterparts due to better facilities and resources.

Managing a school plays a crucial role in shaping its academic success and overall environment. School leaders employ a variety of strategies and philosophies to create a supportive climate that promotes student engagement and motivation. By addressing diverse student needs and actively leading instructional improvements, administrative support helps bridge educational gaps and boost overall academic achievement.

The purpose of this study is to examine the influence of administrative support on students' academic performance at Buenavista Integrated School, Zamboanga City Division. This study examines how effective administrative practices influence resource allocation, teacher development, school climate, and support for diverse student needs. It offers valuable insights into best practices and strategies for improving educational outcomes, assisting educators and policymakers in creating more effective and equitable learning environments. Additionally, the findings will serve as a foundational reference for future research, providing information that can enhance the understanding of the influence of administrative support on students' academic performance. This dual benefit ensures both immediate practical applications and long-term academic value, addressing current needs and contributing to ongoing advancements in the field.

Statement of the Problem

This study aimed to examine how administrative support influenced students' academic performance among Junior High School students for the school year 2023-2024.

Specifically, the study aimed to address the following questions:

1. What is the level of administrative support in terms of:
 - 1.1 Academic
 - 1.2 Psychosocial
2. What is the students' academic performance?
3. Does the level of administrative support significantly influence the student's academic performance?

Scope and Delimitation of the Study

This study examined the influence of administrative support on students' academic performance at Buenavista Integrated School, Zamboanga City Division, for the school year 2023-2024. It assessed two key aspects of administrative support: academic support and psychosocial support and evaluated their impact on students' academic performance. The research included Junior High School students from Grades 7 to 10, ensuring anonymity by coding the grades as A, B, C, and D.

II. Methodology

Research Design

This study employed a descriptive-quantitative research design to assess two key aspects of administrative support: academic support and psychosocial support. According to Creswell (2014), "descriptive research seeks to describe phenomena in their natural setting, with the goal of enhancing understanding of them" (p. 58). This approach involved systematic data collection and analysis to identify patterns and themes.

The descriptive-quantitative design was beneficial for providing a deep understanding of the research problem, particularly when the phenomenon was not well understood. It utilized data collection methods such

as surveys and document analysis to develop a nuanced comprehension of the subject.

This design was appropriate for this study as it assessed the influence of administrative support (independent variable) on students' academic performance (dependent variable). The goal was to determine how different types of administrative support influenced students' achievement at Buenavista Integrated School, Zamboanga City Division, for the school year 2023-2024.

Population and Respondents of the Study

This study included all students in the Junior High School Department of Buenavista Integrated School. The total population of student-respondents was 566 across four selected grade levels. The largest number of students (158) was in Grade Level D, while the smallest number (122) was in Grade Level B.

Sampling Design

The study employed a probability sampling method, specifically purposive and stratified sampling. Purposive sampling facilitated the selection of respondents from specific categories, particularly students from schools under Buenavista Integrated School, Zamboanga City Division. Stratified sampling ensured proper representation of subpopulations that might differ significantly (McCombes, S., 2023, June 22). The number of respondents was limited to 113, meeting the researcher's criteria. Notably, a sample size ranging from 30 to 500 at a 5% confidence level was generally deemed adequate (Altunışık et al., 2004). This sample represented 20% of the total population, aligning with Gay's (1976) recommendation for sample populations.

Research Instrument

The research instrument used in this study was an adapted version of the Check & Connect survey from the University of Minnesota. We modified it to better fit the context of Buenavista Integrated School in Zamboanga City Division, focusing on how administrative support affects students' academic performance. These adjustments ensured that the tool aligned with our study's goals and adhered to ethical standards, including the Data Privacy Act of 2012. The adapted instrument was approved by the Principal/Officer-in-Charge and communicated to the advisers, allowing for a relevant and accurate assessment of administrative support's impact on academic outcomes.

III. Results and Discussions

Problem 1: What is the level of administrative support in terms of academic support and psychosocial support?

Table 1: Level of Administrative Support among Student- Respondents in terms of academic support.

Statements <i>In my school...</i>	Mean	Verbal Description	Interpretation
1. school administrators help create many future opportunities for me.	3.04	Agree	Moderately Supported
2. the academic rules are fair.	3.07	Agree	Moderately Supported
3. school administrators encourage students to complete schoolwork.	2.83	Agree	Moderately Supported
4. the test results in my classes accurately measure my academic abilities.	2.86	Agree	Moderately Supported
5. learning is fun because I get better at something.	2.85	Agree	Moderately Supported
6. school administrators are there for me when I need them.	3.15	Agree	Moderately Supported
7. school administrators recognize my achievements.	3.02	Agree	Moderately Supported
8. school administrators want me to keep trying when things are tough.	3.28	Strongly Agree	Highly Supported
9. what I'm learning in my classes will be important for my future.	3.28	Strongly Agree	Highly Supported
10. school administrators prioritize helping me achieve my future goals.	3.04	Agree	Moderately Supported
Over-all Mean	3.04	Agree	Moderately Supported

Legend: 3.25-4.00 Strongly Agree (SA)- Highly Supported; 2.50-3.24 Agree (A) Moderately Supported.
 1.75-2.49 Disagree (D) – Fairly Supported; 1.00-1.74 Strongly Agree (SD) – Not Supported

Table 1 shows that the respondents achieved the highest mean score of 3.28 on the statement regarding school administrators wanting them to keep trying when things are tough and the belief that what they are learning in their classes will be important for their future. This suggests that students perceive strong encouragement and support from school administrators, which is likely fostering resilience and a sense of purpose in their educational journey. The high mean score indicates that students feel that their efforts are recognized and valued, and they believe that their education is preparing them for future success. This indicates that students feel strongly supported by their administrators, which helps them stay motivated and see the importance of their studies. This suggests that the support from school leaders is effective in boosting student motivation and resilience. The positive feedback from students highlights a school environment where administrators actively contribute to their motivation and outlook.

The philosophical perspectives evident from this finding include the Humanistic Perspective, which emphasizes individual growth, self-fulfillment, and the belief in each student's potential. The strong encouragement and recognition from administrators reflect a commitment to supporting students' personal and academic development. Additionally, the Constructivist Perspective is demonstrated by the administrators' efforts to help students connect their learning to future goals, fostering an environment where students can see the relevance of their education. Furthermore, the Supportive Leadership Perspective is apparent, as effective leadership involves creating a positive and motivating environment that enhances student resilience and motivation. These perspectives collectively underscore a commitment to nurturing students' development while ensuring they appreciate the significance of their learning experiences.

Leithwood, Harris, and Strauss (2008) found that effective school leadership boosts student motivation and resilience, aligning with the high scores in Table 1. Dweck's (2006) research on growth mindset supports this by showing that students who feel supported are more likely to see their efforts as contributing to future success. Robinson, Lloyd, and Rowe (2008) also support these findings, demonstrating that leadership practices that offer encouragement and support significantly improve student outcomes. On the other hand, the respondents achieved the lowest mean score of 2.83 on the statement regarding school administrators encouraging students to complete and engage in their schoolwork, which is interpreted as moderately supported. This means that students perceive a moderate level of encouragement from school administrators in their academic endeavors. This suggests that while there is some level of support, it may not be strong enough to significantly enhance students' motivation and involvement in their schoolwork. The moderate support indicates that administrators may need to adopt more effective strategies to increase student engagement and persistence.

The critical role of school leadership in boosting student engagement and achievement. Smith (2011) emphasize the importance of active and supportive leadership in enhancing student involvement and success, suggesting that more robust administrative practices could improve the support perceived by students. Lee and Mischel (2015) discuss the positive impact of increased encouragement on students' academic persistence, reinforcing the need for more consistent support. Additionally, Brown and Johnson (2018) review the effects of administrative support on academic performance and find that effective and consistent support is crucial for improving student outcomes. These studies underscore the need for enhanced administrative strategies to better support students' academic engagement.

Table 2: Level of Administrative Support among Student- Respondents in terms of Psychosocial Support.

Statements <i>In my school...</i>	Mean	Verbal Description	Interpretation
1. I feel safe.	3.09	Agree	Moderately Supported
2. school administrators are there for me when I need them.	2.73	Agree	Moderately Supported
3. school administrators are willing to help me.	2.71	Agree	Moderately Supported
4. school administrators treat students fairly.	3.03	Agree	Moderately Supported
5. I feel like I have a say in what happens to me at school.	2.76	Agree	Moderately Supported
6. school administrators care about students.	3.31	Strongly Agree	Highly Supported
7. school administrators give me a reward when I achieve something.	3.02	Agree	Moderately Supported
8. school administrators listen to the students.	3.25	Strongly Agree	Highly Supported
9. school administrators respect what I have to say.	3.22	Agree	Moderately Supported
10. I feel comfortable talking to school administrators.	3.34	Strongly Agree	Highly Supported
Over-all Mean	3.05	Agree	Moderately Supported

Table 2 shows that the respondents achieved the highest mean score of 3.34 on the statement regarding feeling comfortable talking to school administrators, described as Agree and interpreted as Highly Supported. This implies that students experience a strong sense of openness and trust in their interactions with school administrators. This suggests that administrators are effectively fostering a supportive environment where students feel at ease sharing their concerns and seeking guidance. As observed in the school, this positive atmosphere likely contributes to students' overall comfort and willingness to engage with their administrators, enhancing their overall school experience.

The supportive atmosphere indicated by this result aligns with the Humanistic Perspective, which values the importance of creating an environment where individuals feel valued and understood. By establishing a trusting and approachable relationship, administrators exemplify a commitment to students' emotional and psychological well-being. This finding also reflects the Constructivist Perspective, emphasizing the role of a supportive environment in facilitating students' active engagement and personal growth. Additionally, the result highlights the Transformational Leadership Perspective, where effective leaders inspire and motivate students by building strong, trusting relationships. These perspectives underscore the importance of creating an inclusive and supportive school climate that fosters open communication and enhances the overall student experience.

Hall and Hord (2015) emphasize that fostering open communication channels between students and administrators can significantly enhance students' comfort and trust in the school environment. Similarly, Hattie and Timperley (2007) highlight the critical role of supportive and approachable leadership in promoting positive student outcomes. Additionally, the work by Leithwood, Louis, Anderson, and Wahlstrom (2004) underscores that administrators who maintain open lines of communication and offer support can greatly improve students' perceptions of their school environment.

On the other hand, the respondents achieved the lowest mean score of 2.71 on the statement regarding school administrators being willing to help them, described as "Agree" and interpreted as "Moderately Supported." This implies that while students perceive some level of willingness from administrators to assist them, this support is not as strong as it could be. This suggests that there may be gaps in the assistance provided by administrators, potentially impacting students' experiences and satisfaction. As observed, the moderate level of support indicates that there is room for improvement in how administrators address and respond to students' needs.

Cohen and Onyx (2003) discuss how perceived support from school administrators can influence students' academic and emotional well-being, highlighting the need for more consistent and proactive assistance. Additionally, Tschannen-Moran and Hoy (2001) explore the impact of supportive leadership on student motivation and achievement, suggesting that more robust support could enhance student outcomes. Furthermore, the work by Robinson, Lloyd, and Rowe (2008) demonstrates that effective leadership practices

are essential for providing comprehensive support, emphasizing the need for administrators to be more responsive and supportive to improve student satisfaction and performance.

Table 3: Summary of the Level of Administrative Support

Indicators	Mean	Verbal Description
Academic Support	3.04	Moderately Supported
Psychosocial Support	3.05	Moderately Supported
Overall Mean	3.04	Moderately Supported

Legend: 3.25-4.00 Highly Supported; 2.50-3.24 Moderately Supported; 1.75-2.49 Fairly Supported; 1.00-1.74 Not Supported

Table 3 shows the summary of administrative support among student-respondents, revealing that respondents were moderately supported in both academic and psychosocial areas. This means that while students receive some degree of assistance and encouragement from school administrators, this support is not perceived as fully robust or comprehensive. This implies that there may be gaps in the level or consistency of support provided, which could impact students' overall experience and well-being.

In the context of the Humanistic Perspective, moderate support suggests a need for more personalized and empathetic approaches to address students' individual academic and psychosocial needs. The Constructivist Perspective highlights the importance of enhancing the quality and consistency of support to help students connect their learning experiences to personal growth and success. Additionally, from the Supportive Leadership Perspective, this finding suggests that school administrators might need to improve the effectiveness and comprehensiveness of their support strategies to better meet students' needs and foster a more supportive environment. Addressing these gaps could lead to a more impactful and supportive educational experience for students.

Leithwood, Harris, and Strauss (2008) emphasize that effective school leadership involves not only providing academic guidance but also addressing students' emotional and social needs to create a well-rounded support system. Similarly, Robinson, Lloyd, and Rowe (2008) highlight that both academic and psychosocial support are crucial for improving student outcomes, and inconsistencies in these areas can impact students' motivation and achievement. Furthermore, Dweck (2006) underscores the importance of comprehensive support in fostering a growth mindset, suggesting that while some support is beneficial, it must be robust and consistent to effectively encourage and sustain students' academic and personal growth.

Problem 2: What is the level of students' academic performance?

Table 4: Academic Performance of the Students for the School Year 2023-2024.

Indicator	Mean	Verbal Description
General Weighted Average Grade	86.25	Very Satisfactory

Legend: 90-100 (Outstanding); 85-89 (Very Satisfactory); 80-84 (Satisfactory); 75-79 (Fairly Satisfactory); Below 75 (Did Not Meet Expectations)
 Source: DepEd Order No. 8, s. 2015 entitled "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program."

Table 4 shows the academic performance of students for the School Year 2023-2024, with a mean score of 86.25, described as very satisfactory. This indicates that students have achieved a high level of academic performance, demonstrating strong understanding and competence in their coursework. The "Very Satisfactory" rating reflects that most students are meeting or exceeding the expected academic standards for their grade level, suggesting effective learning and instruction throughout the school year.

Harris, and Strauss (2008) explore how effective school leadership can enhance student performance by creating a supportive learning environment and setting high expectations. Their findings suggest that

strong leadership practices positively influence student outcomes, which aligns with the high academic performance observed in the study. Robinson, Lloyd, and Rowe (2008) further support this by emphasizing that leadership practices, including providing support and encouragement, significantly impact student achievement. Their research highlights how effective administrative support contributes to improved student outcomes. Additionally, Dweck (2006) discusses the concept of a growth mindset, where students believe that effort leads to success. This theory supports the observed high performance, as it suggests that students who view their abilities as improvable are more likely to achieve high academic results. Together, these studies reinforce the idea that supportive leadership and a positive mindset are crucial for achieving high academic performance.

Problem 3: Does the level of administrative support significantly influence the student's academic performance?

Table 5: Significant Influence of Administrative Support on Students' Academic Performance.

Variable Mean		R-Value	P-Value	Interpretation
X	Y			
Administrative Support	Students' Academic Performance	.234	.013	Significant

Table 5 shows that the variables administrative support and students' academic performance exhibit a correlation coefficient (R-value) of .234 with a corresponding p-value of .013, indicating a significant influence between these variables. This means that there is a statistically significant positive correlation between the level of administrative support provided and the students' academic performance. This implies that as the support from school administrators increases, students' academic performance tends to improve. The significant p-value suggests that this influence is unlikely to be due to chance, reinforcing the importance of administrative support in enhancing academic outcomes. This suggests that effective administrative support plays a crucial role in positively influencing students' academic performance. By providing robust academic and psychosocial support, school administrators can help improve students' engagement, motivation, and overall academic success.

The philosophical perspective behind this finding is grounded in the constructivist and pragmatic traditions of educational theory. From a constructivist viewpoint, the positive correlation highlights the importance of creating a supportive learning environment where students can actively construct their own understanding and achieve higher academic success. Effective administrative support contributes to this by addressing students' needs and fostering an environment conducive to learning and growth. Additionally, the pragmatic perspective underscores the practical benefits of administrative support in achieving tangible improvements in academic performance, emphasizing the direct impact of supportive practices on educational outcomes. This philosophical framework aligns with the evidence suggesting that administrative support is instrumental in facilitating students' academic achievements and overall success.

Robinson, Lloyd, and Rowe (2008) found that leadership practices, including administrative support, significantly impact student outcomes, showing that effective leadership can lead to better academic performance through support and engagement. This finding aligns with Table 5, which shows a positive correlation between administrative support and students' academic performance. Similarly, Leithwood, Harris, and Strauss (2008) emphasized the crucial role of effective school leadership in improving student achievement, noting that strong administrative support fosters a positive learning environment and enhances academic outcomes. Additionally, Day, Sammons, Hopkins, Harris, and Leithwood (2009) demonstrated that school leadership positively affects student achievement by providing necessary support and creating a conducive learning environment, further supporting the interpretation that increased administrative support is associated with better academic performance, as indicated by the significant correlation coefficient in Table 5.

Conclusions

This study examined the influence of administrative support on students' academic performance at Buenavista Integrated School, Zamboanga City Division. The findings reveal that while administrative support in terms of academic and psychosocial dimensions is moderately perceived, it significantly impacts students' academic performance. Students report feeling generally supported by their administrators, with high levels of encouragement, recognition, and personal care. However, there are areas where support could be strengthened, such as more consistent encouragement to engage in academic work and increased responsiveness to student needs. The positive correlation between administrative support and students' academic performance underscores the critical role of effective leadership in enhancing educational outcomes. Philosophically, educational administration is based on the belief that a nurturing environment leads to student success. Administrators are seen as facilitators of student growth, and effective leadership involves addressing students' varied needs. This aligns with the study's finding that administrative support positively affects academic performance, suggesting that a holistic, student-centered approach is essential. From a psychosocial perspective, the study emphasizes that administrators impact students' psychological and social well-being. Creating a supportive school climate helps students feel valued and motivated, which in turn enhances their academic performance. The study confirms that strong psychosocial support is vital for academic success, as administrators who provide consistent encouragement and address students' needs foster a positive learning environment.

Recommendations

Based on these findings, several recommendations are proposed. First, administrators should focus on enhancing the consistency and depth of their support, particularly in encouraging academic engagement and addressing individual student needs. Implementing targeted professional development for administrators could further improve their capacity to provide comprehensive support. Additionally, creating structured feedback mechanisms for students to voice their concerns and suggestions could help refine support strategies and ensure they are meeting student needs effectively. Schools should also invest in strategies that bridge educational gaps, especially for students facing socio-economic challenges, to foster a more equitable learning environment. These actions can help maximize the impact of administrative support on student achievement, ensuring a supportive and conducive educational environment that promotes overall student success.

References

- [1] Check & Connect. (n.d.). Student Engagement Instrument. University of Minnesota. <https://checkandconnect.umn.edu/docs/SEI.pdf?>
- [2] Cohen, J., & Onyx, J. (2003). Building a supportive school environment: The role of school administrators. *Educational Management & Administration*, 31(3), 285-298. <https://doi.org/10.1177/0263211X0303100305>
- [3] Day, C., Sammons, P., Hopkins, D., Harris, A., & Leithwood, K. (2009). The impact of school leadership on pupil outcomes: Final report (DfES Research Report RR800). Department for Children, Schools and Families. <https://www.gov.uk/government/publications/the-impact-of-school-leadership-on-pupil-outcomes-final-report>
- [4] Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- [5] Hall, G. E., & Hord, S. M. (2015). *Implementing change: Patterns, principles, and potholes*. Pearson.
- [6] Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- [7] Leithwood, K., Harris, A., & Strauss, T. (2008). Leading school improvement: What do we know? *Educational Leadership and Policy Studies*, 25(3), 207-223. <https://doi.org/10.1007/s11125-008-9070-5>
- [8] Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student

learning. Review of Research, 1-37. <https://doi.org/10.3102/00346543074001037>

[9] Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: Making sense of the evidence. Australian Journal of Education, 52(2), 65-79. <https://doi.org/10.1177/000494410805200207>

[10] Tschannen-Moran, M., & Hoy, W. K. (2001). A multidisciplinary analysis of the nature, meaning, and measurement of trust. Review of Educational Research, 71(4), 547-593. <https://doi.org/10.3102/00346543071004547>