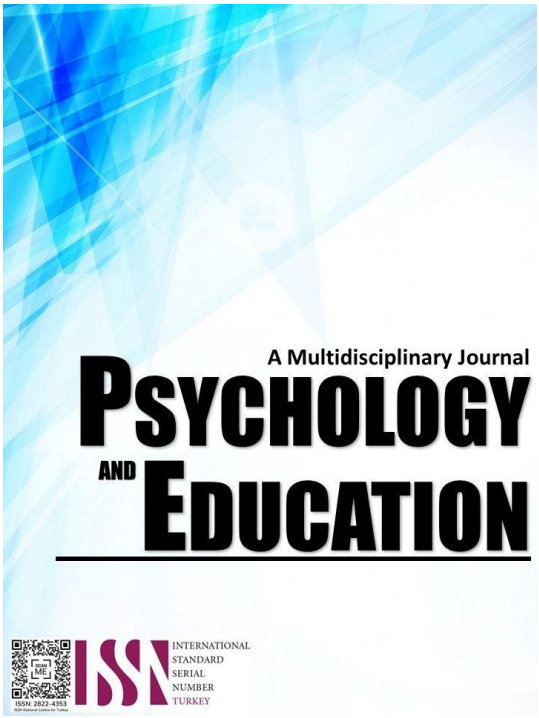
IMPLEMENTATION OF SUPPORT SYSTEM IN SELECTED PUBLIC ELEMENTARY SCHOOLS IN CAINTA DISTRICT CLUSTER 3



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 47
Issue 6
Pages: 704-712
Document ID: 2025PEMJ4587
DOI: 10.70838/pemj.470601
Manuscript Accepted: 09-16-2025

Psych Educ, 2025, **47**(6): 704-712, Document ID:2025PEMJ4587, doi:10.70838/pemj.470601, ISSN 2822-4353

CC BY NC

Research Article

Implementation of Support System in Selected Public Elementary Schools in Cainta District Cluster 3

Lamberto B. Elomina*
For affiliations and correspondence, see the last page.

Abstract

This study aimed to determine the extent of implementation of support systems in public elementary schools within Cainta District Cluster 3, Rizal Division, during the 2024–2025 school year, and to examine their relationship to teacher performance. The study employed a descriptive quantitative research design, utilizing a researcher-made questionnaire checklist to gather data from teacher respondents. Documentary analysis of Individual Performance Commitment and Review (IPCR) ratings was also conducted to assess teachers' performance levels. Data were analyzed using frequency, percentage, weighted mean, and appropriate statistical tests to determine differences and relationships among variables. Findings revealed that most respondents were female, married, aged 41–50 years old, holding Teacher I positions, possessing a bachelor's degree, with 6–10 years of teaching experience, and having attended in-service training at the district level. Results further showed that support systems, particularly in the areas of learning resources, teaching resources, and professional development programs, were more implemented than perceived by the respondents. No significant differences were noted in the extent of implementation when grouped by age, civil status, position, educational attainment, length of service, and training attended. However, a significant difference was observed when grouped according to sex. Teacher performance was rated very satisfactory, with a mean of 4.359. Importantly, a significant positive relationship was established between the extent of support system implementation and teacher performance. The study concludes that the effective implementation of support systems plays a vital role in enhancing teacher performance. It recommends the continuous strengthening of professional development, the equitable distribution of resources, and regular monitoring to sustain teacher effectiveness and enhance the delivery of quality education.

Keywords: *support system, elementary school, teacher's performance, training, teaching resources*

Introduction

Education serves as a foundation for building a country's future. It's also important for human growth and societal change. It is a continual process that allows a person to acquire specific information, occupational responsibilities, and specialized abilities or talents. As a result, educational reforms in programs, tactics, and methodologies are necessary for the educational system to remain functional and relevant in meeting society's evolving needs (Saro et al., 2022).

In the context of the Department of Education (DepEd), such systems encompass services and interventions designed to address the different needs of pupils, teachers, and other stakeholders. From academic support to emotional and psychological assistance, these systems aim to create an environment that fosters learning and growth. Given the challenges faced by public elementary schools, including resource constraints, large class sizes, and diverse learner profiles, the need for effective support systems has never been more pressing (Li et al., 2022).

In accordance with the State's constitutional mandate "to create, sustain, and uphold a comprehensive and well-integrated education system that addresses the needs of the people, the nation, and society as a whole," the Department of Education (DepEd) is committed to ensuring uninterrupted delivery of basic education services to its learners and the community.

School is seen as the primary channel for pupils to acquire the most knowledge, and teachers' responsibility as facilitators of learning is to make the teaching-learning process enjoyable. The teacher's role is crucial in providing quality education, which the country aims to achieve to foster better citizens for national growth. Education is a fundamental right, and ensuring equitable access to quality education remains a core mandate of the Department of Education (DepEd). However, the disparities in resources and support mechanisms between urban and rural schools often hinder the attainment of this goal. Public elementary schools, in particular, often face unique challenges that necessitate targeted interventions. The implementation of support systems comprising learning resources, teaching resources, and a professional development program is crucial in addressing the key challenges faced by teachers and pupils in public elementary schools.

These systems help bridge existing gaps in instruction and learning, enabling teachers to deliver more effective lessons and pupils to engage more meaningfully in their education. Ultimately, a well-established support system contributes significantly to improved teaching performance and better academic outcomes. Learning resources ensure that pupils have access to materials that enhance their understanding and engagement, regardless of their socioeconomic background. Teaching resources, such as tools and aids, empower teachers to deliver lessons more effectively and adapt to diverse learning needs. Finally, professional development programs equip teachers with the knowledge and skills necessary to stay updated with educational trends, technologies, and pedagogical strategies.

The researcher observed that many pupils find their subject difficult, and despite the various approaches employed by the teachers,

they still achieve low performance in the subject. Likewise, many pupils seemed highly motivated when the learning portals assisted them. The implementation of support systems in public elementary schools can enhance the quality of education and ensure the holistic development of pupils. In the context of the Department of Education (DepEd), such systems encompass different services and interventions designed to address the needs of pupils, teachers, and other stakeholders. From academic support to emotional and psychological assistance, these systems aim to create an environment that fosters learning and growth. The researcher was challenged to conduct a study on the extent of implementation of support systems and the performance of teachers in selected public elementary schools, which would be of great help not only to the researcher's teaching career but also to all teachers in basic education. Furthermore, there is a clear need to conduct a study on the extent of implementation of the support system in public elementary schools, particularly with respect to learning resources, teaching resources, and professional development programs, as these elements play a crucial role in shaping the quality of teaching and learning. While policies and provisions may exist at the national or division level, the actual implementation and effectiveness of these support systems can vary greatly from one school to another. Understanding how these systems are perceived and utilized by teachers provides valuable insight into whether educational reforms and resource allocations are achieving their intended outcomes. It also helps identify areas of strength that can be sustained and weaknesses that need intervention.

In addition, in light of ongoing efforts to improve teacher performance and student learning outcomes, it is essential to examine how support systems contribute to teachers' day-to-day instructional practices. Teachers are frontliners in the education system, and their performance is directly influenced by the tools, training, and resources they receive. By studying the extent to which support systems are implemented and how these relate to teachers' performance, the research can inform policymakers, school leaders, and stakeholders about necessary improvements, equitable distribution of resources, and targeted professional development that meets teachers' actual needs. This study is timely and relevant in ensuring that quality education is not just mandated but truly experienced at the classroom level.

Research Questions

The study aimed to assess the extent of implementation of the support system in selected public elementary schools in Cainta District Cluster 3, Rizal Division, during the 2024-2025 school year. Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:
    1.1. age;
    1.2. sex;
    1.3. civil status;
    1.4. position title;
    1.5. educational attainment;
    1.6. length of service; and
    1.7. in-service trainings attended?
2. What is the extent of implementation of support system in public elementary schools as perceived by the respondents with respect to:
    2.1. learning resources;
    2.2. teaching resources; and
    2.3. professional development program?
3. Is there a significant difference on the extent of implementation of support system in public elementary schools with respect to the cited aspects in terms of their profile?
4. What is the level of performance of teachers as revealed in their Individual Performance Commitment and Review (IPCR) during the School Year 2023-2024?
5. Is there significant relationship between the extent of implementation of support system in public elementary schools and the level of work performance of teachers?

Literature Review

According to Martinot et al. (2022), fostering students' school engagement remains a key societal goal. Research indicates that students' immediate sources of social support have a significant influence on this engagement. Results showed that mothers were perceived as the strongest source of support, followed by fathers, teachers, and peers. Students in priority education areas reported greater teacher support than their more privileged counterparts. Path analysis revealed that all sources of support, except maternal support, influenced school engagement. Peer and teacher support emerged as the most influential, with direct effects on engagement among students in priority education areas, and both direct and indirect effects via school belonging among students in advantaged areas. Notably, peer support in priority education areas showed both positive and potentially negative effects on engagement. Overall, the study underscores that being perceived as a key source of support does not necessarily guarantee a positive impact on students' sense of belonging or engagement.

In addition, Li et al. (2022) mentioned that school support is of great significance to students' academic quality and overall physical and psychological development. However, there is still ambiguity in the English and Chinese studies on the concept and measurement

tools of school support. The data for this study were sourced from the literature on school support included in the China National Knowledge Network (CNKI) and Web of Science (WOS) from 2000 to 2021. A systematic literature review was conducted through the inclusion of literature and data extraction, following the PRISMA guidelines. Finally, 36 core-journal articles with high academic reference value and authority are identified, including seven in Chinese and 29 in English.

Tagadiad et al. (2024) examined the role of school support systems in shaping teachers' research competence. Findings revealed that Professional Development Opportunities obtained the highest mean score (4.48), indicating strong agreement among participants regarding its importance. While certain factors emerged as more influential in the overall support system, the study also highlighted areas needing improvement, including supportive leadership, research support structures, access to research resources and tools, adherence to research ethics and integrity, and the balance between time and workload.

In addition, Ondong (2024) noted that teachers-in-charge and principals in basic education are responsible for school operations, yet they encounter challenges in utilizing school resources. Thematic analysis was employed to identify key themes, and the cross-case method was used to identify similarities between the two cases. The common experience themes between the two cases were multitasking due to insufficient personnel and adjusting to the lack of existing facilities. The coping mechanism common to both cases was welcoming community support. Lastly, the common theme between the two cases, in terms of insights and lessons, was that fostering positive relationships is essential for building trust. The study further found that adequate funding is necessary for school heads to maintain smooth school operations. Flexibility and adaptability in addressing the school's real-time needs are paramount. Prioritizing resource allocation and implementing innovative strategies to maximize resource utilization were also highlighted as essential.

Furthermore, Saro et al. (2022) found that education is a developmental process that can be enhanced by employing a range of strategies to create engaging classes. It represents the educators' personal philosophy and ultimate aspiration. This study aimed to assess and identify the strategies, methods, and trends in teaching and learning from students' perspectives and their effectiveness in the context of the new normal in education. It was revealed that the z-computed value in the result obtained with 105.329 is greater than the z-critical value of 1.87, which resulted in the rejection of the study's hypothesis. Thus, there is a statistically significant difference in the strategies, methods, and trends of teaching in the new normal learning perspective, as observed by the study participants. Therefore, the strategies, methods, and trends in teaching lay the foundation for why and how to conduct the class, helping to set expectations for students at school and creating a shared class culture where students take more responsibility and understanding for their class participation.

Methodology

Research Design

The present study employed a descriptive survey design, using a questionnaire checklist to collect and analyze the required data. As cited by Calmorin (2020), descriptive research involves collecting data to test hypotheses or answer questions about the current status of the study's subject, aiming to gather in-depth data and information about the object by providing detailed descriptions. The purpose of descriptive research is, of course, to describe, as well as explain, or validate some sort of hypothesis or objective when it comes to a specific group of people. Descriptive research questions simply aim to describe the variables you are measuring.

Since the nature of the study involves gathering and interpreting detailed information to determine the extent of implementation of support systems in selected public elementary schools, a descriptive survey research design is deemed appropriate. Documentary analysis was also employed, as the teacher's rating, as revealed in their Individual Performance Commitment and Review (IPCR), served as the basis for their work performance.

Respondents

The respondents of the study consisted of fifty percent (50%) of the total teacher population in public elementary schools in Cainta District Cluster 3 Division of Rizal, which corresponds to 178 teachers out of 353. They were described in terms of age, sex, civil status, position title, educational attainment, length of service, and number of in-service trainings attended. The respondents were chosen using simple random sampling to ensure that every member of the population had an equal chance of being included. The choice of 50% as the sample size was based on methodological considerations. The methodological standpoint, as emphasized by Slovin's formula (1960) sampling technique, suggests that larger samples increase reliability and reduce sampling error. By selecting half of the total population, the researcher ensured that the margin of error was minimized, enhancing the accuracy of findings. In addition, the use of 50% exceeded the minimum requirements of most statistical power analyses, thereby providing sufficient cases to test for significant differences and relationships among variables.

Instrument

The questionnaire checklist is the primary instrument used for data gathering. Part I presents the profile of the respondents, including age, sex, civil status, position title, educational attainment, length of service, and in-service training attended. Part II examines the respondents' perceptions of the extent of support system implementation in terms of learning resources, teaching resources, and

professional development programs. Each aspect consists of 10 items, totaling 30 items. Moreover, another source of data was also used to determine the work performance of teachers based on their latest rating in their Individual Performance Commitment and Review (IPCR).

Procedure

The study was conducted following the Gantt Chart of Activities, encompassing all stages from the formulation of the research problem to the revision of the manuscript and the submission of the final copy. The questionnaire checklist was content-validated, and afterwards, authorization to conduct the study was obtained from the Office of the Schools Division Superintendent. The questionnaire checklist was then administered to the respondents using Google Form. The Data Privacy Act also guided the researcher.

After the retrieval, the data were encoded and processed using the Statistical Package for the Social Sciences (SPSS). Data were analyzed and interpreted based on the sub-problems. A summary of findings, conclusions, and recommendations was formulated. After the oral defense, the manuscript was revised in consideration of the comments and suggestions from the Oral Examination Committee. The manuscript was also subjected to an anti-plagiarism process at the statistical center. After finalization, hardbound copies were submitted to the Office of Graduate Studies and other relevant offices.

Ethical Considerations

The researcher explained the study to each participant and obtained informed consent before conducting the study. They were assured that the information would be used with utmost confidentiality and solely for the study.

Results and Discussion

This section presents the findings according to the study's research questions.

Profile of the Respondents in Terms of Age, Sex, Civil Status, Position, Educational Attainment, Length of Service and In-Service Trainings Attended

Table 1. *Profile of the Respondents in Terms of Selected Variables*

Profile	*Frequency*	*Percentage*	*Rank*
Age			
61 years and above	5	2.8	5
51-60 years old	29	16.3	4
41-50 years old	57	32.0	1
31-40 years old	56	31.5	2
21-30 years old	31	17.4	3
Total	178	100.0	
Sex			
Male	13	7.3	2
Female	165	92.7	1
Total	178	100.0	
Civil Status			
Single	68	38.2	2
Married	103	57.9	1
Widow/Widower	7	3.9	3
Total	178	100.0	
Position Title			
Master Teacher	11	6.2	4
Head Teacher	1	.6	5
Teacher III	27	15.2	2
Teacher II	19	10.7	3
Teacher I	120	67.4	1
Total	178	100.0	
Educational Attainment			
with Ph.D./ Ed.D units	1	.6	4
MAT/MAEd	30	16.9	3
with MAT/MAEd units	65	36.5	2
Bachelor's Degree	82	46.1	1
Total	178	100.0	
Length of Service			
26 years and above	29	16.3	3
21-25 years	15	8.4	6
16-20 years	25	14.0	4.5
11-15 years	25	14.0	4.5
6-10 years	51	28.7	1

5 years	33	18.5	2
Total	178	100.0	
In-Service Trainings Attended			
International Level	6	3.4	5
National Level	47	26.4	2
Regional Level	38	21.3	3
Division Level	19	10.7	4
District Level	68	38.2	1
Total	178	100.0	

The table reflects the distribution of respondents, showing that 32.0% are between 41 and 50 years old, while 2.8% are 61 years old and above. The majority of them are female teachers at 92.7% while 7.3% are male teachers. In terms of their civil status, most of them, at 57.9% are married, while 3.9% are widows/widowers. Additionally, regarding their position titles, 67.4% are holders of Teacher I, while 0.6% are Head Teachers. In addition, most of them are Bachelor's Degree holders at 46.1%, while 0.6% have a Ph.D./ Ed.D units. As for their length of service, 28.7% of them have been teaching for 6–10 years, and 8.4% have been teaching for 21-25 years. Likewise, 38.2% attended district-level in-service trainings, while the lowest percentage, at 3.4%, attended international-level trainings.

Extent of Implementation of Support System in Public Elementary Schools as Perceived by the Respondents with Respect to Learning Resources, Teaching Resources, and Professional Development Program

Table 2. *Computed Weighted Mean on the Extent of Implementation of Support System in Public Elementary Schools as Perceived by the Respondents with Respect to Learning Resources*

Learning Resources	*Weighted Mean*	*Verbal Interpretation*	*Rank*
1. The school has an adequate supply of learning resources (textbooks, workbooks, instructional materials) for all subjects and grade levels.	3.93	Much Implemented	6
2. Learning resources are easily accessible to all students, including those with special needs.	3.91	Much Implemented	7
3. Learning resources are up-to-date, relevant to the curriculum, and of high quality.	4.05	Much Implemented	5
4. Teachers effectively utilize learning resources in their daily instruction.	4.37	Much Implemented	2
5. Learning resources are properly maintained and stored to ensure their longevity and accessibility.	4.21	Much Implemented	4
6. The school has adequate access to technology resources (computers, internet, interactive whiteboards) for teaching and learning.	3.84	Much Implemented	9
7. Teachers effectively integrate technology into their lessons to enhance student learning.	4.39	Much Implemented	1
8. Teachers have received adequate training on the use of technology for teaching and learning.	4.24	Much Implemented	3
9. The school has a well-stocked and accessible library/learning center with a variety of resources.	3.82	Much Implemented	10
10. The school provides adequate support for the maintenance and development of the school library/learning center.	3.89	Much Implemented	8
Overall Mean	4.07	Much Implemented	

As reflected in the table, with respect to learning resources, the overall mean was 4.07, interpreted as "Much Implemented." First in rank shows that teachers effectively integrate technology into their lessons to enhance student learning, with a weighted mean of 4.39. Meanwhile, last in rank indicates that the school has a well-stocked and accessible library/learning center with a variety of resources, as evidenced by a 3.82 weighted mean.

This suggests that the support system in public elementary schools for learning resources is more widely implemented than perceived by the respondents. Teaching becomes more effective when teachers regularly use learning resources in their instruction, ensure these materials are well-maintained and accessible, and skillfully integrate technology to support student engagement and understanding. Findings imply that public elementary schools are perceived to have a well-established and functional support system concerning learning resources, which positively impacts teaching and learning.

This is in relation to the citation of Rahmat et al. (2023), which states that the learning resource serves as a support system to enhance the effectiveness and optimization of learning processes and objectives.

As shown in Table 3, with respect to teaching resources, it obtained an overall mean of 4.15, interpreted as "Much Implemented." First in rank reflects that teachers have easy access to updated curriculum guides, lesson plans, and other relevant instructional materials, with a weighted mean of 4.28. Meanwhile, the last in rank indicates that the Department of Education provides resources and support for teachers to effectively address the needs of diverse learners, including students with special needs, at a weighted mean of 3.99.

Table 3. *Computed Weighted Mean on the Extent of Implementation of Support System in Public Elementary Schools as Perceived by the Respondents with Respect to Teaching Resources*

Teaching Resources	*Weighted Mean*	*Verbal Interpretation*	*Rank*
1. Teachers have access to a variety of teaching aids (visuals, manipulatives, models) to support their instruction.	4.24	Much Implemented	2
2. Teaching aids provided by the Department of Education are of good quality and durable.	4.10	Much Implemented	8.5
3. Teaching aids are relevant to the curriculum and support student learning effectively.	4.23	Much Implemented	3
4. Teachers have easy access to updated curriculum guides, lesson plans, and other relevant instructional materials.	4.28	Much Implemented	1
5. The Department of Education provides resources and support for teachers to implement differentiated instruction.	4.12	Much Implemented	7
6. Teachers have access to and are trained on the use of instructional technology (e.g., interactive whiteboards, projectors, online resources).	4.14	Much Implemented	5
7. The Department of Education provides resources and support for teachers to effectively address the needs of diverse learners, including students with special needs.	3.99	Much Implemented	10
8. Teachers have access to well-equipped teacher resource centers with a variety of instructional materials.	4.10	Much Implemented	8.5
9. The Department of Education encourages and supports teacher research and development activities.	4.21	Much Implemented	4
10. There are mechanisms in place for teachers to provide feedback and evaluation on the quality and effectiveness of teaching resources provided by the Department of Education.	4.13	Much Implemented	6
Overall Mean	4.15	Much Implemented	

This means that the support system in public elementary schools with respect to teaching resources is more implemented than perceived by the respondents. The use of teaching aids and instructional support is evident when teachers are provided with a variety of appropriate and curriculum-aligned materials such as visuals, manipulatives, and models to enhance their instruction. It also includes having ready access to updated curriculum guides and lesson plans, which help ensure the effective delivery of lessons. Findings imply that public elementary schools are perceived to have a strong support system regarding teaching resources, which contributes positively to the quality of education. When teachers are equipped with diverse, durable, and curriculum-aligned teaching aids and have easy access to updated instructional materials, they are better able to deliver engaging and effective lessons.

This is in connection with the literature of Padillo et al. (2021), which states that professional development activities for teachers have led to mastery in instructional planning, instructional delivery, subject matter knowledge, rapport with students, and classroom management.

Table 4. *Computed Weighted Mean on the Extent of Implementation of Support System in Public Elementary Schools as Perceived by the Respondents with Respect to Professional Development Program*

Learning Resources	*Weighted Mean*	*Verbal Interpretation*	*Rank*
1. Teachers have access to a variety of professional development opportunities (workshops, seminars, trainings) offered by the Department of Education.	4.25	Much Implemented	3
2. Professional development programs are relevant to the current needs and challenges faced by teachers in their classrooms.	4.10	Much Implemented	8.5
3. Professional development programs are of high quality, engaging, and effectively delivered by qualified trainers.	4.27	Much Implemented	2
4. Professional development opportunities are accessible to all teachers, including those in remote areas.	4.30	Much Implemented	1
5. Teachers are able to effectively apply the knowledge and skills acquired from professional development in their classrooms.	4.18	Much Implemented	5
6. Teachers have access to mentorship and coaching support to assist them in implementing new teaching strategies and addressing challenges.	4.12	Much Implemented	7
7. Teachers are recognized and rewarded for their professional growth and participation in professional development activities.	4.06	Much Implemented	10
8. There are mechanisms in place for teachers to provide feedback and evaluation on the effectiveness of professional development programs.	4.10	Much Implemented	8.5
9. The Department of Education supports teacher research and innovation through professional development opportunities and funding.	4.22	Much Implemented	4
10. Professional development programs effectively utilize technology (e.g., online learning platforms, webinars) to deliver training and support to teachers.	4.16	Much Implemented	6
Overall Mean	4.18	Much Implemented	

As indicated in the table, the professional development program obtained an overall mean of 4.18, interpreted as "Much Implemented." First in rank reflects that professional development opportunities are accessible to all teachers, including those in remote areas, with a weighted mean of 4.30. Meanwhile, the last in rank indicates that teachers are recognized and rewarded for their professional growth and participation in professional development activities, with a weighted mean of 4.06.

This means that the support system in public elementary schools for professional development programs is more implemented than perceived by the respondents. When teachers are regularly given access to a wide range of high-quality, engaging professional development opportunities, such as workshops, seminars, and training sessions led by competent facilitators, they are more likely to benefit from them. This implies that public elementary schools are perceived to have a well-established and functional support system for professional development, which enhances the capacity and effectiveness of teachers. When teachers are regularly provided with relevant, high-quality, and accessible training opportunities, especially those aligned with classroom realities, they are better equipped to improve their instructional practices. The availability of mentorship, recognition for professional growth, and opportunities for feedback further motivates teachers to engage in continuous learning.

This is in connection with the citation of Tagadiad et al. (2024), which states that Professional Development Opportunities received the highest mean score (4.48), indicating strong agreement among participants.

Significant Difference on the Extent of Implementation of Support System in Public Elementary Schools with Respect to the Cited Aspects in Terms of Their Profile

Table 5. *Significant Difference on the Extent of Implementation of Support System in Public Elementary Schools with Respect to the Cited Aspects in Terms of Their Profile*

Profile	*f-value*	*p-value*	*Decision*	*Verbal Interpretation*
Age				
Learning Resources	.279	.891	Accepted	Not Significant
Teaching Resources	.374	.827	Accepted	Not Significant
Professional Development Program	.516	.724	Accepted	Not Significant
Sex				
Learning Resources	7.533	.007	Rejected	Significant
Teaching Resources	11.214	.001	Rejected	Significant
Professional Development Program	12.146	.001	Rejected	Significant
Civil Status				
Learning Resources	2.301	.059	Accepted	Not Significant
Teaching Resources	2.448	.089	Accepted	Not Significant
Professional Development Program	2.685	.071	Accepted	Not Significant
Position Title				
Learning Resources	1.130	.344	Accepted	Not Significant
Teaching Resources	.899	.466	Accepted	Not Significant
Professional Development Program	1.246	.293	Accepted	Not Significant
Educational Attainment				
Learning Resources	.642	.589	Accepted	Not Significant
Teaching Resources	.611	.608	Accepted	Not Significant
Professional Development Program	.607	.612	Accepted	Not Significant
Length of Service				
Learning Resources	1.328	.254	Accepted	Not Significant
Teaching Resources	1.711	.134	Accepted	Not Significant
Professional Development Program	1.551	.177	Accepted	Not Significant
In-Service Trainings Attended				
Learning Resources	.408	.802	Accepted	Not Significant
Teaching Resources	.211	.932	Accepted	Not Significant
Professional Development Program	.297	.880	Accepted	Not Significant

The table illustrates that with respect to the different aspects for teachers' perception on the extent of implementation of support system in public elementary schools, the probability values in terms of age, civil status, position title, educational attainment, length of service, and in-service trainings attended, are greater than the .05 level of significance. This fails to reject the null hypothesis, indicating that there is no significant difference in the extent of support system implementation in public elementary schools with respect to learning resources, teaching resources, and professional development programs, as per the cited profile. However, when it comes to sex in all aspects, the p-value is lower than the 0.05 level of significance; thus, the null hypothesis is rejected.

Findings indicate that there is no significant difference in the extent of implementation of support systems in public elementary schools with respect to learning resources, teaching resources, and professional development programs in terms of their age, civil status, position title, educational attainment, length of service, and in-service training attended. However, when they are grouped by sex, a significant difference is observed.

This implies the support system is implemented in a uniform manner across schools, regardless of a teacher's demographic or professional background. On the other hand, sex is somewhat of a predictor because male and female teachers can have different experiences, roles, or access to resources within the school setting. Gender-related expectations, work responsibilities, and participation in professional development opportunities may vary between male and female teachers, which can influence how they perceive the effectiveness and fairness of the support system.

This is somewhat related to the study conducted by Dela Cruz et al. (2020), which found no significant difference in the reported levels of readiness among the respondents. Various components from the results were considered for determining the tools and features of the learning management system.

Level of Performance of Teachers as Revealed in Their Individual Performance Commitment and Review (IPCR) During the School Year 2023-2024

Table 6. *Level of Performance of Teachers as Revealed in Their Individual Performance Commitment and Review (IPCR) During the School Year 2023-2024*

Adjectival Rating	*Numerical Point*	*Frequency*	*Percent*	*Rank*
Outstanding	4.51 – 5.00	41	23.0	2
Very Satisfactory	3.51 – 4.50	137	77.0	1
Satisfactory	2.51 - 3.50	-	-	-
Unsatisfactory	1.51 - 2.50	-	-	-
Poor	1.50 and below	-	-	-
	Total	178	100.0	
	Highest Rating		4.77	
	Lowest Rating		3.99	
	Mean Rating		4.359 (VS)	
	Standard Deviation		.2805	

The table reveals that most teachers have a Very Satisfactory performance at 77.0%, while 23.0% have an Outstanding performance. The majority of the teachers have attained very satisfactory performance ratings in their latest faculty appraisal evaluation.

The mean rating obtained is 4.359 with a standard deviation of .2805. This provides information about the variability of the ratings around the mean. A smaller standard deviation indicates that the ratings tend to be closer to the mean, suggesting less variability in responses. This result indicates that teachers are performing very satisfactorily. The availability of quality learning resources, such as textbooks, instructional materials, and technology tools, enables teachers to deliver lessons more effectively and cater to the diverse needs of students.

Findings suggest that a robust and effectively implemented support system may contribute to enhanced teacher performance. When teachers are supported with the right tools and have access to continuous learning opportunities through professional development, they become more confident, motivated, and capable of addressing various instructional challenges. This results in higher levels of job satisfaction, professional growth, and ultimately, better learning outcomes for students. Therefore, sustaining and strengthening these support systems is essential for maintaining and further enhancing the quality of education in public elementary schools.

The findings relate to the study by Saro et al. (2022), which suggests that education is a developmental process that can be enhanced by employing a range of strategies to create engaging classes. This aligns with educators' personal philosophy and ultimate aspiration.

Significant Relationship Between the Extent of Implementation of Support Systems in Public Elementary Schools and the Level of Work Performance of Teachers

Table 7. *Significant Relationship Between the Extent of Implementation of Support System in Public Elementary Schools and the Level of Work Performance of Teachers*

Variables		*r-value*	*p-value*	*Ho*	*Verbal Interpretation*
Level of Work Performance	Learning Resources	.872	.000	Rejected	Significant
	Teaching Resources	.842	.000	Rejected	Significant
	Professional Development Program	.843	.000	Rejected	Significant

The table reflects that the p-values for the relationship between the extent of implementation of support systems in public elementary schools and learning resources, teaching resources, and professional development programs, and their level of work performance, are all lower than 0.05; thus, the null hypothesis is rejected. It can be concluded that there is a significant relationship between the extent of support system implementation in public elementary schools and the level of work performance of teachers.

Findings reveal that teachers' perceptions of the extent of support system implementation in public elementary schools, with respect to learning resources, teaching resources, and professional development programs, are related to their work performance. When teachers perceive that they are well-supported through adequate and accessible instructional materials, relevant teaching aids, and ongoing professional development opportunities, they are more likely to feel confident, motivated, and capable in fulfilling their teaching responsibilities. These perceptions shape their attitudes and commitment to teaching, leading to more effective lesson delivery,

improved classroom management, and enhanced student engagement.

Findings imply that improving teachers' access to and perception of support systems can have a direct impact on the overall quality of teaching and learning. When support is perceived as strong and consistent, teachers are more likely to perform at a high level, which in turn benefits pupils and contributes to the success of the school. Thus, there is a need to prioritize not only the actual implementation of support systems but also to ensure that teachers are aware of, trained in, and involved in using these resources. This finding is in relation to the study by Baria and Gomez (2022), which revealed a very high, positive, and significant correlation coefficient between the variables of this study, indicating a strong relationship between social support and student learning and development.

Conclusions

Based on the study's findings, the conclusion was that teachers' age, civil status, position title, educational attainment, length of service, and in-service training attended are not predictors of their perception of the implementation of the support system in public elementary schools. However, sex is a predictor. The implementation of support systems in public elementary schools, including learning resources, teaching resources, and professional development programs, is related to teachers' work performance.

In light of the findings, the following recommendations are hereby offered: School administrators may continue the current implementation of learning resources, teaching resources, and professional development programs, ensuring they remain relevant, high-quality, and accessible to all teachers. School administrators may consider identifying the specific needs and experiences of male and female teachers to address the observed significant difference in perception based on sex. School administrators may conduct training and follow-up sessions to ensure that all teachers are fully aware of the available support systems and are encouraged to utilize them effectively in their teaching practices. School administrators may develop recognition programs that acknowledge teachers who effectively apply learning resources, teaching tools, and professional development in their classroom, further motivating excellence and innovation in teaching. Teachers may attend various training opportunities tailored to their levels of experience, content areas, and teaching contexts, ensuring relevance and applicability to their classroom realities. Teachers may establish peer mentoring, learning action cells (LACs), and professional learning communities (PLCs) to help them share best practices and improve their work performance using the provided support systems. The proposed action plan is recommended for implementation. Conducting similar studies in this area using other variables is possible.

References

Baria, K. & Gomez, D. (2022). Influence of Social Support to Student Learning and Development. International Journal of Research Studies in Education.

Calmorin, L. (2020). Methods in Research. Manila: Lorimar Publishing House.

Dela Cruz, J. et al. (2020). E-Readiness for Learning Management Systems of a Higher Education Institution. Bicol State College of Applied Sciences and Technology, Philippines.

Li, J. et al. (2022). Analysis of School Support: Systematic Literature Review of Core Chinese- and English-language Journals Published in 2000–2021. Department of Education Management, Chinese International College, Dhurakij Pundit University, Bangkok, Thailand.

Martinot, D. et al. (2022). Peers and Teachers as the Best Source of Social Support for School Engagement for both Advantaged and Priority Education Area Students. Frontiers Psychology.

Ondong, J. (2024). Utilization of School Resources in Basic Education: A Multiple Case Study. Psychology and Education: A Multidisciplinary Journal, Volume: 16 (Issue 10).

Padillo, G. et al. (2021). Professional Development Activities and Teacher Performance. International Journal of Education and Practice.

Rahmat, S. et al. (2023). The Importance of Developing Learning Resource Centers to Improve the Quality of Learning in Remote, Disadvantaged, Leading Areas. Advances in Social Science, Education and Humanities Research.

Saro, J. et al. (2022). New Normal Education: Strategies, Methods, and Trends of Teaching-Learning on Students' Perspectives and Its Effectiveness. Prosperidad National High School.

Tagadiad, J. et al. (2024). An Assessment of School Support Systems Shaping Teachers' Research Competence. Applied Research and Innovation (ARI), Volume 2 (Issue 1).

Affiliations and Corresponding Information

Lamberto B. Elomina
Cainta Elementary School
Department of Education – Philippines