Perceived organizational support, psychological empowerment, and job satisfaction as key predictors of public school teacher performance

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ARTICLE INFO

ABSTRACT

This study examines the levels and predictive effects of perceived organizational support, psychological empowerment, and job satisfaction on teachers' work performance, highlighting the important role of teachers in school success. A mixed-methods sequential explanatory design was used, involving 201 randomly selected public school teachers from three large local schools in the quantitative phase and seven purposively selected teachers in the qualitative phase. Data were collected through a validated and reliable questionnaire and semi-structured interviews. Quantitative data were analyzed using mean, standard deviation, and multiple regression, while qualitative data were analyzed using a six-phase thematic approach. Trustworthiness was ensured through member checking, careful sampling, code–recode procedures, thick description, data saturation, prolonged engagement, and data auditing. The findings showed that teachers had moderate levels of perceived organizational support, psychological empowerment, job satisfaction, and work performance, indicating a need for improvement in these areas to achieve higher performance. Perceived organizational support, psychological empowerment, and job satisfaction were significant predictors of teachers' work performance. These results suggest that school policies and practices should focus on strengthening these factors to enhance teachers' performance.

1. Introduction

The central figure in the whole educational system is the teacher. The success or failure of educational initiatives heavily depends on their ability to carry out the teaching and learning process, facilitate classroom management in the learning environment, take part in curriculum development and improvement, and foster professional development (Alek et al., 2021; Stronge et al., 2011). On this ground, teachers' performance is adequately assessed using the appropriate performance management system to ensure that they effectively deliver high-quality instruction. The DepEd Order No. 2 series 2015 set the guidelines for establishing and implementing a Result-Based Performance Management System (RPMS). This is a systematic mechanism for managing, monitoring, and measuring performance, as well as identifying organizational and human resource needs to support ongoing improvements in employment and personal development.

While the system is focused on evaluating the teachers' performance, some critical components driving it appear to be missing. Recently, Filipino teachers decried the lack of support, empowerment, and satisfaction (Frianeza et al., 2024). In the current paper, these elements are initially considered potentially influencing teachers' job performance. This is premised on the paper of Maan et al. (2020), which offered a complex analysis to establish the strong causal connections between the employees' perceived organizational support, psychological empowerment, job satisfaction, and performance.

Derived from Eisenberger and Rhoades' organizational support theory, it is generally perceived that employees perform better when the organization provides them with rewards and looks after their welfare (Eisenberger et al., 1986). In relation to this, Kurt and Duyar's study (2023) found that the Perceived Organizational Support (POS) significantly increased job satisfaction and work performance both directly and indirectly using

structural equation modeling with 397 participants. According to the findings, teachers are more content in their positions when they perceive that their organizations are supporting them, which improves performance and organizational efficacy.

Meanwhile, psychological empowerment (Ochoa Pacheco et al., 2023; Juyumaya, 2022; Gong et al., 2020; Khany and Tazik, 2016) and job satisfaction (Pinheiro and Palma-Moreira, 2025) also constantly emerge as important predictors of enhanced work performance, both in individual and meta-analytic evidence. Ling et al. (2019) found that these two have been shown to considerably boost organizational commitment among employees in Malaysian small and medium enterprises. Highly psychologically empowered teachers have more confidence in their capacity to perform their duties effectively, are more self-assured in their teaching abilities, feel more autonomy to do their work, can think innovatively and produce novel ideas, and believe that they can create a positive change in the institution (Kõiv et al., 2019).

Also, it is critical to consider the relationship between job satisfaction and work performance when analyzing organizational behavior (Lannoo and Verhofstadt, 2016). This is so because highly satisfied workers would perform better than their dissatisfied co-workers. Job satisfaction has been identified as significantly linked to an increased rate of commitment and productivity, and satisfied teachers can be more resilient and committed than their unsatisfied counterparts (Yuen et al., 2018).

The researchers believed that perceived organizational support, job satisfaction, and psychological empowerment are important aspects that affect how well teachers perform at work. When teachers perceive high levels of support, feel empowered in their responsibilities, and experience job satisfaction, they are more likely to be motivated, engaged, and devoted to their work, eventually leading to greater performance outcomes.

The study aimed to gather quantitative and qualitative data that are descriptive of the levels and relationships between organizational support, psychological empowerment, job satisfaction, and work performance of PSTs in secondary schools in a specific Schools Division in Negros Occidental. The qualitative questions focused on the descriptions and perceptions of these teachers of organizational support, psychological empowerment, job satisfaction, and how they affect their work performance. Fig. 1 presents the study's conceptual paradigm.
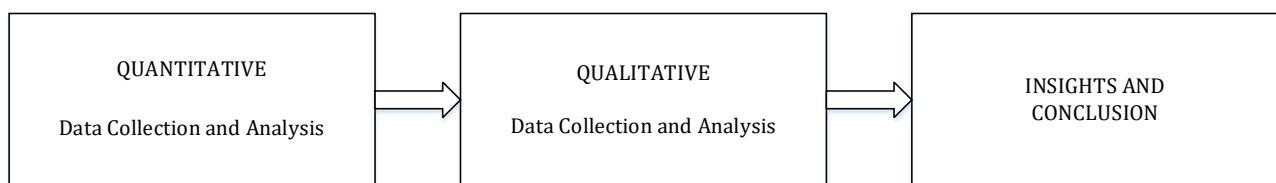

Fig. 1: Paradigm of the study

2. Materials and methods

The paper adopted a mixed-methods sequential explanatory design. The intricacies of determining the levels of organizational support, psychological empowerment, job satisfaction, and work performance, and establishing if organizational support, psychological empowerment, and job satisfaction can predict work performance, necessitate a combined method of data analysis employing quantitative and qualitative approaches. The integration of these two phases led to the formulation of comprehensive insights and conclusions, offering a well-rounded understanding of the research problem.

The study involved 201 PSTs in three large secondary schools in the Schools Division in northern Negros Occidental who have been involved in K12 teaching. The respondents for the quantitative phase were selected using the stratified random sampling method to ensure the equitable distribution of respondents representing the three schools in the locale. On the other hand, the researchers developed suitable inclusion-exclusion criteria to choose the seven participants for the qualitative phase purposively.

The survey instruments utilized in this study were created using well-established instruments from earlier research. Eisenberger et al.'s (1986) study served as the basis for the instrument used to measure perceived organizational support, while Spreitzer's (1995) scale served as the basis for the measure of psychological empowerment. Existing, proven frameworks were also used in the construction of the job satisfaction measure. To make scoring easier and to fit the unique setting of the current study, a number of items were reworded and altered. Selected items from these instruments were reworded and altered to improve scoring clarity and to fit the unique setting of the current investigation. The questionnaires were content validated using the Lawshe criteria and tested for internal consistency by applying Cronbach's alpha formula.

On the other hand, the public school teacher's work performance was determined using the scores obtained in the completed IPCRF (Individual Performance Commitment and Review Form). To proceed with the qualitative phase, individual interviews with the participants were used to collect descriptive data relevant to the study's main purpose.

Mean and standard deviation were utilized for the quantitative descriptive analyses of data. The multiple regression analysis was applied to test the correlation and determine the predictive value of organizational support, psychological empowerment, and job satisfaction on the teachers' work performance. Based on the preliminary quantitative findings, the researchers developed interview questions to proceed with the qualitative data collection. The researchers strictly observed protocols and ethics during the interview. Member checks, careful participant selection, code-recode method, thick description, data saturation, sustained engagement, data checking, and audit were used to ensure the rigors of qualitative findings. The descriptive qualitative information was analyzed using the six-phase analysis proposed by Braun and Clarke (2006).

3. Results and discussions

3.1. Quantitative findings

3.1.1. Perceived organizational support, psychological empowerment, job satisfaction, and work performance of PSTs

Table 1 indicates that PSTs showed a moderate level of perceived organizational support (M = 2.87, SD = 0.59), reflecting that they feel somewhat supported by their institutions, though improvements are required. Their sense of psychological empowerment was also moderate (M = 3.32, SD = 0.50), suggesting they experience a fair degree of autonomy and competence. In terms of job satisfaction, the mean was 2.51 (SD = 0.73), which is the lowest among the variables and points to mixed experiences, with some PSTs feeling satisfied, while others are not. Despite these moderate results, their work performance was rated high (M = 3.76, SD = 0.38), indicating consistently strong outputs across respondents, likely driven by personal motivation and dedication rather than institutional factors.

POS, psychological empowerment, and job satisfaction among Filipino teachers are generally reported at moderate levels. POS, defined as teachers' beliefs about how much their institution values their contributions and cares for their well-being, is shaped by structural realities such as limited resources and administrative constraints. Yan and Dai (2025) noted that teachers in underdeveloped areas face particular challenges, including scarce professional development opportunities and inadequate institutional resources, which moderate their perceptions of organizational support.

Psychological empowerment also emerges at moderate levels, reflecting teachers' sense of autonomy and their capacity to affect work-related outcomes. Wu et al. (2025) emphasized that social support sustains motivation, while Ha et al. (2025) identified autonomy as a critical dimension of empowerment. However, empowerment may not always be strongly experienced in schools where systematic limitations reduce teachers' decision-making power. This suggests that empowerment among Filipino teachers depends not only on individual agency but on institutional structures within which they work.

Similarly, job satisfaction remains moderate, shaped by both supportive and constraining conditions. Zaimoğlu and Dağtaş (2025) found that satisfaction is closely tied to psychological well-being, with supportive environments fostering greater fulfillment. Also, it is highlighted that large class sizes, heavy workloads, and resource inadequacies-characteristics of many Philippine public schools can contribute to stress and potential burnout. Even when organizational support is present, these structural challenges limit teachers' ability to experience high levels of job satisfaction consistently.

On the other hand, Filipino teachers can still sustain strong work performance despite only moderate levels of POS, empowerment, and job satisfaction (Aulia et al., 2022; Liu et al., 2023). This demonstrates that cultural factors, organizational values, and professional commitment may compensate for systemic limitations. By showing how motivation and well-being operate in resource-constrained environments marked by high student-teacher ratios and uneven administrative support, the Philippine case enriches global theories of organizational behavior. It highlights the need to consider how constructs such as POS, empowerment, and job satisfaction function in under-resourced educational settings, thereby broadening the applicability of existing frameworks across diverse contexts.

3.1.2. Organizational support, psychological empowerment, and job satisfaction are significant predictors of work performance

Table 2 displays the results of a multiple regression analysis that looks at perceived organizational support (POS), psychological empowerment (PE), and job satisfaction (JS) as factors that affect the work performance of PSTs.

The results show a multiple correlation coefficient of R = 0.672, which means that the combined predictors and work performance are strongly related. The model accounted for 45.2% of the performance variance (R^2 = 0.452; adjusted R^2 = 0.447). The 95% confidence interval for R^2 (0.379–0.516) confirms the accuracy of this value. The model yielded a significant effect size (f^2 = 0.824) and high statistical power (> 0.99), indicating sufficient sensitivity to detect effects. The estimate's standard error was 0.281, which is another sign that the model fits well. The regression was statistically significant (F = 53.878, $p < 0.001$), which means that the predictors, when looked at as a whole, make a big difference in how well teachers do their jobs.

These findings demonstrate that organizational support, psychological empowerment, and job

satisfaction significantly contribute to the job performance of teachers. The high effect size and strong statistical power suggest that these relationships do not occur by chance, but rather that they reflect long-term trends in the data. Importantly, the findings indicate that the presence of institutional and psychological variables, such as the existence of support systems, the extent of freedom that teachers possess, and their satisfaction with their position, play vital roles in retaining and enhancing the professional performance of PSTs. These issues should be addressed to make both teachers more effective and enhance the quality of education in general.

Table 1: Perceived organizational support, psychological empowerment, job satisfaction, and work performance of PSTs

	Mean	Interpretation	SD
Perceived organizational support	2.87	Moderate	0.59
Psychological empowerment	3.32	Moderate	0.50
Job satisfaction	2.51	Moderate	0.73
Work performance	3.76	High	0.38

1.00-1.49: Very low; 1.50-2.49: Low; 2.50-3.49: Moderate; 3.50-4.49: High; 4.50-5.00: Very high; SD: Standard deviation

Table 2: Model summary of multiple regression analysis of perceived organizational support, psychological empowerment, and job satisfaction as predictors of work performance of PSTs

Model	Predictors	R	R^2	Adjusted R^2	Standard error	95% CI for R^2	Effect size (f^2)	Statistical power	F	Sig. (p)
1	POS, PE, JS	0.672	0.452	0.447	0.281	0.379 – 0.516	0.824	> 0.99	53.878	< 0.001

The regression model in Table 3 is statistically significant as indicated by the regression sum of squares (12.691) and the residual sum of squares (15.468). This gives us an F-value of 53.878 and a p-value of less than 0.001, which means that the whole model does a much better job of predicting task performance than random chance. There were three predictors and 197 residual degrees of freedom. The regression mean square was 4.230, which was remarkably higher than the residual mean square of 0.079. This shows how strong the combined effect of the predictors was.

The results validate that the interplay of perceived organizational support, psychological empowerment, and job satisfaction substantially elucidates the variability in teachers' work performance. The statistical significance of the model shows that these factors together have a big effect on improving teacher work performance. School leaders and policymakers must acknowledge the clear interplay between organizational and psychological factors, as their convergence influences a significant difference in the teacher's work performance.

Table 3: ANOVA results of multiple regression analysis of perceived organizational support, psychological empowerment, and job satisfaction as predictors of work performance of PSTs

Source	Sum of squares	df	Mean square	F	Sig. (p)
Regression	12.691	3	4.230	53.878	< 0.001
Residual	15.468	197	0.079		
Total	28.159	200			

Table 4 presents the distinct contributions of each predictor. POS (B = 0.402, p < 0.001), Psychological Empowerment (B = 0.286, p < 0.001), and Job Satisfaction (B = 0.318, p < 0.001) significantly and positively predict Work Performance, suggesting that increased levels of each factor correlate with enhanced teachers' Work Performance.

Prior research highlights that recognition, resource availability, and administrative backing significantly boost motivation and performance, particularly in hierarchical and resource-constrained settings (Ahmad and Oranye, 2010; Wong and Laschinger, 2013). Participants' thoughts validated this finding, demonstrating that even symbolic gestures of support hold motivating value; yet, sustained performance requires institutionalized systems of recognition and resource distribution.

Likewise, psychological empowerment surfaced as a significant predictor (B = 0.286, t = 5.958, p < 0.001), supporting studies that link empowerment to increased engagement, innovation, and job satisfaction (Mathew and Nair, 2021; Sun, 2016).

Teachers who felt trusted to make decisions and confident in their competence reported higher initiative and creativity in their classrooms (Javed et al., 2014). The results show that encouraging self-determination and independence in schools is very important for making teachers do better.

Job satisfaction also had a big effect (B = 0.318, t = 5.129, p < 0.001). In line with prior studies, satisfaction from collegial relationships, acknowledgment, and authentic enjoyment of teaching were significantly correlated with performance outcomes. Participant testimonies underscored that social support and recognition bolstered their intrinsic motivation, thereby maintaining performance despite systemic challenges.

The combined quantitative and qualitative results focus on the interdependence of organizational, psychological, and relationship factors affecting teacher performance. The Filipino teachers are highly resilient, though they perform better when schools provide favorable working conditions, promote empowerment, and enhance job

satisfaction. The findings propose an all-encompassing method to educational administration and policy that balances resource support with opportunities for liberty and recognition. The reinforcement of such areas keeps the teachers committed, helps the students to perform better, and raises the standards of education over time.

Table 4: Regression coefficients of perceived organizational support, psychological empowerment, and job satisfaction as predictors of work performance of PSTs

Predictor	B	Standard error	Beta	t	Sig. (p)
Constant	4.312	0.112	–	38.464	< 0.001
Perceived organizational support	0.402	0.056	0.354	7.179	< 0.001
Psychological empowerment	0.286	0.048	0.275	5.958	< 0.001
Job satisfaction	0.318	0.062	0.272	5.129	< 0.001

3.2. Qualitative findings

3.2.1. Perceived appreciation amid insufficient organizational support

The PSTs registered a moderate level of perceived organizational support. While they felt they were valued, they were insufficiently supported. A public school teacher remarked, "Our contributions are important to the school's objectives; however, at times, it seems our diligence is not appreciated." This reflects the gap between expressed appreciation and actual institutional support. In the Philippine context, gratitude and recognition are culturally significant but cannot replace concrete organizational assistance. Eisenberger et al. (1986) and Fetriah and Herminingsih (2023) stressed that recognition is most important when it is followed by action, which means that symbolic gestures need to be turned into real help.

While teachers believed they played a significant role in achieving organizational objectives, some of their motivational needs and access to essential resources remained unmet. Although they made considerable efforts to meet expectations, their energy sometimes diminished due to insufficient institutional support. A public school teacher remarked, "We exert our utmost effort, yet occasionally our energy diminishes due to insufficient support," illustrating how limited resources can contribute to feelings of being under-supported. It is also discovered that teachers could lack enthusiasm in their work if their institution does not provide adequate assistance. In the Philippines, where schools often rely on teachers' personal initiative to fill resource gaps, this lack of support could make the culture of overwork and professional fatigue even stronger.

The organization's assistance in financing teachers' and students' activities was also reported to be insufficient. A public school teacher noted, "We utilize our personal finances to facilitate school projects." This indicates the presence of a fundamental deficiency in educational financing. Parallel situations exist in other under-resourced systems (Wang, 2024). Conversely, the Philippine context is unique in how personal sacrifice is integrated with teachers' professional identity. People typically praise teachers' resilience, but it makes them question fairness and sustainability because teachers have to dip into their limited resources and pay for things that schools should pay for.

Teachers reported sacrificing time for rest and family life in order to cope with excessive demands. They indicated that increasing expectations were not matched by adequate support. A public school teacher shared, "We commonly sacrifice time with our families due to excessive workloads and insufficient support personnel." This illustrates the detrimental effects of systemic inefficiencies on individual well-being. Sudibjo and Manihuruk (2022) asserted that organizational support profoundly influences teacher well-being, especially through workload management. The border between professional tiredness and personal fatigue is quite evident in the Philippines, where instructors often have to do both administrative work and teach.

Teachers reported that expectations placed upon them were substantial, while organizational support remained limited. A public school teacher remarked, "It appears we are expected to provide more while receiving less in return." This perception reflects broader concerns regarding compensation inequities and increasing responsibilities, which existing research has linked to teacher burnout and turnover (Ford et al., 2019; Atuahene et al., 2024). In the Philippines, teachers are expected to be community workers as well, which makes low pay a financial and social burden.

The meager support, the inaction of the institution, and the heavy workloads made the PSTs feel under-supported.

It appears that the teachers do not receive sufficient institutional support despite being considered word of mouth. This forms an important theoretical breakthrough in the study of the perceived organizational support in a Filipino setting. Symbolic recognition has cultural value, and it becomes less effective when it is paid in place of material investment. Praise is accompanied by structural support in richer locales. Yet, Filipino educators usually view praise as a more provisional solution that does not actually address the underlying issues of money and resource scarcity.

These findings demonstrate that three aspects-fair pay, fair distribution of resources, and a more sensible workload-need to be changed on the systemic level. By taking care of these areas, the teachers would not only feel supported by their school, but it would also make them feel less tired

and allow students to learn better. In order to extract maximum commitment and performance from Filipino teachers, symbolic recognition should be supported by genuine institutional provisions.

3.2.2. The PSTs' plea–give us more power

The PSTs demonstrated a moderate level of psychological empowerment, indicating that empowerment remained below the ideal level. Teachers expressed that they highly valued their work. A public school teacher stated, "I enjoy teaching since it is my source of income. I hold it in high regard." This suggests that having a clear sense of purpose can help individuals persevere when faced with challenges. This is supported by Spreitzer's (1995) study, which stated that individuals are more engaged when they have a job that matters.

However, although teachers believed they could contribute meaningfully to school operations, they were seldom included in decision-making processes. A public school teacher stated, "We believe we may impact school operations, yet we are rarely included in the decision-making process." This illustrates the distinction between individual proficiency and organizational acknowledgment. Competence increases self-efficacy (Thomas and Velthouse, 1990; Sudibjo and Manihuruk, 2022), but it does not guarantee empowerment if educators lack opportunities to exercise influence. This contradiction is especially strong in the Philippines, where bureaucratic rules and a centralized government often make individual knowledge less important. Many teachers don't have much freedom. A public school teacher noted that only a select few are granted decision-making authority, while others are expected to follow instructions. This observation indicates that decision-making power is not evenly distributed within the organization. In a system where seniority and personal ties can outweigh merit (Wang, 2024), younger or less connected teachers generally have little input in how schools are operated. This not only stops growth, but it could also make people dependent on others instead of giving them control.

Participants emphasized that the agency should give greater attention to psychological empowerment, as it is a critical component of teachers' welfare. A public school teacher stated, "If the agency offered fair treatment, salary increases, and professional development programs, we would feel more empowered as educators." This perspective highlights that resilience is not solely an individual trait but is strengthened when institutions provide equitable opportunities and adequate resources. Resilience is more likely to develop in supportive work environments. Equal empowerment, raising their salaries, providing them with excellent professional development, and paying attention to their priorities would help them feel more empowered and confident in their roles as educators.

Overall, the findings show that psychological empowerment of Filipino teachers exists, but it is limited. They value their work and trust their talents, yet the organizational issues, such as hierarchical rule, inequality of powers, and institutional failures, prevent them from realizing the full empowerment. This contributes to the literature as it demonstrates that empowerment in the Philippines can be conditional, i.e., cultural perception of teaching and the structure of the organization.

To enhance psychological empowerment, the reforms should be directed at increased involvement of more teachers in making decisions, ensuring that power distribution is equitable, and providing teachers with meaningful professional growth opportunities. Such measures would not only make teachers happier and more resilient but also result in the improvement of educational outcomes. To get the most out of the teaching profession, it's important to connect teachers' skills with real support from their schools.

3.2.3. The PSTs' job satisfaction-hitting the borderline

The PSTs described their job satisfaction as marginal in relation to compensation, advancement, supervision, benefits, incentives, operational procedures, workplace relationships, assigned tasks, and communication. A public school teacher noted, "Compensation is inadequate, and benefits are limited; however, we continue to teach because it matters to the students." This perspective illustrates how teachers prioritize students' needs despite financial constraints. Existing research consistently indicates that inadequate compensation is a significant factor contributing to teacher dissatisfaction and attrition (de Oca and Malaga, 2025). In the Philippines, rising living costs make the problem even more urgent because salaries often don't cover basic needs. Teachers were under pressure and were hindered from feeling highly satisfied with their jobs due to the complex system for merit and promotion, convoluted operational procedures, restricted communication channels, stern monitoring, and overloaded tasks.

Balancing work responsibilities is another factor influencing job satisfaction. A public school teacher stated, "Managing time for both classroom instruction and administrative duties is challenging, yet we strive to handle everything well." This reflection highlights the difficulty of balancing teaching responsibilities with administrative demands. Evidence from international studies further indicates that excessive workloads contribute to stress, burnout, and reduced performance. In the Philippines, big class sizes and a lot of assignments that aren't for teaching make this stress worse, which means that many teachers are stretched too thin.

Another aspect of teachers' work that educational managers should consider is the workplace environment, as it directly influences teachers'

welfare and job satisfaction and, in turn, their work efficiency. A public school teacher shared, "Some colleagues and supervisors are supportive, while others complicate matters, but we try to preserve harmony." This illustrates the complex nature of interpersonal relationships within schools. Strong collegial ties can help reduce stress and promote teamwork, whereas weak collaboration or ineffective leadership can further undermine teachers' well-being and satisfaction. The study by Njuguna et al. (2023) highlighted the significance of collegiality and administrative support as pivotal to teacher morale.

Passion helps teachers persevere through challenging circumstances. A public school teacher expressed, "I am passionate about teaching and enjoy working with children. This sustains my motivation despite the obstacles." However, the relatively low level of job satisfaction indicates that intrinsic motivation alone is insufficient to address underlying structural problems. Research further suggests that while intrinsic motivation is essential, it cannot adequately support educators when they are confronted with systemic obstacles. Bagdžiūnienė et al. (2022) demonstrated that poor leadership, bureaucratic systems, and low professional status weaken morale even for highly motivated teachers. Nguyen et al. (2020) also found that attrition is driven by insufficient resources, policy pressures, and a lack of recognition despite teachers' personal commitment. As a whole, these studies emphasize how crucial structural changes are to maintaining teacher retention and motivation.

There is a necessity to address internal and external factors so that teachers can be more satisfied at work. Their passion motivates them to be devoted. However, changes to pay, workload distribution, and supportive environment are needed to fuel teachers' dedication.

3.2.4. The PSTs' work performance-an intimation of passion and commitment

The PSTs in this study showed excellent work performance, while their perceptions of organizational support, psychological emancipation, and job satisfaction bordered on the average level. The PSTs in this study may have seen their motivation wane due to troubles with poor income and few benefits, which were made worse by issues with classroom management, social relationships, and complying with standards. Yet, they decided to withstand the difficulties and distinguish between the positive and negative aspects of teaching. The teachers kept their dedication to teaching and demonstrated a very satisfying work performance by tackling these challenges head-on. A public school teacher shared, "Despite large class sizes, I strive to maintain classroom order and ensure the participation of every student." This reflects the strong commitment teachers demonstrate in fostering inclusive learning environments. The same teacher further noted, "I strive to keep students

motivated and actively involved, despite the challenges." This highlights the relational dimension of teaching, where educators view their role as extending beyond content delivery to motivating learners and building meaningful connections that support student success.

Filipino teachers are widely recognized for prioritizing the needs and interests of their pupils above their own. Despite challenging circumstances, their persistence and commitment to making a meaningful difference in students' lives remain evident. A public school teacher shared, "I exert effort in creating and carrying out engaging lessons that address the needs of the learners." This reflects the importance of designing instruction that is both meaningful and responsive. Existing research underscores that addressing learners' needs and fostering constructive teacher–student interactions are essential for sustaining motivation and facilitating deeper learning.

The findings reveal the amount of work that Filipino teachers do, although they also raise critical questions concerning their sustainability. Teachers are committed to this system and are willing to make individual sacrifices, yet it is not a long-term solution. To transform this commitment into long-term professional achievement rather than burnout, systematic issues such as overcrowded classes, scarcity of resources, and institutional under-support must be addressed. The results highlight the merits and weaknesses of the Philippine state school. On the one hand, resilience is what helps to maintain the short-term levels; on the other hand, real progress is impossible without the changes that will help to align the motivation of teachers with the resources and support they should have.

4. Conclusions and recommendations

The PSTs' perceived organizational support reveals their subjective opinions or perceptions of how much the organization values their contributions, cares about their well-being, and supports their overall professional objectives and needs. This foundation is built on the premise that teachers form opinions about how supportive the organization is based on their interactions, experiences, and observations at work. Both concrete and intangible types of support are included, such as fair treatment, awards and recognition, opportunities for learning and advancement, work-life balance, job security, supervisor assistance, and general organizational policies and procedures.

Organizations can help employees feel supported by implementing fair and transparent policies, offering career advancement opportunities, recognizing and rewarding employee contributions, encouraging work-life balance, maintaining open communication channels, and cultivating a supportive and respectful work environment. This active support can improve employee attitudes, performance, and overall organizational success.

However, there is room for improvement in the organization's altruistic aim to manifest support that recognizes the PSTs' efforts and services.

Psychological empowerment is the sense that one has control over one's job, the ability to attain one's goals, and the capacity to contribute meaningfully. Components include self-efficacy, autonomy, influence, and a sense of connection to one's job. Psychological empowerment is crucial for teachers as it can enhance their well-being, motivation, and job satisfaction. Strategies to promote psychological empowerment include creating a positive work environment that encourages collaboration, respect, and open communication, giving teachers some level of autonomy, setting clear goals and expectations, providing regular feedback and recognition, fostering a collaborative culture, supporting innovation, and ensuring a decent quality of life for teachers.

There is a need to boost the PSTs' self-assurance in their ability to carry out their responsibilities successfully while caring about their work and performing it proficiently and effectively. It is essential to increase their sense of autonomy or authority to regulate their activities and their perception that their work can influence operational outcomes in the organization.

Job satisfaction refers to the degree of fulfillment and pleasant emotions teachers experience in their careers, influenced by workplace culture, interactions with co-workers and students, professional growth opportunities, recognition, and perceived impact. A supportive work environment greatly influences teacher satisfaction, which involves strong leadership, encouraging co-workers, and a school culture that honors and respects teachers' efforts. Good working relationships with co-workers, administrators, and students contribute to job satisfaction.

Opportunities for ongoing professional development can boost job satisfaction. Teachers with access to seminars, training courses, and other resources to advance their knowledge and skills feel more appreciated and motivated. Recognizing teachers' efforts and successes can also greatly influence their job satisfaction. Teachers' morale and job satisfaction increase when they feel respected and recognized for their efforts. However, the satisfaction the PSTs derive from their job calls for a higher degree of consideration. The system's regular operations and practices, governed by procedures, policies, and regulations, require a thorough review and unbiased assessment for improvement. Effective relationships and communication channels among school administrators, teachers, and employees are needed.

Teachers must advocate for their needs, express concerns, and seek support from peers and supervisors to feel satisfied in their jobs. Schools and educational institutions must prioritize creating a welcoming climate that respects teachers and their contributions. Providing regular feedback, professional growth opportunities, and recognition programs can increase teachers' job happiness.

Perceived organizational support, psychological empowerment, and job satisfaction are crucial for work performance. When teachers have a sense of purpose and impact and know their value to the organization, they also need external drivers to demonstrate exemplary performance. Teachers are more motivated in an inclusive and supportive environment, and recognizing and praising their efforts and accomplishments can inspire them to perform better. Organizational support, psychological empowerment, and job satisfaction are essential predictors of PSTs' work performance.

Organizations must develop programs and policies that are attractive and enticing for PSTs. By understanding this connection, organizations can manage their people resources more effectively and gain a competitive advantage. Prioritizing the PSTs' needs and wants is crucial. Psychological empowerment can help PSTs feel more self-assured, drive them to take the initiative, and inspire them to be creative and innovative. PSTs who are content with their jobs will work harder and contribute more to advancing excellent education and achieving system goals.

Acknowledgment

Compliance with ethical standards

Ethical considerations

This paper was completed in accordance with the ethics of Carlos Hilado Memorial State University. Participants were also informed and fully aware of both the purpose and extent of the study, and participation was all voluntary. The informed consent of all participants was obtained, and they were assured that their privacy would remain safe. Pseudonyms were used in the process of reporting qualitative data to maintain privacy, and all personal data was kept highly confidential during the research.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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