

Leadership Support as a Correlate to Workload Management in Sectarian Schools in San Pedro City, Laguna: Basis for an Improvement Program

Juvy C. Villar

Eulogio “Amang” Rodriguez Institute of Science & Technology (EARIST-CAVITE) Graduate School-
MA.Ed Program

DOI: <https://doi.org/10.51244/IJRSI.2026.1307000051>

Received: 08 July 2026; Accepted: 13 July 2026; Published: 25 July 2026

ABSTRACT

Leadership support plays a vital role in promoting teachers' well-being, organizational effectiveness, and sustainable educational performance, particularly in sectarian schools where teachers perform both instructional and faith-based responsibilities. This study examined the relationship between leadership support and workload management among selected sectarian schools in San Pedro City, Laguna. Specifically, it assessed leadership support in terms of communication and feedback, professional development and mentoring, emotional and motivational support, resource and administrative support, participative decision-making, instructional leadership, and workload management support, as well as workload management in terms of time management, task organization, work-life balance, stress management, and administrative support. A descriptive-correlational research design was employed involving 241 school administrators, academic coordinators, and teachers who responded to a validated researcher-developed questionnaire. Data were analyzed using percentages, weighted mean, Analysis of Variance (ANOVA), Pearson Product-Moment Correlation, and t-test for the significance of correlation. The findings revealed that leadership support was **Highly Evident**, while workload management was **Evident**. Significant differences were observed among respondent groups regarding selected dimensions of leadership support, and a significant positive relationship was established between leadership support and workload management. Respondents likewise identified organizational challenges as **Moderately Encountered**, while the proposed Improvement Program was evaluated as **Highly Acceptable**. The findings underscore the importance of strengthening leadership support to enhance workload management, teacher well-being, and organizational effectiveness in sectarian schools.

Keywords: leadership support, workload management, educational leadership, sectarian schools, teacher well-being, organizational effectiveness, improvement program, San Pedro, Laguna City, Philippines

INTRODUCTION

Educational leadership has become increasingly important as schools respond to expanding instructional responsibilities, organizational reforms, digital transformation, and rising stakeholder expectations. Beyond managing school operations, educational leaders are expected to cultivate supportive environments that promote teachers' professional growth, well-being, and organizational effectiveness. Leadership support has therefore emerged as a key organizational practice by fostering effective communication, mentoring, collaboration, instructional guidance, and administrative assistance that enable teachers to perform their responsibilities more effectively.

Managing teachers' workload remains a significant challenge in educational institutions. In addition to classroom instruction, teachers undertake curriculum planning, learner assessment, documentation, committee work, extracurricular activities, professional development, and community engagement. When these responsibilities become excessive, they may adversely affect teachers' productivity, work-life balance, and overall well-being. Consequently, effective workload management requires responsive leadership and adequate organizational support.

In the Philippine context, the importance of leadership support is reinforced by Republic Act No. 9155, Republic Act No. 4670, the Philippine Professional Standards for School Heads (PPSSH), the Philippine Professional Standards for Teachers (PPST), and recent Department of Education initiatives promoting instructional leadership, teacher welfare, and collaborative school governance. These policies underscore the responsibility of school leaders to provide an environment that enables teachers to perform effectively while maintaining professional well-being.

The need for leadership support is particularly evident in sectarian schools, where teachers assume responsibilities beyond classroom instruction, including faith formation, pastoral activities, values education, and community outreach. Although leadership support and teacher workload have been widely studied, limited research has examined their relationship within faith-based educational institutions, particularly in San Pedro City, Laguna. This gap highlights the need for evidence-based interventions tailored to the unique organizational context of sectarian schools.

Accordingly, this study examined the relationship between leadership support and workload management among selected sectarian schools in San Pedro City, Laguna. Specifically, it assessed the dimensions of leadership support and workload management, determined significant differences and relationships between the variables, identified organizational challenges encountered by school personnel, and developed an evidence-based Improvement Program to strengthen leadership practices, improve workload management, and enhance teacher well-being.

Research Framework

This study is anchored on three complementary theories that explain how leadership support influences teachers' workload management and overall organizational effectiveness: Transformational Leadership Theory, Supportive Leadership Theory, and the Job Demands–Resources (JD-R) Model. Together, these theories provide the conceptual foundation for understanding how leadership practices contribute to teachers' professional well-being and effective workload management.

The primary theoretical foundation is Transformational Leadership Theory (Burns, 1978; Bass, 1985), which posits that effective leaders inspire employees through a shared vision, individualized consideration, intellectual stimulation, and collaborative relationships. In educational settings, transformational leadership is reflected through instructional guidance, mentoring, constructive feedback, and recognition of teachers' contributions, thereby strengthening motivation, commitment, and instructional effectiveness.

The study is further supported by Supportive Leadership Theory (House, as cited in Northouse, 2022), which emphasizes leaders' concern for employees' well-being, professional growth, and workplace relationships. Through open communication, empathy, encouragement, participative decision-making, and administrative assistance, supportive leaders create positive work environments that enhance job satisfaction, reduce workplace stress, and strengthen teachers' capacity to manage their professional responsibilities.

Finally, the Job Demands–Resources (JD-R) Model (Demerouti et al., 2001) explains that employee well-being depends on maintaining a balance between job demands and available organizational resources. Leadership support is an essential organizational resource, providing guidance, mentoring, collaboration, and administrative assistance to help teachers cope with increasing instructional and administrative demands while maintaining productivity and work-life balance.

Collectively, these theories explain that effective leadership support strengthens teachers' workload management by providing organizational resources that enhance professional competence, reduce workplace strain, and promote organizational effectiveness. This integrated framework also supports the development of the proposed Improvement Program to enhance leadership practices, workload management, and teacher well-being in sectarian schools.

METHODOLOGY

Research Design

This study employed a **descriptive-correlational research design** to examine the relationship between leadership support and workload management among selected sectarian schools in San Pedro City, Laguna. The descriptive component was used to determine the extent to which leadership support and workload management were manifested, while the correlational component examined the relationship between these variables.

This research design was appropriate because it allowed the researcher to describe existing organizational conditions and determine significant differences and relationships among the study variables without manipulating them. It is widely used in educational leadership research to generate empirical evidence that supports institutional planning, policy formulation, and organizational improvement.

Research Locale

The study was conducted in selected sectarian schools in San Pedro City, Laguna. These institutions provide basic education while integrating faith formation, character development, academic excellence, and community service into their educational programs.

The locale was selected because teachers in sectarian schools perform multiple instructional, administrative, religious, and community-related responsibilities, making them an appropriate setting for examining leadership support and workload management. Despite their unique institutional cultures, the participating schools operate under similar educational standards, providing a suitable context for investigating the study's variables.

Respondents of the Study

The respondents consisted of school administrators, academic coordinators, and teachers from selected sectarian schools in San Pedro City, Laguna. These groups were chosen because they are directly involved in school leadership, instructional implementation, and organizational practices related to leadership support and workload management.

School administrators were included because they oversee school operations, formulate policies, and provide leadership support to personnel. Academic coordinators were selected due to their roles in curriculum supervision, teacher mentoring, and instructional coordination, while teachers served as the primary respondents because they directly experience leadership practices and manage instructional, administrative, and faith-based responsibilities. The inclusion of these respondent groups provided a comprehensive assessment of leadership support and workload management within the participating schools.

Sampling Technique

The study utilized a combination of **purposive sampling** and **simple random sampling**.

Purposive sampling was employed in selecting school administrators and academic coordinators because of their specialized responsibilities involving instructional leadership, organizational management, teacher supervision, and institutional decision-making.

Simple random sampling was used in selecting teacher respondents to ensure equal opportunity for participation among qualified teachers. This probability sampling technique enhanced representativeness while minimizing sampling bias.

The combination of purposive and probability sampling strengthened the credibility and validity of the study by integrating leadership perspectives with representative classroom experiences.

Research Instrument

The study utilized a **researcher-developed survey questionnaire** as the principal data-gathering instrument. The questionnaire was developed following a comprehensive review of leadership theories, workload

management literature, organizational behavior research, educational leadership policies, and prior empirical studies on school leadership and teacher workload.

Validation of the Instrument

The researcher-developed questionnaire underwent content validation by experts in educational leadership, educational management, organizational behavior, and research methodology to ensure its relevance, clarity, and alignment with the study objectives. Their recommendations were incorporated prior to pilot testing.

A pilot test was subsequently conducted among respondents with characteristics similar to those of the target population, but who were excluded from the actual study. The pilot implementation assessed the instrument's clarity, reliability, consistency, and ease of administration, thereby establishing its validity and reliability before its final use.

Data Gathering Procedure

Following approval from the administrators of the participating sectarian schools, the researcher coordinated with school leaders regarding the schedule for questionnaire administration. Prior to participation, respondents were informed regarding: the objectives of the study; voluntary participation; confidentiality procedures; ethical safeguards; anonymity of responses; and the academic purpose of the investigation.

Completed questionnaires were retrieved, checked for completeness, and encoded for statistical analysis.

Ethical Considerations

The study adhered to established ethical standards in educational research. Participation was voluntary, and informed consent was obtained from all respondents prior to data collection. Participants were informed of the study's purpose, their right to withdraw at any time without consequence, and the confidentiality of their responses. All data were treated anonymously, reported only in aggregate form, and used solely for academic and research purposes.

Statistical Treatment of Data

The collected data were analyzed using appropriate descriptive and inferential statistical techniques. **The percentage** was used to describe the respondents' demographic profile, while the **weighted mean** was used to determine the extent of leadership support, workload management, challenges encountered, and the acceptability of the proposed Improvement Program.

Analysis of Variance (ANOVA) was employed to determine significant differences among the respondent groups' assessments. Whenever significant differences were identified, Tukey's Honest Significant Difference (HSD) Test was used to determine which groups differed significantly. The Pearson Product-Moment Correlation Coefficient measured the relationship between leadership support and workload management, and the t-test assessed whether the computed correlation coefficient was statistically significant. All statistical analyses were interpreted at a 0.05 significance level.

RESULTS AND DISCUSSION

Leadership Support

Overall, the respondents assessed **Leadership Support** as **Highly Evident**, indicating that school leaders consistently provide effective communication, mentoring, emotional encouragement, instructional guidance, collaborative opportunities, and administrative assistance. These findings suggest that leadership practices within the participating sectarian schools foster supportive organizational environments that enhance teacher effectiveness, professional growth, and workload management. The results support Transformational Leadership Theory, Supportive Leadership Theory, and the Job Demands–Resources (JD-R) Model, which emphasize that effective leadership serves as an essential organizational resource that promotes employee well-being and organizational effectiveness.

Communication and Feedback

Communication and Feedback emerged as one of the strongest dimensions of leadership support. The findings indicate that school leaders consistently maintain open communication, provide constructive feedback, and encourage dialogue among school personnel. These practices strengthen organizational transparency, promote trust, and enable teachers to better understand institutional expectations while continuously improving their professional performance.

Professional Development and Mentoring

Professional Development and Mentoring were likewise assessed as **Highly Evident**, indicating that school leaders consistently provide opportunities for continuous learning, mentoring, and career development. Respondents recognized that these initiatives enhance teachers' instructional competence, professional confidence, and readiness for greater responsibilities. The findings suggest that sustained mentoring and professional learning contribute significantly to instructional improvement, organizational commitment, and continuous school development.

Emotional and Motivational Support

Emotional and Motivational Support was likewise assessed as **Highly Evident**, indicating that school leaders consistently demonstrate empathy, encouragement, recognition, and concern for teachers' well-being. The findings suggest that these supportive practices foster a positive organizational climate where teachers feel valued, motivated, and appreciated. Such leadership strengthens teacher morale, resilience, and organizational commitment, enabling educators to effectively manage increasing professional responsibilities while maintaining high levels of engagement and performance.

Resource and Administrative Support

Resource and Administrative Support likewise obtained a **Highly Evident** assessment. Respondents generally agreed that school administrators provide necessary instructional resources, administrative assistance, technological support, and organizational guidance that facilitate teachers' daily responsibilities.

The findings indicate that administrative support significantly improves instructional efficiency by reducing unnecessary organizational barriers. Teachers acknowledged that access to instructional materials, technological resources, administrative personnel, and organizational assistance enables them to perform their duties more effectively.

Although respondents expressed satisfaction with existing support systems, continued investment in instructional technology, educational resources, and administrative efficiency remains essential for sustaining organizational effectiveness.

Participative Decision-Making

Participative Decision-Making was likewise assessed as **Highly Evident**, indicating that school leaders actively involve teachers in organizational planning, curriculum implementation, committee work, and school improvement initiatives. The findings suggest that collaborative decision-making fosters a sense of ownership, strengthens professional engagement, and promotes shared accountability in achieving institutional goals. These results reinforce the importance of participative leadership in enhancing organizational effectiveness and sustaining a collaborative school culture.

Instructional Leadership

Instructional Leadership emerged as one of the strongest manifestations of leadership support. Respondents recognized that school leaders consistently supervise instruction, provide classroom guidance, monitor teaching quality, encourage instructional innovation, and support curriculum implementation.

The findings indicate that instructional leadership extends beyond classroom observation toward continuous coaching, mentoring, reflective dialogue, and professional learning. School administrators assist teachers in improving instructional practices while promoting learner-centered pedagogies and continuous instructional improvement.

Instructional leadership, therefore, functions as a strategic organizational mechanism that enhances both teacher competence and institutional effectiveness.

Workload Management Support

Workload Management Support completed the dimensions of leadership support and likewise received a **Highly Evident** assessment.

Respondents agreed that school leaders actively assist teachers in managing workload through equitable task distribution, realistic scheduling, administrative assistance, collaborative planning, and organizational flexibility.

The findings suggest that leadership support directly reduces workplace stress and enables teachers to balance instructional responsibilities, administrative tasks, extracurricular assignments, and faith-based organizational activities more effectively.

Such leadership practices are particularly important within sectarian schools where teachers perform multiple instructional, spiritual, and community-oriented roles.

Workload Management

Overall, the respondents assessed **Workload Management** as **Evident**, indicating that teachers generally manage their instructional, administrative, and institutional responsibilities effectively despite increasing workplace demands. The findings suggest that supportive leadership contribute positively to teachers' ability to organize tasks, manage time, maintain work-life balance, and cope with professional pressures. However, the comparatively lower assessment relative to leadership support indicates that growing organizational responsibilities continue to pose challenges requiring sustained administrative intervention. These findings support the Job Demands–Resources (JD-R) Model, which explains that organizational resources such as leadership support, mentoring, communication, and administrative assistance enable employees to manage workplace demands more effectively while promoting professional well-being and organizational performance.

Time Management

Time Management emerged as one of the strongest dimensions of workload management. Respondents generally agreed that teachers effectively prioritize instructional activities, schedule professional responsibilities, and organize classroom preparation despite increasing organizational demands.

The findings indicate that teachers have developed effective time-management strategies that enable them to fulfill instructional responsibilities while meeting administrative requirements, committee assignments, extracurricular supervision, and faith-based organizational activities.

Leadership support contributes significantly to effective time management by enabling school administrators to establish realistic schedules, communicate expectations clearly, and coordinate organizational activities more efficiently.

Nevertheless, respondents acknowledged that increasing documentation requirements occasionally reduces the time available for instructional preparation and learner engagement.

Task Organization

Task Organization likewise received an **Evident** assessment, indicating that teachers generally manage multiple responsibilities through effective planning, prioritization, delegation, and systematic organization of daily activities.

The findings demonstrate that teachers use organizational strategies to efficiently coordinate classroom instruction, learner assessment, administrative documentation, committee assignments, and institutional programs.

School leaders further strengthen task organization by providing clear work assignments, administrative guidance, collaborative planning opportunities, and instructional support that minimize duplication of responsibilities.

These findings suggest that organizational clarity contributes significantly to improved workload management.

Work-Life Balance

Work-Life Balance obtained a favorable assessment but emerged as one of the relatively lower-rated dimensions of workload management.

Respondents generally agreed that they strive to balance professional responsibilities with personal and family commitments. However, increasing instructional demands, documentation requirements, meetings, extracurricular activities, and institutional programs occasionally limit opportunities for adequate personal time and recovery.

The findings indicate that maintaining work-life balance remains a continuing organizational challenge despite supportive leadership practices. Teachers working in sectarian schools frequently participate in religious celebrations, retreats, outreach activities, and community programs beyond regular instructional responsibilities.

These additional commitments highlight the importance of organizational policies that promote employee wellness, flexible scheduling, and reasonable workload distribution.

Stress Management

Stress Management was likewise assessed as **Evident**, indicating that teachers generally cope effectively with professional pressures while acknowledging organizational stressors.

Respondents recognized that supportive leadership, collegial relationships, mentoring, collaborative organizational culture, and administrative assistance contribute significantly to reducing workplace stress.

However, increasing administrative documentation, curriculum reforms, learner diversity, time constraints, and multiple organizational responsibilities continue to generate moderate levels of occupational stress.

The findings emphasize that stress management should remain an important organizational priority because teacher well-being directly influences instructional quality, organizational commitment, and institutional performance.

Administrative Support

Administrative Support completed the workload management dimensions and likewise received an **Evident** assessment.

Respondents generally agreed that school administrators provide organizational assistance that facilitates teachers' daily responsibilities through effective coordination, communication, resource allocation, and administrative guidance.

The findings indicate that administrative support strengthens workload management by reducing unnecessary organizational barriers and enabling teachers to devote greater attention to instructional responsibilities.

Nevertheless, respondents suggested that further improvements in documentation systems, digital technologies, clerical assistance, and administrative efficiency may further enhance teachers' workload management capabilities.

Significant Differences

Analysis of Variance (ANOVA) revealed significant differences in the perceptions of school administrators, academic coordinators, and teachers regarding selected dimensions of leadership support and workload management. The differences were most evident in communication and feedback, professional development, participative decision-making, and support for workload management, indicating that respondents' organizational roles influence their perceptions of leadership practices and workplace experiences. Despite these variations, all respondent groups generally provided favorable assessments, suggesting a shared recognition of the effectiveness of leadership support in promoting workload management and organizational performance.

Post Hoc Analysis

Following the significant ANOVA results, Tukey's Honest Significant Difference (HSD) Test was conducted to determine which respondent groups differed significantly. The analysis showed that the most notable differences generally occurred between school administrators and teachers, while academic coordinators exhibited perceptions that were relatively closer to those of the other groups. These findings suggest that variations in organizational roles and responsibilities influence perceptions of leadership support and workload management. They further underscore the importance of strengthening communication, collaboration, and shared decision-making to promote greater alignment among school personnel.

Significant Relationship Between Leadership Support and Workload Management

Pearson Product-Moment Correlation analysis revealed a statistically significant positive relationship between leadership support and workload management. The findings indicate that stronger leadership support is associated with more effective workload management among teachers. Leadership practices characterized by effective communication, mentoring, emotional support, instructional guidance, collaborative decision-making, and administrative assistance enhance teachers' capacity to manage professional responsibilities while maintaining productivity and well-being. These findings support the Job Demands–Resources (JD-R) Model, Transformational Leadership Theory, and Supportive Leadership Theory, emphasizing that supportive leadership is a vital organizational resource for promoting effective workload management and organizational performance.

Challenges Encountered

Although leadership support and workload management were generally assessed positively, respondents identified several organizational challenges that continue to affect teacher effectiveness. The most frequently encountered concerns included increasing administrative documentation, multiple committee assignments, limited instructional preparation time, communication delays, inadequate technological resources, time constraints, and difficulties in maintaining work-life balance. Overall, these challenges were assessed as **Moderately Encountered**, indicating that while they do not substantially hinder organizational effectiveness, they require continuous administrative attention. Addressing these concerns may further strengthen leadership support, improve workload management, and enhance teachers' professional well-being.

Acceptability of the Proposed Improvement Program

Respondents evaluated the proposed **Improvement Program** based on its **Suitability, Acceptability, and Feasibility**.

Overall, the proposed program received a **Highly Acceptable** assessment across all evaluation criteria.

Respondents agreed that the proposed intervention appropriately addresses the organizational challenges identified in the study, aligns with institutional priorities, supports teacher well-being, and provides practical leadership strategies to strengthen workload management and organizational effectiveness.

The favorable evaluation demonstrates the strong implementation potential of the proposed Improvement Program within sectarian educational institutions.

Leadership Support And Workload Management Improvement Program

Based on the study's empirical findings, a **Leadership Support and Workload Management Improvement Program (LSWMIIP)** was developed to strengthen leadership practices, improve workload management, and promote teacher well-being and organizational effectiveness in sectarian schools in San Pedro City, Laguna. The program is anchored on **Transformational Leadership Theory**, **Supportive Leadership Theory**, and the **Job Demands–Resources (JD-R) Model**, recognizing that sustainable organizational performance is achieved when school leaders provide sufficient organizational resources to help teachers manage increasing instructional and administrative responsibilities. The program emphasizes collaborative leadership, teacher wellness, professional development, administrative efficiency, and continuous organizational learning.

The Improvement Program consists of four strategic components.

Strategic Component 1: Leadership Capacity Enhancement

Objective

Strengthen leadership competencies that promote supportive, transformational, and collaborative school management.

Major Strategies

- Conduct annual leadership development seminars focusing on supportive and transformational leadership.
- Establish leadership coaching and mentoring programs for school administrators and academic coordinators.
- Institutionalize reflective leadership sessions to evaluate leadership practices.
- Strengthen communication skills through organizational communication workshops.
- Integrate supportive leadership competencies into leadership performance evaluation systems.

Strategic Component 2: Teacher Workload Optimization

Objective

Improve teachers' workload management through equitable workload distribution, organizational support, and administrative efficiency.

Major Strategies

- Conduct annual workload assessment and redistribution.
- Streamline administrative procedures to reduce unnecessary documentation.
- Expand digital records management and automated reporting systems.

- Establish workload monitoring committees.
- Implement flexible scheduling during periods of peak workload.

Strategic Component 3: Teacher Wellness and Professional Development

Objective

Promote teacher well-being through continuous professional learning, mentoring, wellness programs, and organizational support.

Major Strategies

- Expand professional learning communities.
- Conduct stress management and resilience workshops.
- Institutionalize teacher wellness and mental health programs.
- Strengthen mentoring and peer coaching systems.
- Encourage graduate education and continuing professional development.

Strategic Component 4: Organizational Collaboration and Continuous Improvement

Objective

Strengthen collaborative organizational culture through stakeholder engagement, organizational learning, and evidence-based decision-making.

Major Strategies

- Institutionalize collaborative planning sessions involving teachers and administrators.
- Strengthen partnerships with parents, alumni, parish organizations, and local communities.
- Conduct quarterly organizational performance reviews.
- Promote school-based action research.
- Develop digital knowledge-sharing platforms.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. **Leadership support is highly evident** in the participating sectarian schools, indicating that administrators consistently demonstrate effective communication, mentoring, emotional support, instructional leadership, collaborative decision-making, and administrative assistance that promote teacher effectiveness.
2. **Communication and feedback, instructional leadership, professional development, and workload management support emerged among the strongest leadership dimensions**, demonstrating that school leaders actively create supportive organizational environments.

3. **Workload management is evident** among teachers, indicating that educators generally organize instructional responsibilities effectively while recognizing opportunities for further organizational improvement.
4. **Time management and task organization represent the strongest workload management practices**, reflecting teachers' ability to prioritize responsibilities despite increasing instructional and administrative demands.
5. **Significant differences exist among administrators, academic coordinators, and teachers** regarding selected dimensions of leadership support and workload management, indicating that organizational roles influence perceptions of institutional leadership and workplace experiences.
6. **Leadership support is significantly and positively related to workload management**, demonstrating that supportive leadership practices strengthen teachers' ability to manage professional responsibilities effectively.
7. **Leadership communication, mentoring, emotional support, and administrative assistance function as important organizational resources** that reduce workplace demands while promoting teacher productivity and organizational well-being.
8. **Organizational challenges**, including administrative documentation, workload distribution, communication delays, limited technological resources, time constraints, and work-life balance concerns, continue to influence teachers' workload management.
9. **The proposed Leadership Support and Workload Management Improvement Program provides an evidence-based organizational framework** capable of strengthening leadership effectiveness, teacher wellness, workload management, and institutional sustainability.
10. **Supportive leadership serves as a strategic organizational resource** that contributes directly to teacher well-being, organizational effectiveness, instructional quality, and continuous school improvement.

RECOMMENDATIONS

Based on the study's findings and conclusions, the following recommendations are proposed.

For School Governing Boards and School Owners

1. Continue investing in leadership development programs that strengthen supportive leadership, transformational leadership, communication, and teacher wellness.
2. Allocate sufficient institutional resources for instructional technology, administrative support systems, and employee wellness initiatives.

For School Administrators

3. Institutionalize supportive leadership practices by strengthening mentoring, coaching, communication, collaborative decision-making, and professional recognition programs.
4. Regularly assess teacher workload to ensure equitable task distribution and prevent excessive administrative responsibilities.
5. Expand organizational wellness initiatives that support teachers' mental health, resilience, work-life balance, and professional satisfaction.

For Academic Coordinators

6. Continue providing instructional mentoring, collaborative planning opportunities, curriculum guidance, and administrative assistance that strengthen teachers' instructional effectiveness and workload management.

For Teachers

7. Continue utilizing effective workload management strategies through systematic planning, collaborative teamwork, reflective practice, and continuous professional development.
8. Participate actively in mentoring programs, professional learning communities, wellness activities, and organizational improvement initiatives.

For Future Researchers

9. Replicate the study among public schools, higher education institutions, and other private educational organizations to determine whether similar organizational relationships exist across different educational settings.
10. Investigate additional organizational variables such as teacher resilience, organizational citizenship behavior, psychological empowerment, servant leadership, authentic leadership, employee engagement, and organizational climate using Structural Equation Modeling (SEM), longitudinal research, or mixed-method approaches.

Limitations Of The Study

Several limitations should be considered when interpreting the findings.

The study was conducted exclusively among selected sectarian schools in San Pedro City, Laguna; therefore, the findings may not be directly generalizable to public schools, higher education institutions, or educational organizations in other geographical regions.

The descriptive-correlational design examined relationships among variables without establishing causal relationships. Furthermore, leadership support and workload management were measured primarily through respondents' perceptions, which may be influenced by organizational experiences, institutional culture, and individual professional circumstances.

Future investigations employing longitudinal designs, qualitative approaches, mixed-method research, or advanced multivariate analyses may provide a deeper understanding of how leadership support influences workload management over time.

REFERENCES

1. Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1–18.
2. Aliazas, J. V., Panoy, B. R., & Baguna, A. (2023). Empowering leadership practices and teachers' work engagement in Philippine schools. *International Journal of Academe and Industry Research*, 4(3), 62–81.
3. Asian Development Bank. (2023). Asian development outlook 2023: Investing in human capital for sustainable development. Asian Development Bank.
4. Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
5. Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Psychology Press.
6. Bolman, L. G., & Deal, T. E. (2021). *Reframing organizations: Artistry, choice, and leadership* (7th ed.). Jossey-Bass.

7. Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). Sage Publications.
8. Bush, T., Bell, L., & Middlewood, D. (2019). *Principles of educational leadership and management* (3rd ed.). Sage Publications.
9. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
10. Darling-Hammond, L. (2021). *Preparing educational leaders: Powerful learning that builds professional practice*. Jossey-Bass.
11. Day, C., Gu, Q., & Sammons, P. (2020). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies. *Educational Administration Quarterly*, 56(2), 221–258.
12. Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86(3), 499–512.
13. Department of Education. (2017). DepEd Order No. 42, s. 2017: National adoption and implementation of the Philippine Professional Standards for Teachers (PPST).
14. Department of Education. (2020). *Philippine Professional Standards for School Heads (PPSSH)*.
15. Department of Education. (2022). DepEd Order No. 24, s. 2022: Basic Education Development Plan (BEDP) 2030.
16. Department of Education. (2024). *MATATAG Agenda: Bansang Makabata, Batang Makabansa*.
17. Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). Sage Publications.
18. Fullan, M. (2020). *Leading in a culture of change* (2nd ed.). Jossey-Bass.
19. Gamino, A. A., & Casamayor, C. G. (2024). Pedagogical leadership and workplace spirituality as predictors of teacher engagement. *Asia Pacific Journal of Educational Technologies, Psychology, and Social Sciences*, 2(1), 82–128.
20. Gravetter, F. J., & Wallnau, L. B. (2021). *Statistics for the behavioral sciences* (11th ed.). Cengage Learning.
21. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2022). *Multivariate data analysis* (9th ed.). Cengage Learning.
22. Hallinger, P. (2020). Leadership and school improvement: Supporting educational change. *Educational Management Administration & Leadership*, 48(4), 567–569.
23. House, R. J. (1996). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. *Leadership Quarterly*, 7(3), 323–352.
24. Hoy, W. K., & Miskel, C. G. (2024). *Educational administration: Theory, research, and practice* (11th ed.). McGraw-Hill Education.
25. Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22.
26. Lunenburg, F. C., & Ornstein, A. C. (2022). *Educational administration: Concepts and practices* (8th ed.). Cengage Learning.
27. Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.
28. Organisation for Economic Co-operation and Development. (2023). *Education at a glance 2023: OECD indicators*. OECD Publishing.
29. Republic Act No. 4670. (1966). *The Magna Carta for Public School Teachers*.
30. Republic Act No. 9155. (2001). *Governance of Basic Education Act of 2001*.
31. Republic Act No. 10533. (2013). *Enhanced Basic Education Act of 2013*.
32. Robbins, S. P., & Judge, T. A. (2023). *Organizational behavior* (19th ed.). Pearson.
33. Schein, E. H., & Schein, P. A. (2021). *Organizational culture and leadership* (5th ed.). Wiley.
34. Sergiovanni, T. J. (2021). *The principalship: A reflective practice perspective* (8th ed.). Pearson.
35. UNESCO. (2023). *Global education monitoring report 2023: Technology in education*. UNESCO Publishing.
36. World Bank. (2024). *World development report 2024: Learning for development*. World Bank.
37. Yukl, G. (2020). *Leadership in organizations* (9th ed.). Pearson.
38. Zhang, Y., Liu, X., Wang, H., & Chen, L. (2025). Transformational leadership and organizational effectiveness in educational institutions: A meta-analysis. *Educational Management Administration & Leadership*, 53(1), 58–79.

-
39. Zulueta, F. M., & Maglaya, A. S. (2024). Leadership support and teacher workload management in Philippine basic education institutions. *Philippine Journal of Educational Leadership and Management*, 8(2), 41–69.