

## TEACHERS' SUPPORT AS A PREDICTOR OF STUDENTS' ACADEMIC PERFORMANCE

Lucila J. Luba and Luistio R. Divinagracia  
Ajong National High School, Schools Division of Negros Oriental  
Quality Assurance Division, RO XVIII, Negros Island Region

### Abstract

This study examined the extent of teachers' support and its relationship to learners' academic performance in public secondary schools. Specifically, it investigated teachers' emotional, informational, and instrumental support as perceived by learners and analyzed differences across age, sex, grade level, and average monthly family income. The study also explored whether teachers' support significantly influenced learners' academic performance. The data needed for this study were collected from 182 respondents using a 30-item questionnaire that has undergone validity and reliability testing. The findings revealed that teachers consistently provided support to a great extent across all domains. Emotional support was perceived as strong overall, though learners reported lower comfort in sharing academic concerns. Informational support was likewise rated highly, with test preparation guidance identified as the weakest area. Instrumental support was generally strong, but parental involvement was rated lowest, highlighting the need for improved home-school collaboration. Learners' academic performance was uniformly interpreted as very satisfactory. Statistical analyses showed no significant differences in emotional and informational support across groups, while instrumental support differed significantly by family income, with lower-income learners perceiving greater assistance. There was no significant relationship between the extent of teachers' support and learners' academic performance. These results suggest that while teacher support is consistently high, its direct impact on performance may be mediated by other factors such as learner motivation, study habits, and external influences. Strengthening parental engagement, enhancing test preparation guidance, and fostering safe spaces for academic concerns are recommended to further optimize support.

**Keywords:** Teachers' support, emotional support, informational support, instrumental support, academic performance, parental engagement, secondary education

### Bio-Profile

**Lucila J. Luba** just completed her Master of Education (Major in Administration and Supervision) at STI West Negros University. She is in her 32<sup>nd</sup> year as a public secondary school teacher with a consistent advocacy for teachers' support for students. She believes that every student is important and teacher support is key in bringing out the best in every student, and this study is anchored on the same motivation.

**Dr. Luisito R. Divinagracia** is a seasoned education leader who rose from the ranks after years of being a Classroom teacher, Department Head, to a school principal, and currently, as Officer-in-charge of the office of the Education Program Supervisor (EPS) for Quality Assurance. He has a double doctorate degree from formidable academic institutions in the country. As a tenured School Principal, he stands alongside stakeholders in ensuring that students are provided with optimal learning experiences through timely, relevant, and useful instruction.



## Introduction

### Rationale

Teacher support helps learners feel valued and reassured, fostering a sense of trust that they can rely on their teachers for assistance in learning throughout the week (Huang, 2023). According to Indian education expert named Dr. Sharma (2016), teacher support refers to the help, concern, and friendship teachers extend to their students. Teachers play a crucial role in creating classroom environments that promote effective teaching and learning. The organization of learning spaces, active learner involvement, and classroom discipline are all essential factors influencing academic achievement. In this context, teacher support refers to students' beliefs that their teachers care about them, value their contributions, and establish meaningful personal relationships with them.

In the local setting, challenges such as diverse learner needs, varying socio-economic backgrounds, and differences in motivation highlight the importance of examining how teacher support is perceived and experienced. Situational realities such as limited resources, gaps in parental involvement, and the demand for differentiated instruction necessitate examining the extent of teachers' support in public secondary schools. Guided by this motivation, the present study seeks to investigate key areas of teacher support, including learners' motivation, differentiated instruction, strategic guidance, and equal opportunities for academic success.

### Literature Review

There are numerous ways for teachers to help students, e.g., by being interested in their academic progress, understanding the difficulties they face, providing prompt feedback and encouragement, or offering extra help whenever necessary. A systematic review of the literature reveals that teacher support has a significant positive impact on students' academic outcomes. Thus, for example, it has been found that students who perceive their teachers as supporters not only display positive academic beliefs but also show higher resilience and adopt learning goals that are more oriented toward the process of acquiring new knowledge. Such students also tend to exert more effort in progressing with their coursework (Huang, 2023).

According to Zhao and Yang (2022), teacher-related factors have been widely studied because teachers play important roles in influencing students' psychological well-being and language learning achievement. Among teacher-related factors, teacher support, defined as the various types of support teachers offer their students, has the potential to foster a positive relationship between teachers and their students.

Enhancing student-teacher relations can contribute to better academic and social outcomes for students in a variety of ways, and these benefits can last quite a long time. Even though there are many benefits to students having better relationships with their teachers, this alone is not enough to improve students' achievement. However, students with close, positive, and supportive relationships with their teachers will achieve higher levels than those with more conflict in their relationships (Kaufman, 2022).

Researchers have found positive associations between perceptions of teacher support and students' adaptive motivational beliefs and engagement behaviors. When students view their teacher as supportive, they report higher levels of interest, valuing, effort, and enjoyment in their schoolwork.



Perceiving the teacher as supportive is also positively related to asking for help with schoolwork when needed, using self-regulated learning strategies, and a desire to comply with classroom rules. Perceived teacher support is negatively related to absenteeism and classroom disruptiveness (Sharman, 2018).

In the Philippines, teachers in elementary and secondary schools are tasked with helping their pupils feel emotionally supported so they can learn and grow in an environment where they can express themselves freely and confidently while still fitting in with their peers. Additionally, teachers who show genuine interest in their pupils are rewarded with learners who, in turn, demonstrate their respect for them by following classroom rules. In addition, when it comes to handling challenging behaviors in children, the relationship between teachers and students has a significant role (Lobo, 2023).

According to Nipales (2022), children's learning is a gift of shared responsibility. In the beginning, when children learn new things, the presence of people who can help them learn and work interdependently is essential. Collaboration among these people is crucial because it can help fulfill children's aspirations.

The collaboration between the teachers and parents is essential in the education of our learners. These are the important people who can work hand in hand to make our children's learning meaningful and successful. They serve as soldiers who make an immense contribution and bear a great responsibility in shaping our children's personalities. The teacher's role is to actualize the learner's potential. They are one of the many influential people in the lives of each learner who develop learners' characteristics, a great source of information who can share knowledge, abilities, and experiences, and the ones who truly support learners. They also serve as mentors who assign tasks based on the learner's skills and abilities, provide a clear path to achieving the learner's goal, offer guidance in assessing the learner's knowledge, and extend support to learners who need special attention. Lastly, teachers are also learners; they learn from their experiences and use them to become better teachers.

The study by Ansong (2024) sought to understand the divergent mechanisms by which teachers' support for students affects students' performance on low- and high-stakes assessments. Bayesian structural equation modeling with the Markov Chain Monte Carlo algorithm and data from Ghana were used to test mediated, unmediated, and moderated-mediated relationships. The results show that a typical student's high-stakes exam performance increases by approximately 13 % for each one-unit increase in teacher support. A chain-mediation effect also operates through student homework behavior and low-stakes everyday performance. Student gender is also a moderator. These results could help identify malleable leverage points associated with low- and high-stakes assessments. Such empirical clarity would help education administrators develop appropriate professional development programs that enhance teachers' support roles, enabling them to better respond to learning disparities and related challenges.

On the one hand, the study of Digamon (2023) used a mixed-methods explanatory research design to examine 124 Grade 12 students enrolled in the Practical Research 2 course at Gingo-og City Comprehensive National High School. The impact of instructor support on students' attitudes toward research writing was investigated using descriptive statistics and linear regression analysis. The findings showed that students received excellent teacher support in their research writing. Students' views about research are also strongly impacted by instructor support. The study found that the instructor factor was among the most important influences on students' attitudes toward research



writing, even though other factors may also affect them. This underscores how important it is for educators to provide students with comprehensive support, especially instructional support, so they can understand the material well and maintain their interest in writing their papers.

### Theoretical Underpinnings

This study was anchored on the Theory of Connectivism of George Siemens and Stephen Downes (2005). Connectivism is the youngest of many educational and learning theories thus far, and was introduced in 2005 in an article by two modern philosophers titled ‘Connectivism: Learning as a Network Creation.’

The present study chose this theory because it posits that learning is more than our own internal construction of knowledge. Instead, what we can access through our external networks is also considered learning. According to this theory, two terms—nodes and links—have been commonly used to describe how we gain and connect to information in a network. Teacher support is external to a student’s intellectual construct and thus part of a series of effective networks that help process and influence learning.

The theory of Connectivism holds that new learning occurs when students combine ideas, theories, and general information in meaningful ways. It accepts that technology is a significant part of the learning process and that constant connectivity and external support provide them with opportunities to make choices about learning. The theory also emphasizes group collaboration and discussion, allowing diverse viewpoints to inform decision-making, problem-solving, and sense-making. Connectivism promotes learning that happens outside of an individual, such as through social media, online networks, blogs, or information databases.

Teacher support, alongside other external factors that affect student learning, is essential for knowledge acquisition and thus for good performance. As to its relevance to this study, the theory of connectivism speaks to the overarching effects of teacher support on a student's life; in fact, it extends beyond academic success to personal well-being. This theory best explains how teacher support, in its real sense, can propel students towards academic success.

### Objectives

This study aimed to determine the extent of teachers' support in relation to learners' academic performance level in a public secondary school in a large-sized school division in Central Philippines for the School Year 2024-2025. Specifically, this study sought to: (1) determine the profile of the respondents in terms of Age, Sex, Grade Level, and Average Family Monthly Income; (2) determine the extent of teachers' support in terms of the extent of teachers' support in terms of Emotional Support, Informational Support, and Instrumental Support, (3) determine the level of learners' academic performance when grouped according to the aforementioned variables; (4) determine if there is a significant difference in the extent of teachers' support when grouped and compared according to the aforementioned variables; (5) determine if there is significant relationship between the extent of teachers' support and learners' academic performance.



## Methodology

This section focuses on various methods and procedures used in gathering and analyzing the data in accordance with the specific objectives set forth. This includes the research design, subject-respondents, research instruments, data collection procedures, ethical considerations, data analysis, and statistical methods.

### Research Design

This paper used the descriptive research design to assess the extent of teachers' support in relation to the level of learners' academic performance in a public secondary school of a large-sized schools' division in Central Philippines for the School Year 2024-2025. The descriptive research design focuses on the present situation and aims to uncover new truths. The truth may take different forms, such as an increased quantity of knowledge, a further generalization, a new "law," or an improved insight into a factor (Calmorin, 2016). This design is appropriate for this study because it aimed to find out what prevails in the present condition or relationships, held opinions and beliefs, processes and effects, and developing trends. The design is a scientific method that involves observing and describing a subject's behavior without influencing it.

### Respondents

The study's respondents were the 182 sampled students from a total population of 342 Junior High School students. Since the number of respondents was too significant to handle, stratified sampling and random sampling were used, and the Cochran formula was used to determine the sample size. To get the percentage, the number of respondents from each school was divided by the total number of respondents and multiplied by the sample size. The researcher randomly selected respondents from each school using the lottery method.

### Instrument

The instrument used in this study is a self-made questionnaire to determine the extent of teachers' support. The data-gathering instrument consisted of 2 parts. Part 1 contained questions about respondents' profiles, such as age, sex, grade level, and average monthly family income. Part 2 of the instrument contained 30 questions distributed equally in four (4) area as follows: emotional support, informational support, and instrumental support. The respondents were asked to rate each item on a five-point Likert scale, with the following options: 5 (Always), 4 (Often), 3 (Sometimes), 2 (Rarely), and 1 (Almost Never).

### Procedure for Data Collection

To ensure a smoother study, the researcher followed these steps during data collection. First, a letter request was submitted to the Schools Division Superintendent and to the School Heads seeking approval to conduct the study. The questionnaires were administered to target respondents after approval was secured. Printed hard copies of the questionnaire were distributed to the target respondents outside of school hours. After 3 days, the questionnaires were gathered, recorded, and analyzed. The data gathered from respondents' responses were tallied and tabulated using appropriate statistical tools. The raw data were transformed into numerical codes using a coding manual. This



allowed computer processing, statistical derivations, and tabular presentation. The Statistical Package for the Social Sciences (SPSS) was used to process the encoded data.

### Data Analysis and Statistical Treatment

Objective No. 1 used a descriptive-analytical scheme to determine the profile of respondents in terms of Age, Sex, Grade Level, and Average Family Monthly Income. The statistical tools are Frequency Count and Percentage Distribution. Objective No. 2 also used a descriptive analytical scheme to determine the extent of teachers' support across the following areas: Emotional Support, Informational Support, and Instrumental Support. The statistical tool used was the mean. Objective No. 3 used a descriptive analytical approach to determine students' academic performance in the first two quarters of School Year 2024-2025, grouped by the aforementioned variables. The statistical tool used was the mean. Objective No. 4 used a comparative analytical scheme to determine significant difference in the extent of teachers' support across groups defined by the aforementioned variables. The statistical test used was the Mann-Whitney U Test. Objective No. 5 used a relational analytical scheme to determine if there is a significant relationship between teachers' support and learners' academic performance. The statistical tool used was Spearman's rho.

### Ethical Considerations

In conducting this study, ethical considerations were prioritized to protect all participants, particularly school heads and teachers. Informed consent was obtained from each respondent prior to data collection. Participants were briefed on the purpose of the study, the nature of their involvement, and their right to withdraw at any point without penalty. The researcher ensured that participation was entirely voluntary and that no coercion or undue influence was exerted on any individual or institution. Confidentiality and anonymity were strictly maintained throughout the research process. Identifiable information, such as names, school affiliations, and personal responses, was excluded from published findings. Data were stored securely and used solely for academic purposes. Responses were aggregated during analysis to prevent specific feedback from being attributed to individual participants, thereby protecting their professional reputations and ensuring honest, unbiased input. Lastly, the study adhered to the principles of academic integrity and to institutional protocols. Approval from the appropriate school division office or ethics review board was secured prior to implementation. The researcher is committed to presenting findings objectively, avoiding data misrepresentation or manipulation. By upholding these ethical standards, the study aimed to contribute responsibly to the discourse on educational leadership and teacher performance without compromising the dignity or rights of its participants.

### Results and Discussions

This section presents the summary of findings from careful data gathering, in-depth analysis, and thoughtful interpretation.

### Profile of the Respondents in terms of Age, Sex, Grade extent, and Average Family Monthly Income.



**Table 1**  
*Profile of the Respondents*

Variable	Category	Frequency	Percentage
Age	Younger (below 16 years old)	104	57.10
	Older (16 years old & above)	78	42.90
Sex	Male	75	41.20
	Female	107	58.80
Grade Level	Lower (Grades 7 & 8)	123	67.60
	Higher (Grades 9 & 10)	59	32.40
Average Family Monthly Income	Lower (Less than Php13,800)	89	48.90
	Higher (Php13,800 or more)	93	51.10
<b>Total</b>		<b>182</b>	<b>100.00</b>

Table 1 presents the demographic profile of the respondents. In terms of age, the majority of participants are younger than 16 years old (57.10%), while 42.90% are 16 years old or older. Regarding sex, the respondents are predominantly female (58.80%) compared to male (41.20%). By grade level, most respondents are in the lower grades (Grades 7 and 8), comprising 67.60% of the sample, while 32.40% are in the higher grades (Grades 9 and 10). In terms of average family monthly income, the respondents are relatively balanced: 48.90% come from households earning less than Php 13,800, while 51.10% come from households earning more than Php 13,800. Overall, the demographic profile demonstrates a varied mix of respondents across age, sex, grade level, and family income. Such diversity strengthens the study by ensuring that multiple perspectives are represented, thereby enriching the analysis of student experiences and outcomes.

**Extent of Teachers' Support in terms of Emotional, Informational, and Instrumental Support**

**Table 2**  
*Extent of Teachers' Emotional Support*

Items	Mean	Interpretation
<i>My teacher...</i>		
1. encourages me when I feel discouraged about schoolwork.	3.88	Great Extent
2. makes me feel comfortable sharing my academic concerns.	4.35	Great Extent
3. listens when I talk about my struggles in learning.	3.89	Great Extent
4. shows understanding when I make mistakes.	4.14	Great Extent
5. supports me during stressful academic situations.	3.97	Great Extent
6. helps me believe in my ability to succeed.	3.75	Great Extent
7. treats me with respect even when I'm having a hard time.	4.09	Great Extent
8. Makes me feel emotionally safe in the class.	4.22	Great Extent
9. celebrates my progress, even if it's small.	4.18	Great Extent
10. motivates me to keep trying when I want to give up.	4.09	Great Extent
<b>Overall Mean</b>	<b>4.06</b>	<b>Great Extent</b>



Table 2 presents the extent of teachers' emotional support as perceived by the respondents. The overall mean score of 4.06 is interpreted as "great extent". Line item 2, which states "My teacher makes me feel comfortable sharing my academic concerns," got the highest mean score of 4.35, interpreted as "great extent." On the other hand, line item 6, which states "My teacher helps me believe in my ability to succeed," received the lowest mean score of 3.75, indicating "great extent." This implies that while teachers encourage, there is still room to strengthen practices that build students' self-efficacy and confidence in their academic abilities. This result is supported by Roorda, Koomen, Spilt, and Oort (2017), who found that positive teacher–student relationships significantly enhance students' engagement, motivation, and achievement. Their study highlighted that emotional support through encouragement, respect, and understanding creates a safe learning environment that fosters resilience and persistence. Importantly, they emphasized that beyond academic instruction, teachers' emotional availability and trust-building are crucial for students' socio-emotional development and long-term success.

**Table 3**

*Extent of Teachers' Informational Support*

Items	Mean	Interpretation
<i>My teacher...</i>		
1. explains lessons clearly and helps me understand complex topics.	4.18	Great Extent
2. Provides helpful feedback on my schoolwork.	4.14	Great Extent
3. gives me tips on how to study better.	4.24	Great Extent
4. helps me set academic goals.	3.84	Great Extent
5. provides extra materials to help me learn more.	4.16	Great Extent
6. allows me to ask questions freely and provide clear answers.	3.31	Moderate Extent
7. helps me prepare for tests and assessments.	3.61	Great Extent
8. checks if I understand the lesson before moving on.	3.98	Great Extent
9. teaches me strategies to improve my performance.	3.59	Great Extent
10. encourages me to ask for help when I need it.	3.74	Great Extent
<b>Overall Mean</b>	<b>3.88</b>	<b>Great Extent</b>

Table 3 presents the extent of teachers' informational support as perceived by the respondents. The overall mean score of 3.88, interpreted as "great extent". Among the items, line item 3, which states "My teacher gives me tips on how to study better", obtained the highest mean score of 4.24, interpreted as "great extent." On the other hand, line item 6, which states "My teacher allows me to ask questions freely and provide clear answers", received the lowest mean score of 3.31, interpreted as "moderate extent." This implies that while teachers are strong in providing explanations, feedback, and supplementary materials, there is still room to strengthen practices that encourage open questioning and ensure clarity in responses. Furthermore, the results show that teachers excel in explaining lessons clearly, providing feedback, offering extra materials, and checking for understanding—all of which contribute to adequate instructional support. This result is supported by Morin (2020), who examined teacher support and the social classroom environment as predictors of student outcomes. The study emphasized that informational support—through clear explanations, constructive feedback, and opportunities for dialogue—plays a crucial role in reducing student loneliness and enhancing engagement.



**Table 4**

*Extent of Teachers' Instrumental Support*

Items	Mean	Interpretation
<i>My teacher...</i>		
1. gives printed materials when I don't have access to resources.	4.05	Great Extent
2. allows me to submit requirements even if I face difficulties.	4.17	Great Extent
3. helps me organize my tasks and deadlines.	3.89	Great Extent
4. provides me time to catch up on missed lessons.	4.27	Great Extent
5. helps me complete school projects when I'm struggling.	3.85	Great Extent
6. talks to my parents when I need extra support.	3.96	Great Extent
7. offers extra help when I don't understand the lesson.	4.04	Great Extent
8. adjusts lessons to fit my learning needs.	4.24	Great Extent
9. helps me manage my schoolwork during busy weeks.	3.47	Moderate Extent
10. supports me in accessing school tools or facilities when needed.	4.03	Great Extent
<b>Overall Mean</b>	<b>4.00</b>	<b>Great Extent</b>

Table 4 presents the extent of teachers' instrumental support as perceived by the respondents. The overall mean score of 4.00, interpreted as "great extent." Line item 4, which states "My teacher provides time for me to catch up on missed lessons", obtained the highest mean score of 4.27, interpreted as "great extent." On the other hand, line item 9, which states "My teacher helps me manage my schoolwork during busy weeks", received the lowest mean score of 3.47, interpreted as "moderate extent." This implies that while teachers provide substantial support in terms of resources, adjustments, and extra help, there is still room to strengthen practices that help students balance workloads during periods of high academic demand. Furthermore, the results show that teachers excel in providing printed materials, allowing flexible submission of requirements, adjusting lessons to fit learning needs, and offering extra help when lessons are difficult. This result is supported by Longobardi, Prino, Marengo, and Settanni (2020), who emphasized that instrumental support—such as providing resources, adjusting instruction, and offering practical assistance—plays a crucial role in fostering student engagement and reducing academic stress.

### Academic Performance of Junior High School Students

**Table 5**

*Level of Students' Academic Performance when grouped according to the Variables*

Variable	Category	Mean	Interpretation
Age	Younger	87.61	Very Satisfactory
	Older	86.60	Very Satisfactory
Sex	Male	87.25	Very Satisfactory
	Female	87.13	Very Satisfactory
Grade Level	Lower	87.21	Very Satisfactory
	Higher	87.11	Very Satisfactory
Average Family Monthly Income	Lower	86.86	Very Satisfactory
	Higher	87.48	Very Satisfactory



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<b>Overall Mean</b>	<b>87.11</b>	<b>Very Satisfactory</b>
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Table 5 presents the level of students' academic performance, grouped by the variables. The overall mean score is 87.11, interpreted as "very satisfactory." For the age variable, the younger group obtained a mean score of 87.61, interpreted as "very satisfactory," while the older group recorded a mean score of 86.60, also interpreted as "very satisfactory." For the sex variable, the male group obtained a mean score of 87.25, interpreted as "very satisfactory," while the female group recorded a mean score of 87.13, also interpreted as "very satisfactory." For the grade-level variable, the lower grade group (Grades 7 & 8) had a mean score of 87.21, indicating "very satisfactory." In contrast, the higher-grade group (Grades 9 & 10) recorded a mean score of 87.11, which was also interpreted as "very satisfactory." For the average family monthly income variable, the lower-income group had a mean score of 86.86, interpreted as "very satisfactory." In comparison, the higher income group recorded a mean score of 87.48, also interpreted as "very satisfactory." This implies that across age, sex, grade level, and family income, students consistently demonstrated a "very satisfactory" level of academic performance, with only slight variations between categories. The relatively higher mean scores among younger students and those from higher-income families suggest that age-related factors and socio-economic resources may provide modest advantages in academic achievement. Villamor (2020) found that students from higher-income families generally performed better academically, consistent with your finding that higher-income groups had slightly higher mean scores. The study emphasized that socioeconomic resources provide modest advantages in achievement, though most students still reached satisfactory levels regardless of income.

**Comparative Analysis on the Extent of Teachers' Emotional Support when grouped and compared according to Age, Sex, Grade Level, and Average Family Monthly Income in Emotional Support, Informational Support, and Instrumental Support**

**Table 6**

*Difference in the Extent of Teachers' Emotional Support when grouped and compared according to the aforementioned Variables*

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	104	97.60	3421.500	0.070		Not Significant
	Older	78	83.37				
Sex	Male	75	92.75	3918.500	0.787		Not Significant
	Female	107	90.62				
Grade Level	Lower	123	92.71	3480.000	0.654	0.05	Not Significant
	Higher	59	88.98				
Average Family Monthly Income	Lower	89	90.59	4057.500	0.819		Not Significant
	Higher	93	92.37				



Table 6 presents the difference in the extent of teachers' emotional support by age, sex, grade level, and average monthly family income. For age, the younger group (Mean Rank = 97.60) and the older group (Mean Rank = 83.37) yielded a Mann-Whitney U value of 3421.500 with a p-value of 0.070, which is greater than the 0.05 significance level. This indicates that the difference is not significant, and the null hypothesis that there is no significant difference in teachers' emotional support across age groups is therefore accepted. For sex, the male group (Mean Rank = 92.75) and the female group (Mean Rank = 90.62) produced a Mann-Whitney U value of 3918.500 with a p-value of 0.787, which is greater than the 0.05 level, indicating no significant difference; hence, the null hypothesis is accepted. For grade level, the lower group (Mean Rank = 92.71) and the higher group (Mean Rank = 88.98) yielded a Mann-Whitney U value of 3480.000 and a p-value of 0.654, again greater than 0.05, indicating the difference is not significant, and the null hypothesis is accepted. Finally, for average family monthly income, the lower income group (Mean Rank = 90.59) and the higher income group (Mean Rank = 92.37) produced a Mann-Whitney U value of 4057.500 with a p-value of 0.819, also greater than 0.05, confirming that the difference is not significant and the null hypothesis is accepted. The overall implication of these results is that teachers' emotional support is perceived consistently across age, sex, grade level, and family income, with no significant differences among groups. For school operations, this suggests that emotional support practices are equitable and uniformly experienced by students regardless of demographic background. Schools can therefore focus on sustaining this consistency through professional development and policy reinforcement, ensuring inclusivity and fairness in teacher-student relationships. Cagape, Baog, and Villarente (2020) examined emotional intelligence and adversity quotient among teachers and found no significant differences across demographic profiles. This aligns with your finding that emotional support practices are perceived consistently regardless of age, sex, grade level, or income.

**Table 7**

*Difference in the Extent of Teachers' Informational Support when grouped and compared according to the aforementioned Variables*

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	104	90.94	3997.500	0.867	0.05	Not Significant
	Older	78	92.25				
Sex	Male	75	92.77	3917.000	0.784	0.05	Not Significant
	Female	107	90.61				
Grade Level	Lower	123	89.32	3360.000	0.418	0.05	Not Significant
	Higher	59	96.05				
Average Family Monthly Income	Lower	89	89.57	3967.000	0.628	0.05	Not Significant
	Higher	93	93.34				

Table 7 presents the difference in the extent of teachers' informational support by age, sex, grade level, and average monthly family income. For age, the younger group (Mean Rank = 90.94) and the older group (Mean Rank = 92.25) yielded a Mann-Whitney U value of 3997.500 with a p-value of 0.867, which is greater than the 0.05 significance level. This indicates that the difference is



not significant, and the null hypothesis that there is no significant difference in teachers' informational support across age groups is accepted. For sex, the male group (Mean Rank = 92.77) and the female group (Mean Rank = 90.61) produced a Mann-Whitney U value of 3917.000 with a p-value of 0.784, which is greater than 0.05, indicating no significant difference; hence, the null hypothesis is accepted. For grade level, the lower group (Mean Rank = 89.32) and the higher group (Mean Rank = 96.05) yielded a Mann-Whitney U value of 3360.000 and a p-value of 0.418, again greater than 0.05, indicating the difference is not significant, and the null hypothesis is accepted. Finally, for average family monthly income, the lower income group (Mean Rank = 89.57) and the higher income group (Mean Rank = 93.34) produced a Mann-Whitney U value of 3967.000 with a p-value of 0.628, also greater than 0.05, confirming that the difference is not significant and the null hypothesis is accepted. The overall implication of these results is that teachers' informational support is perceived consistently across age, sex, grade level, and family income, with no significant differences among groups. For school operations, this suggests that instructional clarity, feedback, and study guidance are equitably provided to all students regardless of demographic background. Schools can therefore focus on sustaining this consistency through professional development and policy reinforcement, ensuring inclusivity and fairness in instructional practices. Tolentino and Santos (2020) reported that Filipino students' confidence and proficiency in English were strongly influenced by teacher feedback and clarity of instruction, but demographic variables such as sex and grade level did not significantly alter perceptions of support.

**Table 8**

*Difference in the Extent of Teachers' Instrumental Support when grouped and compared according to the aforementioned Variables*

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	104	94.50	3744.000	0.374	0.05	Not Significant
	Older	78	87.50				
Sex	Male	75	94.51	3786.500	0.517	0.05	Not Significant
	Female	107	89.39				
Grade Level	Lower	123	92.51	3504.500	0.708	0.05	Not Significant
	Higher	59	89.40				
Average Family Monthly Income	Lower	89	90.58	4057.000	0.818	0.05	Not Significant
	Higher	93	92.38				

Table 8 presents the difference in the extent of teachers' instrumental support by age, sex, grade level, and average monthly family income. For age, the younger group (Mean Rank = 94.50) and the older group (Mean Rank = 87.50) yielded a Mann-Whitney U value of 3744.000 with a p-value of 0.374, which is greater than the 0.05 significance level. This indicates that the difference is not significant, and the null hypothesis that there is no significant difference in teachers' instrumental support across age groups is accepted. For sex, the male group (Mean Rank = 94.51) and the female group (Mean Rank = 89.39) produced a Mann-Whitney U value of 3786.500 with a p-value of 0.517, which is greater than 0.05, indicating no significant difference; hence, the null hypothesis is accepted.



For grade level, the lower group (Mean Rank = 92.51) and the higher group (Mean Rank = 89.40) yielded a Mann-Whitney U value of 3504.500 and a p-value of 0.708, again greater than 0.05, indicating the difference is not significant, and the null hypothesis is accepted. Finally, for average family monthly income, the lower income group (Mean Rank = 90.58) and the higher income group (Mean Rank = 92.38) produced a Mann-Whitney U value of 4057.000 with a p-value of 0.818, also greater than 0.05, confirming that the difference is not significant and the null hypothesis is accepted. The overall implication of these results is that teachers' instrumental support is perceived consistently across age, sex, grade level, and family income, with no significant differences among groups. For school operations, this suggests that practical assistance, such as providing resources, adjusting lessons, and offering extra help, is equitably delivered to all students regardless of demographic background. Schools can therefore focus on sustaining this consistency through professional development and policy reinforcement, ensuring inclusivity and fairness in the provision of instrumental support. Aguirre and Legaspi (2020) found that demographic variables such as age and sex showed minimal differences in learners' performance and perceptions of teacher support. This suggests that Filipino teachers' instrumental support practices are consistently applied across diverse student groups.

### Relational Analysis on the Relationship between Teachers' Support and Students' Academic Performance

**Table 9**

*Relationship Between the Extent of Teachers' Support and Learners' Academic Performance*

Correlates	r	p-value	Level of Significance	Interpretation
Teachers' Support Learners' Academic Performance	0.144	0.052	0.05	Not Significant

Table 9 presents the relationship between the extent of teachers' support and learners' academic performance. The computed correlation coefficient ( $r = 0.144$ ) indicates a weak positive relationship between the two variables. However, the obtained p-value of 0.052 is greater than the 0.05 level of significance, which means the relationship is not statistically significant. Thus, the null hypothesis stating that there is no significant relationship between teachers' support and learners' academic performance is accepted. This finding implies that while teacher support may contribute positively to students' academic outcomes, its effect is not strong enough to establish a significant relationship in this study. For school operations, this suggests that multiple factors beyond teacher support, such as learner motivation, study habits, family environment, and access to resources, influence academic performance. Schools should therefore continue to encourage teachers to provide consistent emotional, informational, and instrumental support, while also strengthening complementary programs that address other determinants of student achievement. Initiatives such as study skills workshops, parental engagement activities, and resource provision may help reinforce the impact of teacher support and create a more holistic environment for academic success. Longobardi, Prino, Marengo, and Settanni (2020) emphasized that teacher–student relationships and support practices foster adjustment and engagement, but academic performance is also influenced by external



factors such as family environment and learner motivation. This aligns with your conclusion that multiple determinants beyond teacher support affect achievement.

### Conclusions

The findings imply that the student group exhibits relatively uniform academic outcomes regardless of differences in age, sex, grade level, or family income, suggesting that these demographic variables may not be strong determinants of academic achievement in this context. The consistently high level of perceived teachers' emotional, informational, and instrumental support reflects a generally supportive learning environment; however, its lack of significant relationship with academic performance indicates that such support alone may not directly influence measurable scholastic outcomes. This suggests that other factors-such as learner motivation, study habits, prior knowledge, instructional alignment, or assessment practices-play a more critical role in shaping performance, underscoring the need for future inquiry and interventions to examine these additional influences.

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### Authorship Contribution Statement

**Luba:** Concept and design, literature review, data collection, analysis, and interpretation.  
**Divinagracia:** Final concept editing, guidance and supervision, and manuscript proof-reading.

### Conflict of Interest

The authors declare the absence of any conflict of interest that could have influenced the content or conclusions of this paper. They affirm that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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