EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:7 |July 2024

IMPACT OF SCHOOL PRINCIPAL'S FEEDBACK COMMUNICATION SKILLS TO THE PUBLIC SECONDARY TEACHERS' JOB SATISFACTION

Jessa A. Banico[1], Roel P. Villocino[2]
[1]*Master of Arts in Education major in Educational Administration, Assumption College of Nabunturan, Davao de Oro, Philippines*
[2]*Doctor of Education, Professor, Assumption College of Nabunturan, Davao de Oro, Philippines*

Article DOI: https://doi.org/10.36713/epra17733
DOI No: 10.36713/epra17733

ABSTRACT
The main purpose of the study was to determine the relationship of principal's feedback communication skills in terms of feedback quality, feedback tone, empathy and openness to dialogue and public secondary teachers' job satisfaction in terms of work environment, job responsibilities, work-life balance, and professional development. Utilizing the descriptive quantitative which applied correlational research design, this study sought to find out the relationship of the two variables. The study used two adapted instruments for principal's feedback communication skills and job satisfaction. The principal's feedback communication skills were a 20-item survey questions, in terms of feedback quality, feedback tone, empathy, and openness to dialogue and for public secondary teachers' job satisfaction was a 20-item survey questions as to work environment, job responsibilities, work-life balance, and professional development. The study found that there was a significant relationship between principal's feedback communication skills and public secondary school teachers' job satisfaction. The result showed that the teacher's job satisfaction was influenced by the principal's feedback communication skills.

KEYWORDS: ***feedback communication skills, job satisfaction, correlational research design***

INTRODUCTION

Principals play an essential role in influencing teacher job satisfaction. The way they deliver feedback greatly affects teachers' perceptions of their work environment, job responsibilities, work-life balance, and professional development. This factor shapes teaching methods and the overall educational environment's culture. Failing to address it can foster misunderstandings and diminish teacher job satisfaction (Myers, 2001), thus compromising the overall educational experience.

An Indian study investigated how vital job satisfaction is to teaching proficiency. According to Shila and Sevilla (2015), for teachers to be highly productive and act in line with the school's mission, vision, and goals, they need to feel contented, valued, and highly motivated. Teachers are more likely to leave the field if unsatisfied with their jobs.

In the Philippines, Tuazon and Padiernos (2016) conducted a study about the relationship between communication satisfaction and the working relationship between teachers and school heads, which includes how effectively principals provide feedback. The study found that teachers were delighted with school communication, indicating that the feedback provided by principals was likely clear, constructive, and helpful. It shows a positive correlation between teachers' communication satisfaction and working relationships with school heads.

The effective feedback communication is pivotal in building the job satisfaction and educational perceptions of teachers. Constructive and timely feedback promotes professional growth and a sense of belonging, enhancing morale. On the other hand, infrequent or solely critical feedback leads to feelings of undervaluation and stagnation. This highlighted the importance of principals providing skilled feedback to support teacher morale and educational quality. The findings from this study can serve as a foundation for enhancing the professional relationships between principals and teachers, ultimately leading to a more positive and supportive school environment conducive to effective teaching and learning

STATEMENT OF THE PROBLEM

This research study would primarily determine the correlation between principals' feedback communication skills and the satisfaction of the secondary public-school teachers of Tagum City Division, Davao del Norte. Specifically, it aims to answer the following questions:

1. What is the level of the principal's feedback communication skills in terms of:
   - 1.1 feedback quality,
   - 1.2 feedback tone,
   - 1.3 empathy, and
   - 1.4 openness to dialogue?

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:7 |July 2024

2. What is the level of job satisfaction of the secondary public-school teachers in terms of:
   2.1 work environment,
   2.2 job responsibilities,
   2.3 work-life balance, and
   2.4 professional development?
3. Is there a significant relationship between principals' feedback communication skills and teachers' job satisfaction among secondary public schools in Tagum City Division?
4. Is there a significant relationship between the individual indicators of principals' feedback communication skills and the indicators of teachers' satisfaction?

1.2 *Review Related Literature*

Principal's Feedback Communication Skills

Feedback makes communication meaningful. It is the result of an idea and makes communication continuous. In educational organizations, like other organizations, the task of assessing teachers and providing them with feedback is one of the most challenging jobs a principal must do (resilienteducator.com,2012). With the onset of the 21st century and influenced by increasing democratization within schools as well as postmodern and post-materialistic values infiltrating the educational system, the role of the "new principal" evolved. This role expansion necessitated not only managerial competencies but also leadership, communication, group process management, diagnostic and evaluative skills, feedback provision, and team development abilities (Arar, 2014).

The Australian Professional Standard for Principals underscores the pivotal function of school leaders in guiding teachers to integrate effective feedback mechanisms into their teaching practices, thereby driving improvements in assessment, instruction, and learning processes (Australian Institute for Teaching and School Leadership, 2014).

To build a thriving school environment principals need to come up with effective ways to give feedback to teachers. As one of the most potent activities in education (Hattie & Timperley,2007), It is a shared ambition in an organization to create a 'feedback culture' that embeds a habit of feedback and encourages the school administration and teachers to give each other formal and informal feedback as often as possible. They must foster a learning community in which educators continuously improve their skills to benefit their learners (Duffield et al., 2013).

Principals can enhance their subordinates' performance and assist them in reaching their objectives by offering constructive feedback (remind.com, 2022). Practical communication skills in providing feedback are essential for principals to establish trust and good relationships with their staff, which can boost employee engagement and retention.

Teachers' Job Satisfaction

Teachers' satisfaction is a multifaceted and critical component of the educational ecosystem. Bryk and Schneider (2002) investigated the concept of trust within educational institutions and its correlation with teacher satisfaction and overall school enhancement.

The focus on job satisfaction has recently become closely linked to broader strategies to enhance job design, organizational effectiveness, and the quality of working life movement (Buchanan, 2006, as cited in Kadtong et al., 2017). The study by Kadtong et al. (2017) revealed that job satisfaction is a requirement for work performance, and teachers who are content with their jobs develop and maintain a high level of performance. Thus, making job satisfaction a crucial indicator of employment (Bota,2013).

Teachers are considered the "nation builders" (Hoque et al., 2023); their work is crucial to the success of their classrooms and the development of their students' learning (Parveen & Bano, 2019). Knox and Anafara Jr. (2013) highlight that content educators dedicate themselves more to ongoing professional development. Work satisfaction is obtained when the benefits of a job exceed an employee's expectations.

1.3 Theoretical Framework

This theory was anchored to the Communication Satisfaction Theory in which it looked at people's level of satisfaction with several facets of communication. Simple, direct communications reduce confusion, improve staff comprehension, and deliver information, comments, and updates consistently. (Wiener et al., 1978 as cited by Enyan et al., 2023).

The conceptual framework of the study revealed the independent and dependent variables. The independent variable was the level of the principal's feedback communication skills, which are based on the following: feedback quality, feedback tone, empathy, and openness to dialogue and the dependent variable was the teacher satisfaction of secondary teachers in the thirteen secondary schools in Tagum City regarding work environment, job responsibilities, work-life balance, and professional development.

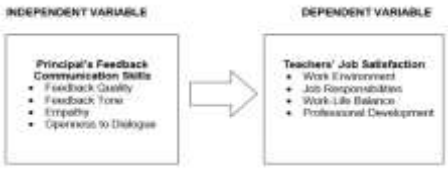


Figure 1. Conceptual Framework

2. METHODOLOGY

2.1 Research Design

The study would use a descriptive-correlational research design. This design aims to describe two or more variables and their relationships. The variables of interest are observed and analyzed to figure out how they relate (Bhat, 2018). Data was gathered and analyzed to study a group of individuals or items. In other words, only a portion of the population was studied, and it was expected that the findings could be generalized to the entire population.

2.2 Research Locale

The study was carried out in Tagum City, Province of Davao del Norte Philippines with nine secondary

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:7 |July 2024

schools, three integrated schools, and one stand-alone senior high school.

2.3 Research Respondents

The respondents of this research were the public secondary school teachers of Tagum City Division, selected through a probability type of sampling, specifically systematic random sampling. Using the Raosoft sample size calculator, the researcher identified the number of respondents in each school.

2.4. Research Instruments

The first one is a survey questionnaire composed of 20 items, five for each indicator, adapted from the study of Perpetua Imaobong Samuel (Sr.) (2021) entitled, "Principals' Effective Communication Techniques On Teachers' Job Satisfaction In Private Secondary Schools In Juja, Kiambu County, Kenya" that measured the principals' feedback communication skills in terms of (1) feedback quality, (2) feedback tone, (3) empathy and (4) openness to dialogue as to (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, and (5) strongly agree. The second instrument, composed of 20 items, five for each indicator, was also an adaptation from Nobleza and Villocino (2023) from their study entitled, "Principals' Supportive Behavior and Job Satisfaction among Public Secondary Teachers of Tagum City" which measured the job satisfaction level of teachers of the public secondary schools in Tagum City as to (1) work environment, (2) job responsibilities, (3) work-life balance, and (4) professional development as to (1) not very satisfied (NVS), (2) not satisfied (NS), (3) satisfied (S), and (4) very satisfied (VS).

2.4 Statistical Treatment

This study utilized statistical tools such as mean, Pearson's R, Standard Deviation, frequency and IBM SPSS to identify the correlation of the level of the feedback communication skills and the level of the secondary teachers' job satisfaction in Tagum City Division.

3. RESULTS AND DISCUSSION

The data acquired was analyzed, and the results were presented in this chapter together with the conclusions drawn from the given problems.

Level of Principal's Feedback-Communication Skills

This part revealed the findings from the first statement of the problem, which assessed the level of principal's feedback communication skills in terms of feedback quality, feedback tone, empathy and openness to dialogue.

Feedback Quality. Table 1 presented the result of the level of principal's feedback communication skills in terms of feedback quality

Table 1
Level of Principal's Feedback-Communication Skills in terms of Feedback Quality

Feedback Quality	Mean	Quality Index
1. The principal gives clear, direct, and concise messages.	3.7	Strongly Agree
2. The principal discusses school issues with teachers regularly.	3.7	Strongly Agree
3. The principal gives constructive feedback when I don't do my task well	3.6	Strongly Agree
4. The principal gives me adequate and timely information and instructions.	3.7	Strongly Agree
5. The principal gives direct feedback to the teachers	3.7	Strongly Agree
Overall Mean	3.7	Strongly Agree

Table 1 showed that the items "the principal gives clear, direct, and concise messages," "the principal discusses school issues with teachers regularly," "the principal gives me adequate and timely information and instructions," and "the principal gives direct feedback to the teachers" got the same highest mean of 3.7 with a quality index of strongly agree. Meanwhile, the item "the principal gives constructive feedback when I do not do my task well" has a mean of 3.6 and a quality index of strongly agree. The weighted mean of all five items under feedback quality is 3.7, which obtained a quality index of strongly agree which means all the items in the indicator feedback quality of feedback communication skills of the school principal are always manifested.

The result revealed that teachers feel the quality of the feedback is substantial and beneficial to the work environment, job responsibilities, work-life balance, and professional development. The result also agreed with the studies of Barends et.al (2022) and Strong (2018) that detailed and adequate feedback significantly improves performance and satisfaction of teachers. Constructive feedback helps teachers to grow and enhance teaching methods, leading to a positive and motivating work environment.

Feedback Tone. Table 2 presented the result of the level of principal's feedback communication skills in terms of feedback tone.

Table 2
Level of Principal's Feedback-Communication Skills in terms of Feedback Tone

Feedback Tone	Mean	Quality Index
1. The principal praises me for my effective teaching practices	3.6	Strongly Agree
2. The principal gives a respectful and professional tone when delivering feedback to teachers.	3.6	Strongly Agree
3. The principal provides critical and discouraging feedback when I fail in my duties.	3.3	Agree
4. The principal feedback motivated me to improve my performance.	3.6	Strongly Agree
5. The principal feedback appears impersonal or detached when discussing issues.	3.4	Agree
Overall Mean	3.5	Agree

Table 2 showed that the items "the principal praises me for my effective teaching practices," "the principal gives

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:7 |July 2024

a respectful and professional tone when delivering feedback to teachers" and "The principal feedback motivated me to improve my performance," got the same highest mean of 3.6 with a quality index of strongly agree which means that the feedback communication skills of the principal are always manifested. It was followed by the item "The principal feedback appears impersonal or detached when discussing issues" with a mean of 3.4 and with a quality index of agree. On the other hand, "The principal provides critical and discouraging feedback when I fail in my duties" has the lowest mean of 3.3 with a quality index of agree which both means that feedback communication skills of the principal are oftentimes manifested. All these ratings resulted the weighted mean of 3.5 with a quality index of agree, which means that the level of principal's feedback communication skills in terms of feedback tone is oftentimes manifested in the feedback communication skills of the principal.

The results indicated that the feedback tone of the principal generally excels in delivering feedback that is both encouraging and professional, which significantly contributed to a supportive and motivational educational environment. Sutton (2020) supported this in his article on positivepsychology.com, saying feedback should be delivered carefully and respectfully to avoid counterproductive outcomes. Teachers often appreciate feedback more when it is conveyed in a manner that is both supportive and respectful, recognizing their efforts and contributions, as noted by Strong (2018).

Empathy. Table 3 presented the result of the level of principal's feedback communication skills in terms of empathy.

Table 3
Level of Principal's Feedback-Communication Skills in terms of Empathy

Empathy	Mean	Quality Index
1. The principal listens to me when I discuss issues with him/her.	3.7	Strongly Agree
2. The principal understands my perspective when providing feedback.	3.6	Strongly Agree
3. The principal encourages me and gives me assurance, so I feel comfortable when communicating with him/her	3.7	Strongly Agree
4. The principal responds with care and compassion	3.7	Strongly Agree
5. The principal feedback gives me the sense that my experiences and challenges are acknowledged.	3.7	Strongly Agree
Overall Mean	3.7	Strongly Agree

Table 3 showed that the items "The principal listens to me when I discuss issues with him/her," "The principal encourages me and gives me assurance, so I feel comfortable when communicating with him/her," "The principal responds with care and compassion," and "The principal feedback gives me the sense that my experiences and challenges are acknowledged" got the same highest mean of 3.7. Followed by the item "The principal understands my perspective when providing feedback." with the lowest mean of 3.6. The mean of all the items has a quality index of strongly agree and the overall mean of 3.7 which means that the level of principal's feedback communication skills in terms of empathy is always manifested.

The result only showed that feedback with empathy plays a crucial role in teachers' satisfaction. Listening, understanding, and acknowledging one's perspective made the teachers feel valued, respected, and supported in their professional roles. This is in line with Ingersoll & Strong (2011) that states that an empathetic approach contributes to teacher satisfaction and can lead to higher retention rates, reducing turnover and enhancing school stability.

Openness to Dialogue. Table 4 presented the result of the level of principal's feedback communication skills in terms of openness to dialogue

Table 4
Level of Principal's Feedback-Communication Skills in terms of Openness to Dialogue

Openness to Dialogue	Mean	Quality Index
1. The principal accepts teachers' suggestions and communicates back to them using effective communication methods.	3.7	Strongly Agree
2. The principal allows me to engage in a conversation with her about a certain issue.	3.6	Strongly Agree
3.The principal encourages me to ask for questions or suggestions during a meeting	3.7	Strongly Agree
4. The principal welcomes and appreciates my thoughts and ideas when I give them.	3.6	Strongly Agree
5. The principal makes me comfortable in asking questions or seeking clarification during the feedback sessions.	3.7	Strongly Agree
Overall Mean	3.7	Strongly Agree

Table 4 showed that the items "the principal accepts teachers' suggestions and communicates back to them using effective communication methods," "the principal encourages me to ask for questions or suggestions during a meeting," and "the principal makes me comfortable asking questions or seeking clarification during the feedback sessions" got the same highest mean of 3.7. On the other hand, items "the principal allows me to engage in a conversation with her about a certain issue" and "the principal welcomes and appreciates my thoughts and ideas when I give them" have the same mean of 3.6; all the items under the category have the same quality index of strongly agree. The weighted mean of all five items under feedback quality is 3.7, with a quality index of strongly agree, which means all the items are always manifested.

The result only showed that open communication in an institution is an excellent factor in ensuring the satisfaction of the teachers. Accepting suggestions, allowing one to engage in conversations, appreciating one's thoughts, and making them comfortable asking questions or seeking clarifications hold a significant value that empowers and motivates teachers. Hargreaves and O'Connor (2018) argue that giving teachers the autonomy to direct their professional development leads to a more significant commitment to their growth and enhances their satisfaction with the feedback they receive.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:7 |July 2024

Summary on the Extent of the Principal's Feedback Communication Skills.

Presented in Table 5 the extent of the principal's feedback communication skills based on the identified four indicators – feedback quality, feedback tone, empathy and openness to dialogue.

Table 5
Summary on the Extent of the Principal's Feedback Communication Skills.

Indicators	Mean	Interpretation
1. Feedback Quality	3.7	Strongly Agree
2. Feedback Tone	3.5	Agree
3. Empathy	3.7	Strongly Agree
4. Openness to Dialogue	3.7	Strongly Agree
Overall	3.65	Strongly Agree

Reflected in Table 5 was a summary of the level of the principal's feedback and communication skills. The indicators such as feedback quality, empathy, and openness to dialogue got the same highest mean of 3.7 with a quality index of strongly agree which means that all the feedback communication skills of the principal were always manifested, followed by the feedback tone, which got the lowest mean of 3.5 with a with a quality index of agree which means that the feedback communication skill is oftentimes manifested. The overall mean of the indicators is 3.65, which denoted that the public secondary school teachers strongly agree that they always manifested the feedback communication skills from their principal in terms of feedback quality, empathy, and openness to dialogue, but they just agree that they oftentimes manifested a feedback communication skill from their principal in terms of the tone in which the feedback was delivered.

Level of Job Satisfaction of the Secondary Public-School Teachers.

This section showed the results of the second statement of the problem, which examined the level of the job satisfaction of the secondary public-school teachers in terms of work environment, job responsibilities, work life balance and professional development.

Work Environment. Table 6 presented the result of the level of job satisfaction of the secondary public-school teachers in terms of work environment.

Table 6
Level of Job Satisfaction of the Secondary Public-School Teachers. in terms of Work Environment

Work Environment	Mean	Quality Index
1. I feel I am valued in this organization.	3.6	Very Satisfied
2. I feel I am part of a team working toward a shared goal.	3.6	Very Satisfied
3. I feel I am able to make good use of my skills and abilities	3.6	Very Satisfied
4. I feel I am supported by my colleagues and peers.	3.6	Very Satisfied
5. I feel I am encouraged by my school heads and supervisors.	3.6	Very Satisfied
Weighted Mean	3.6	Very Satisfied

Table 6 showed that all of the items under the work environment category such as "I feel I am valued in this organization.," "I feel I am part of a team working toward a shared goal," "I feel I am able to make good use of my skills and abilities," "I feel I am supported by my colleagues and peers" and "I feel I am encouraged by my school heads and supervisors" got the same mean of 3.6 with a quality index of very satisfied. All the items have a weighted mean of 3.6, that obtained a descriptive equivalent of very satisfied, which indicates that all the items are always manifested.

It only showed that a culture of collaboration and acceptance in the work environment significantly contributes to a positive workplace where teachers feel a strong sense of respect and recognition and where ideas and innovation can be freely expressed and shared. Research by Hakanen et al. (2006) has shown that a supportive work environment, characterized by positive relationships with colleagues and school leaders, is strongly associated with teacher job satisfaction. Teachers who experience a sense of belonging and trust within their work environment tend to report higher levels of job satisfaction.

Job Responsibilities. Table 7 presented the result of the level of job satisfaction of the secondary public-school teachers in terms of job responsibilities.

Table 7
Level of Job Satisfaction of the Secondary Public-School Teachers in terms of Job Responsibilities

Job Responsibilities	Mean	Quality Index
1. I feel I am given enough authority to make the decisions I need to make.	3.5	Satisfied
2. I feel I am able to participate in making important school decisions.	3.5	Satisfied
3. I feel I am able to understand the importance of my role in the success of the organization.	3.6	Very Satisfied
4. I feel I am able to execute my duties and responsibilities with joy and happiness.	3.5	Satisfied
5. I feel I am given a checklist of the things I need to do for my work.	3.5	Satisfied
Weighted Mean	3.5	Satisfied

Table 7 showed that item "I feel I am able to understand the importance of my role in the success of the organization" got the highest mean of 3.6, that means they are very satisfied and the job satisfaction indicator is always manifested while the items "I feel I am given enough authority to make the decisions I need to make," "I feel I am able to participate in making important school decisions, " " I feel I am able to execute my duties and responsibilities with joy and happiness," and "I feel I am given a checklist of the things I need to do for my work" got the same mean of 3.5. All the items got a quality index of satisfied, which means that the items are oftentimes manifested. All these ratings resulted in a weighted mean of 3.5 with a descriptive equivalent of satisfied, which means that the level of job satisfaction of the secondary public-school teachers in terms of job responsibilities is oftentimes manifested.

The results revealed that teachers experience a minimum of job satisfaction when they are empowered to give authority and participate in any decision-making

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:7 |July 2024

process that is in line with their job responsibilities. Zembylas and Papanastasiou (2005) saw teacher job satisfaction as a result of the perceived link between what a teacher wanted from teaching and what teaching thought it was giving a teacher.

Work-Life Balance. Table 8 presented the result of the level of the job satisfaction of the secondary public-school teachers in terms of work-life balance.

Table 8
Level of Principal's Feedback-Communication Skills in terms of Work-Life Balance

Work-Life Balance	Mean	Quality Index
1. I have the opportunity to work from home, enhancing my flexibility and dedication as a teacher.	3.4	Satisfied
2. I have enough time to spend with my family and friends outside of work.	3.4	Satisfied
3. I have started to embrace the challenge of balancing work and personal life, seeing it as an opportunity for growth and better stress management.	3.4	Satisfied
4. I have been able to take care of my health and well-being despite my work commitments.	3.4	Satisfied
5. I have become overwhelmed by the demands of my job	3.3	Satisfied
Weighted Mean	3.4	Satisfied

Table 8 showed that the items "I have the opportunity to work from home, enhancing my flexibility and dedication as a teacher," "I have enough time to spend with my family and friends outside of work," "I have started to embrace the challenge of balancing work and personal life, seeing it as an opportunity for growth and better stress management" and "I have been able to take care of my health and well-being despite my work commitments" got the same highest mean of 3.4. Followed by the item "I have become overwhelmed by the demands of my job" with the lowest mean of 3.3. The mean of all the items is 3.4 with a quality index of satisfied which means that the level of the job satisfaction of the secondary public-school teachers in terms of work-life balance is oftentimes manifested.

The result revealed that teachers experienced a minimum positive work-life balance. They are generally contented with how their work and personal lives are managed. However, there are still areas that can enhance their overall job satisfaction. This balance is crucial as it impacts their effectiveness, motivation, and long-term retention in the educational field. Luekens et al. (2004) emphasized the role of support systems in facilitating work-life balance among teachers and the importance of supportive colleagues, administrators, and families in helping teachers maintain a healthy balance and, subsequently, job satisfaction.

Professional Development. Table 9 presented the result of the level of principal's feedback communication skills in terms of openness to dialogue**.**

Table 9
Level of Principal's Feedback-Communication Skills in terms of Professional Development

Professional Development	Mean	Quality Index
1. I am given the opportunity to attend workshops and conferences that enhance my professional skills.	3.5	Satisfied
2. I am encouraged to pursue further education or certification in my field	3.5	Satisfied
3. I am supported with the necessary resources by our administration for my professional learning.	3.4	Satisfied
4. I am valued and recognized for my professional growth.	3.5	Satisfied
5. I am receiving relevant feedback from professional development programs like mentorship, enhancing my teaching practice.	3.5	Satisfied
Weighted Mean	3.5	Satisfied

Table 9 showed that the items "I am given the opportunity to attend workshops and conferences that enhance my professional skills," "I am encouraged to pursue further education or certification in my field," "I am valued and recognized for my professional growth," and "I am receiving relevant feedback from professional development programs like mentorship and enhancing my teaching practice" got the same highest mean of 3.5 and a quality index of satisfied. On the other hand, the item "I am supported with the necessary resources by our administration for my professional learning" received a mean of 3.4 with a quality index of satisfied that means that all the indicators under professional development are oftentimes manifested. The weighted mean of all five items under professional development is 3.5, that obtained a descriptive equivalent of satisfied, which means all the items are always manifested.

The data revealed that while teachers feel adequately supported in some aspects of their professional development, there is a significant need for more robust and consistent administrative support to enhance their professional learning experiences. Teachers had come to be regarded as having a substantial impact on students' achievements in an era when educational accomplishment was measured in terms of individual outcomes (Buchanan, 2012).

Summary on the Extent of the Public Secondary Teachers Job Satisfaction. Presented in Table 10 was the extent of the satisfaction of the secondary public-school teachers based on the identified four indicators – work environment, job responsibilities, work-life balance and professional development.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:7 |July 2024

Table 10
Summary of the Extent of the Public Secondary Teachers Job Satisfaction in terms of the Specified Indicators

Indicators	Mean	Quality Index
1.Work Environment	3.6	Very Satisfied
2. Job Responsibilities	3.5	Satisfied
3. Work-Life Balance	3.4	Satisfied
4. Professional Development	3.5	Satisfied
Overall	3.5	Satisfied

Table 10 showed the summary on the level of job satisfaction of the secondary public-school teachers. The indicator "Work Environment" got the highest mean of 3.6 with an interpretation of very satisfied which followed by the indicators "Job Responsibilities" and "Professional Development" that got 3.5 which indicates satisfied and the indicator "Work-Life Balance "got the lowest mean 3.4 which also describes as satisfied.

It only revealed that among the indicators of the job satisfaction of the public secondary teachers, work-life balance got the lowest mean. It denotes that the indicator is oftentimes manifested by the teachers, they felt satisfied by the opportunity to work from home, having enough time to spend with the family and friends, been able to take care of the health and well-being and the overwhelming demand by the job.

Relationship Between Principals' Feedback Communication Skills and Job Satisfaction of the Secondary Public-School Teachers.

This section presented the results to the first null hypothesis of this study. Table 11 displayed the relationship between Principals' Feedback Communication Skills and Job Satisfaction of the Secondary Public-School Teachers

Table 11
Relationship Between Principals' Feedback Communication Skills and Job Satisfaction of the Secondary Public-School Teachers

Variables	Correlation Coefficient	p-value	Remarks
Principals' Feedback Communication Skills	0.800	<0.001	Significant (0.800 strong positive correlation)
Job Satisfaction of the Secondary Public-School Teachers			

The table 11 revealed the result of correlation between Principals' Feedback Communication Skills and Job Satisfaction of the Secondary Public-School Teachers, which interpreted as strong positive correlation since the value of Pearson's r is 0.800 and the table also showed that there is a significant relationship between the two variables since the p-value is < .001.

It only showed that feedback quality, feedback tone, empathy, and openness to dialogue play a greater role in developing the job satisfaction of public secondary teachers in terms of their work environment, job responsibilities, work-life balance, and professional development. The higher the principal's feedback communication skills the higher the impact of job satisfaction of the public secondary teachers. In this regard, Bakker et al. (2011) acknowledge the value of communication practices such as honest discourse, active listening, and open information exchange. These activities have the potential to foster employees' empowerment, appreciation, and ownership.

Relationship Between the Individual Indicators of School Principals' Feedback Communication Skills and The Indicators of Job Satisfaction of the Secondary Public-School Teachers.

This section presented the results to the second null hypothesis of this study. The tables below showed the relationship between the individual indicators of principals' feedback communication skills and the indicators of the job satisfaction of the secondary public-school teachers.

Relationship between Feedback Quality to Work Environment, Job Responsibilities, Work Life Balance, and Professional Development. Table 12 showed the relationship between principal's feedback communication skills in terms of feedback quality and the indicators of the public secondary teachers' job satisfaction. The table revealed the p-value and correlation coefficient value at alpha 0.05 levels

Table 12
Relationship between Feedback Quality to Work Environment, Job Responsibilities, Work Life Balance and Professional Development

Variables	Correlation Coefficient	p-value	Remarks
1.Feedback Quality and Work Environment	0.848	<0.001	Significant; Strong Positive Correlation
2.Feedback Quality and Job Responsibilities	0.692	<0.001	Significant; Strong Positive Correlation
3.Feedback Quality and Work-Life Balance	0.611	<0.001	Significant; Strong Positive Correlation
4.Feedback Quality and Professional Development	0.655	<0.001	Significant; Strong Positive Correlation

Table 12 presented the relationship between the individual indicator of the principal's feedback communication skills and the indicator of the public secondary teacher's job satisfaction. The data revealed that all of the indicators in the job satisfaction of the public secondary teachers are significant and strongly positively correlated to the feedback quality of the principal's feedback communication skills, with a correlation coefficient of 0.848 for the work environment, 0.692 for job responsibilities, 0.611 for work-life balance, and 0.655 for professional development, and a p value of <0.001 for all the indicators of job satisfaction.

It only denotes that when the quality of the feedback given is significantly high, so is the job satisfaction of the public secondary school teachers in terms of their work environment, job responsibilities, work-life balance, and professional development. It also demonstrates the principal's capacity to effectively convey feedback to its constituents, which has always been evident in all parts of work satisfaction indicators.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:7 |July 2024

Relationship between Feedback Tone to Work Environment, Job Responsibilities, Work Life Balance, and Professional Development. Table 13 presented significant relationship between principal's feedback communication skills in terms of feedback tone and the indicators of the public secondary teachers' job satisfaction. The table revealed the p-value and correlation coefficient value at alpha 0.05 levels.

Table 13
Relationship between Feedback Tone to Work Environment, Job Responsibilities, Work Life Balance and Professional Development

Variables	Correlation Coefficient	p-value	Remarks
1.Feedback Tone and Work Environment	0.858	<0.001	Significant; Strong Positive Correlation
2.Feedback Tone and Job Responsibilities	0.677	<0.001	Significant; Strong Positive Correlation
3.Feedback Tone and Work-Life Balance	0.652	<0.001	Significant; Strong Positive Correlation
4.Feedback Tone and Professional Development	0.626	<0.001	Significant; Strong Positive Correlation

Table 13 showed that feedback tone is significant and strongly positively correlated to the work environment, job responsibilities, work-life balance, and professional development of public secondary teachers, with a correlation coefficient of 0.858, 0.677, 0.652, and 0.626, respectively, and a p-value of <0.001 for all the indicators of job satisfaction of public secondary school teachers.

It only denotes that the relationship of the indicators to the feedback tone highlights the potential of improving teachers' morale and effectiveness through careful consideration in all aspects, such as the work environment, job responsibilities, work-life balance, and professional development.

Relationship between Empathy to Work Environment, Job Responsibilities, Work Life Balance, and Professional Development. Table 14 showed the relationship between principal's feedback communication skills in terms of empathy to the work environment, job responsibilities, work-life balance and professional development. The table revealed the p-value and correlation coefficient value at alpha 0.05 levels.

Table 14
Relationship between Empathy to Work Environment, Job Responsibilities, Work Life Balance and Professional Development

Variables	Correlation Coefficient	p-value	Remarks
1.Empathy and Work Environment	0.380	<0.001	Significant ; Moderate Positive Correlation
2.Empathy and Job Responsibilities	0.119	0.046	Significant ; Low Positive Correlation
3.Empathy and Work-Life Balance	0.055	0.361	Not Significant ; Very low positive correlation
4.Empathy and Professional Development	0.060	0.314	Not Significant ; Very low positive correlation

Table 14 revealed that empathy, as one of the indicators of the principal's feedback communication skills, is not significant to the work-life balance with a p value of 0.361 and has a very low positive correlation with a coefficient of 0.055. It was also not significant for professional development with a p value of 0.314 and had a very low positive correlation with a coefficient of 0.060. However, based on the data given, it was found that it was significant for both the work environment and job responsibilities, with a p value of <0.001 and a coefficient of 0.380 which means it has a moderately positive correlation with the work environment and a very low correlation with job responsibilities, with a coefficient of 0.199 and a p value of 0.046.

It only shows that empathetic feedback has no impact on the job satisfaction of teachers in terms of work-life balance and professional development but has a great impact on the work environment, as the higher the higher the empathy level of the feedback, the higher the job satisfaction of the teachers in the work environment. However, empathy for job responsibilities has a less significant impact as it has a very low correlation.

Relationship between Openness to Dialogue to Work Environment, Job Responsibilities, Work Life Balance, and Professional Development. Table 15 presented the data about the relationship between principal's feedback communication skills in terms of openness to dialogue and the indicators of the public secondary teachers' job satisfaction such as work environment, job responsibilities, work-life balance and professional development. As shown in the table, it revealed the p-value and correlation coefficient value at alpha 0.05 levels.

Table 15
Relationship between Openness to Dialogue to Work Environment, Job Responsibilities, Work Life Balance and Professional Development

Variables	Correlation Coefficient	p-value	Remarks
1.Openness to Dialogue and Work Environment	0.902	<0.001	Significant; Strong Positive Correlation
2.Openness to Dialogue and Job Responsibilities	0.720	<0.001	Significant; Strong Positive Correlation
3.Openness to Dialogue and Work-Life Balance	0.619	<0.001	Significant; Strong Positive Correlation
4.Openness to Dialogue and Professional Development	0.684	<0.001	Significant; Strong Positive Correlation

Table 15 portrayed that the relationship of the Openness to Dialogue is significant and has a strong positive correlation to all the indicators of the public secondary teachers job satisfaction namely the work environment, job responsibilities, work-life balance and professional development

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:7 |July 2024

with a p value of <0.001. It can be seen that the relationship of the Openness to Dialogue and work environment has a coefficient of 0.902, for job responsibilities it has a coefficient of 0.720, for the work-life balance it has the coefficient of 0.619 and for the professional development of 0.684.

It only shows that when a principal engages openly and is willing to have a conversation, it becomes a factor in the job satisfaction of public secondary school teachers. The strong correlations in each indicator portray the significant effects of openness to dialogue on the work environment, job responsibilities, work-life balance, and professional development. Fostering a culture of open communication in schools could lead to a higher level of job satisfaction, as teachers will feel valued and heard.

Summary on the Extent of Relationship Between the Individual Indicators of Principals' Feedback Communication Skills and The Indicators of Public Secondary School Teachers Job Satisfaction. Table 16 presented the results to the second null hypothesis of this study. The data showed the relationship between the individual indicators of principals' feedback communication skills and the indicators of public secondary teachers' job satisfaction.

Table 16
Summary of the Extent of Relationship Between the Individual Indicators of Principals' Feedback Communication Skills and the Indicators of Public Secondary School Teachers Job Satisfaction

INDICATORS OF PRINCIPALS' FEEDBACK COMMUNICATION SKILLS		INDICATORS OF PUBLIC SECONDARY SCHOOL TEACHERS JOB SATISFACTION			
		Work Environment	Job Responsibilities	Work-Life Balance	Professional Development
	Feedback Quality	Significant; (0.848 Strong Positive Correlation)	Significant; (0.692 Strong Positive Correlation)	Significant; (0.611 Strong Positive Correlation)	Significant; (0.655 Strong Positive Correlation)
	Feedback Tone	Significant; (0.858 Strong Positive Correlation)	Significant; (0.677 Strong Positive Correlation)	Significant; (0.652 Strong Positive Correlation)	Significant; (0.626 Strong Positive Correlation)
	Empathy	Significant; (0.380 Moderate Positive Correlation)	Significant; (0.119 Low Positive Correlation	Not Significant; (0.055 Very low positive correlation)	Not Significant; (0.060 Very low positive correlation)
	Openness to Dialogue	Significant; (0.902 Strong Positive Correlation)	Significant; (0.720 Strong Positive Correlation)	Significant; (0.619 Strong positive correlation)	Significant; (0.684 Strong positive correlation)

Table 16 presented the relationship between the individual indicator of the principal's feedback communication skills and the public secondary teachers' job satisfaction indicators. The data revealed that the quality of feedback significantly influences the work environment, job responsibilities, work-life balance, and professional development exhibiting a strong positive correlation with each indicator, displayed by the values of the coefficients of feedback quality to work environment, which is 0.848, job responsibilities which is 0.692, work-life balance which is 0.611 and professional development which is 0.655.

The feedback tone, on the other hand, was also seen to be significant for all the indicators of the public secondary teachers' job satisfaction and clearly to have a strong correlation with the work environment, job responsibilities, work-life balance, and professional development, with coefficients of 0.858, 0.677, 0.652, and 0.626, respectively.

Meanwhile, empathy was significant in the work environment and had a moderate positive correlation with a coefficient of 0.380. Also, it is significant in job responsibilities but has a low positive correlation with a coefficient of 0.119 only. However, It is seen to be not significant in work-life balance and professional development and has a very low positive correlation of 0.055 and 0.060, respectively.

The data also showed that the relationship between Openness to Dialogue in the work environment, job responsibilities, work-life balance, and professional development was significant and had a strong positive correlation, with a coefficient of 0.902 for the work environment, 0.720 for the job responsibilities, 0.619 for work-life balance, and 0.684 for professional development.

It only means that the higher the principal's feedback communication skills in terms of feedback quality, feedback tone, empathy, and openness to dialogue, the higher the work environment and job responsibilities and vice versa.

CONCLUSION AND RECOMMENDATION

Based on the results of the study, it was revealed that the school principal's feedback communication skills and the job satisfaction of public secondary teachers in Tagum City were found to be significantly related and has a strong positive relationship.

Moreover, the study found that among the indicators of feedback communication skills, only feedback quality, feedback tone, and openness to dialogue significantly impact the work environment, job responsibilities, work-life balance, and professional development. Empathy, on the other hand, was found to be significant only for the work environment and job responsibilities but not for work-life balance and professional development.

As a result, principals should provide high-quality feedback to their constituents characterized by an appropriate tone and openness to dialogue, especially in the institution. This will help the teachers understand more of their job responsibilities and support their professional development, creating quality performance in their respective fields. By ensuring that feedback is delivered effectively, principals can enhance teacher job satisfaction and foster a more positive and productive school environment.

Based on the conclusions derived from the findings of the study, the following recommendations are hereby presented:

1.Teachers should create positive relationships with principals and colleagues fostering open communication and collaboration. They should also seek and open in any constructive feedback, maintain a healthy work-life balance and engage in professional development. These could further enhance job satisfaction and contribute to an effective educational setting.

2.School Principals should value the importance of providing high-quality feedback to teachers, having constructive feedback with an appropriate tone and openness to dialogue, creating a supportive environment through encouraging and actively listening to teachers' concerns, and showing empathy in their interactions. Such things can promote a positive and collaborative school culture in which the principal can develop teachers' job satisfaction and the overall effectiveness of the school.

3.Students should learn and strive to communicate respectfully and constructively with teachers. Engage oneself in any activities during class discussions and show appreciation for all the effort done by their teachers. They should always keep in mind the importance of appreciating and respecting their teacher's time and work.

4.The Department of Education should craft plans that promote effective communication and professional development, with educators as the key priority. Supporting any initiatives that foster collaboration among teachers and recognize their contributions can create an environment that encourages open dialogue. By giving priority to these areas, the department may promote teacher job satisfaction and

establish a more favorable and efficient educational environment.

5.Future researchers should explore more of the connection between principals' feedback communication skills and teachers' job satisfaction, such as how specific communication practices influence job performance, retention rates, and student outcomes.

ACKNOWLEDGEMENTS

The researchers would like to sincerely thank and appreciate everyone who has contributed and supported the success for this study. We were incredibly appreciative of the teachers of the 13 secondary schools in the division of Tagum City who participated in this study as respondents. Their cooperation and genuine time sharing allowed this research to be completed. Also, big thanks to the panelists from Assumption College in Nabunturan for contributing their knowledge, advice, recommendations, and remarks that helped shape the course of this investigation. The researcher also wanted to express her gratitude to her friends, family, and coworkers for their encouragement and support during the investigation.

-The Researchers

REFERENCES

1. *Arar, K. (2014). The role of the principal in promoting teacher professional development. Journal of Educational Administration, 52(5), 629-6481*
2. *Australian Institute for Teaching and School Leadership 2014, Australian Professional Standard for Principals and the Leadership Profiles, AITSL, Melbourne.*
3. *Bakker A B, Albrecht S L and Leiter M P 2011 Key questions regarding work engagement European Journal of Work and Organizational Psychology 20 4–28*
4. *Barends, E., Rousseau, D., Wietrak, E. and Cioca, I. (2022) Performance feedback: an evidence reviews. Scientific summary. London: Chartered Institute of Personnel and Development.*
5. *Bhat, A. (2018, August 2). Descriptive Correlational: Descriptive vs correlational research.https://www.questionpro.com/blog/descriptive-research-vs-correlational research/*
6. *Bota, O. A. (2013). Job Satisfaction of Teachers. Procedia - Social and Behavioral Sciences, 83, 634–638. https://doi.org/10.1016/j.sbspro.2013.06.120*
7. *Bryk, A., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York, NY: Russell Sage Foundation.*
8. *Buchanan, J. (2012). Improving the quality of teaching and learning: A teacher-as-learner centred approach. International Journal of Learning, 18(10), 345-356*
9. *Communication between principals and teachers in successful schools | Remind. (n.d.). https://www.remind.com/blog/communication-between-principals-and-teachers-in-successful schools*
10. *Duffield, S., Allan, J., Turner, K., & Morris, D. (2013). Sustaining school improvement: The role of professional learning communities. Professional Development in Education, 39(2), 237-251*
11. *Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. Journal of school psychology, 43(6), 495-513.*
12. *Hargreaves, A., & O'Connor, M. T. (2018). Collaborative Professionalism: When Teaching Together Means Learning for All. Corwin Press*
13. *Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), 81-112. https://doi.org/10.3102/003465430298487*
14. *Hoque, K. E., Wang, X., Qi, Y., & Norzan, N. (2023). The factors associated with teachers' job satisfaction and their impacts on students' achievement: a review (2010–2021). Humanities and Social Sciences Communications, 10(1), 1-7. https://doi.org/10.1057/s41599-023-01645-7*
15. *Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. Review of Educational Research, 81(2), 201-233.*
16. *Kadtong, M.L., Unos, M.A.,Antok, T.D., Midzid, M.A.E. (2017) TeachingPerformance And Job Satisfaction AmongTeachers At Region XII. Proceedings Journalof Education, Psychology and Social ScienceResearch. Vol04: Iss01:Pg113. https://doi.org/10.21016/4.17.113122.133O*
17. *Knox, J. & Anafara Jr., V. (2013). Understanding job satisfaction and its relationship to student academic performance. Middle School Journal, 44(3), 58-64. https://doi.org/10.1080/00940771.2013.11461857.*
18. *Luekens, M. T., Lyter, D. M., & Fox, E. E. (2004). Teacher attrition and mobility: Results from the teacher follow-up survey, 2000–01. Education Statistics Quarterly, 6(3), 5-6.*
19. *Michael Enyan, Joseph Noah Bangura, Mercedes Priscila Ada Asumu Mangue, & Olivier Joseph Abban. (2023). Impact of communication on employees' job satisfaction: A review. EPRA International Journal of Multidisciplinary Research (IJMR), 191-199. https://doi.org/10.36713/epra13815*
20. *Myers S. E. (2001). The principal as a key factor in teacher job satisfaction: elementary teachers' perceptions of leadership behaviors and their effect on their job satisfaction. The College of Education: Georgia State University*
21. *Nobleza, R. L. L., & Villocino, R. P. (2023). Principal's Supportive Behavior and Job Satisfaction Among Public Secondary Teachers in Tagum City Division. UIJRT*
22. *Papanastasiou, E. C., & Zembylas, M. (2005). Job satisfaction variance among public and private kindergarten school teachers in Cyprus. International Journal of Educational Research, 43(3), 147–167. https://doi.org/10.1016/j.ijer.2006.06.009*
23. *Parveen, H. & Bano, M. (2019). Relationship between teachers' stress and job satisfaction: Moderating role of teachers' emotions. Pakistan Journal of Psychological Research, 34(2), 353-366. https://doi.org/10.33824/PJPR.2019.34.2.19.*
24. *PERPETUA, I. S. (2021). PRINCIPALS'EFFECTIVE COMMUNICATION TECHNIQUES ON TEACHERS'JOB SATISFACTION IN PRIVATE SECONDARY SCHOOLS IN JUJA, KIAMBU COUNTY, KENYA (Doctoral dissertation).*
25. *Shila, Joseph, and Aleli Sevilla. 2015. "The Influence of Teachers' Job Satisfaction on Their Organizational Commitment: An Indian Context." International Journal of Education and Management Studies 5 (1): 53.*

26. *Strong, M. (2018). Clarity, feedback, and growth: How effective principals empower their teachers. Journal of Educational Leadership, Policy and Practice, 33(2), 51-63.*
27. *Sutton, J. (2020, October 20). 15 Ways To Give Negative Feedback, Positively (Incl. Examples) .PositivePsychology.com. https://positivepsychology.com/negative-feedback/*
28. *The Editorial Team. (2012, November 17). Five Strategies Principals Can Use to Give Effective Feedback to Teachers. Resilient Educator https://resilienteducator.com/classroom-resources/five-strategies-principals-can-use-to-give-effective-feedback-to-teachers/*
29. *Tuazon, A., & Padiernos, M. (2016). Communication satisfaction and working relationshipbetween public school heads and teachers in Calamba. . ResearchGate.https://www.researchgate.net/publication/312492341_Communication_Satisfaction_and_Working_Relationship_Between_Public_School_Heads_and_Teachers_in_Calamba_City_Philippines*
30. *Wiener Y., Hackman J. R. and Mehrabian A. 1978 A Field Study of the Relationship Between Perceived Fairness and Voluntary Turnover Journal of Applied Psychology 63 699 70*