EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:6 |June 2025

MASTER TEACHERS' COMMUNICATION STYLE: ITS IMPACT ON THE PERFORMANCE AND JOB SATISFACTION OF TEACHERS

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Article DOI: https://doi.org/10.36713/epra22896
DOI No: 10.36713/epra22896

ABSTRACT
The primary purpose of the study is to determine the relationship between master teachers' communication style to teacher's job performance and job satisfaction. Utilizing a descriptive correlational quantitative research design, the study employed three adapted instruments, each composed of 20-item survey questionnaires. The study found a significant relationship between master teachers' communication style and the teacher's job performance and job satisfaction. It was revealed that master teachers predominantly utilize open and inclusive communication styles. It was also indicated that teachers consistently demonstrated proficiency in subject matter knowledge, instructional planning, student assessment, and communication. In terms of job satisfaction, teachers reported being satisfied with their work environment and the professional development opportunities available to them. However, their satisfaction levels were comparatively lower in terms of job responsibilities and work-life balance. It only highlights the importance of transparent, inclusive, and empathetic communication strategies in creating a supportive work environment that promotes collaboration, trust, and professional growth.
KEYWORDS: *Communication Style, Job Performance, Job Satisfaction, Descriptive Correlational Research*

1.INTRODUCTION

Master teachers serve as a key factor in the development of teachers. They are tasked with providing technical assistance to enhance teachers' competencies and improve their performance in fulfilling duties and responsibilities. During policy and curriculum changes, teachers require significant guidance and support to convey sufficient information to their students effectively and to make their work as straightforward as possible. The communication style employed by master teachers is crucial in cultivating teacher performance and job satisfaction. Without effective communication, no task can be carried out (Opatunde & Oredein, 2023).

A Romanian study investigated the relationship between job satisfaction, communication style, and employee behavior in conflict situations. According to Caldarescu et al. 2022, employees who experience open, transparent, and supportive communication from their supervisors and colleagues tend to have higher job satisfaction. Similarly, De Vries et al. (2009) also found that communication styles are significantly related to knowledge-sharing behaviors, perceived leader performance, satisfaction, and team commitment.

In the Philippines, Billariña (2024) identified a strong positive link between effective communication styles and high job performance among faculty members. Supportive and adaptable communicators demonstrated better performance and classroom management. Clear, open communication also enhanced job satisfaction, making teachers feel more valued by colleagues and administrators. Similarly, Cabrera et al. (2015) found that employees were more satisfied when supervisors used a consulting management style, inviting input from subordinates while maintaining final decision-making authority.

STATEMENT OF THE PROBLEM

This research study will primarily determine the correlation between master teachers' communication style and the job performance and satisfaction of the teachers in La Filipina National High School and Tagum City National High School. Specifically, it aims to answer the following questions:
1.What is the level of the master teachers' communication style in terms of:
1.1Aggressive Communication Style,

1.2assertive Communication Style,
1.3open Communication Style,
1.4inclusive Communication Style?
2.What is the level of performance of teachers in terms of:
2.1Subject matter knowledge,
2.2Instructional planning and strategies,
2.3Students' assessment,
2.4communication?
3.What is the level of job satisfaction of teachers in terms of:
3.1work environment,
3.2job responsibilities,
3.3work-life balance, and
3.4professional development?
4.Is there a significant relationship between master teachers' communication style and job performance of teachers?
5.Is there a significant relationship between master teachers' communication style and job satisfaction of teachers?

1.2 *Review Related Literature*

Master Teachers' Communication Style

Communication style refers to an individual's preferred way of interacting with others and interpreting their communications (Wolfe, 2012). It encompasses consistent verbal, nonverbal, and para-verbal behaviors that signal how messages should be understood (as cited by de la Torre, 2021). This style is crucial in negotiating situations involving others, such as using gentle yet firm language or considering others' opinions before making decisions (Mohamed & Aibidn, 2021).

In an institutional setting, Eresanara and Frank 2024 stated that communication styles are significantly related to employees' job performance. Consequently, Calderón and Herrero (2020) found in their study that understanding different communication styles is crucial for creating a productive and harmonious work environment that promotes collaboration and growth. These styles shape job performance and overall organizational success (Saputra, 2021).

Poor communication can lead to conflicts, misunderstandings, differing expectations, and challenging workplace relationships. Consequently, ineffective communication can lead to employee dissatisfaction, reduced productivity, increased absenteeism, and higher staff turnover (Billariña, 2024).

Teachers' Job Performance

Job performance is a critical and extensively studied variable in industrial management and organizational behavior (Carpini et al., 2017). It refers to the observable behaviors of individuals that generate value for the organization and contribute to its goals (Lopez et al., 2022); these are actions that an individual executes to attain the objectives (Griffin, 2012). According to Gülduran and Perçin (2010), job performance encompasses the activities that employees are responsible for, as outlined in their job descriptions. It measures employee success through their efforts to complete assigned tasks. When employees are rewarded for achieving their job goals, job satisfaction increases, which in turn enhances their future performance and success (Yıldız et al., 2014).

Teacher effectiveness is pivotal in the educational process, encompassing the study of the interplay between teacher characteristics, instructional practices, and their impact on student outcomes. This field also differentiates between more and less effective educators. Teachers are deemed effective when they demonstrate proficiency in key areas such as classroom management, lesson planning, subject matter expertise, personal attributes, and interpersonal skills (Dar & Poraj, 2021).

Teachers' Job Satisfaction

Bayar and Öztürk (2017) describe job satisfaction as a phenomenon that arises when the characteristics of a job align with an employee's desires, determining their overall satisfaction. In essence, job satisfaction is the positive emotional state resulting from the congruence between an individual's work conditions and their positive attitude towards their job (Timuroğlu & İşcan, 2008). It is typically perceived as the emotional states stemming from employees' assessments of their work lives, reflecting their degree of liking or happiness with their jobs. Job satisfaction, which encompasses individuals' love or enjoyment of their work, is influenced by both situational and intrinsic factors (Tekingündüz et al., 2015).

The job satisfaction of teachers is vital for fostering positive teaching styles and facilitating effective teaching and learning (Parveen & Bano, 2019). Teachers who experience high levels of job satisfaction are more likely to be motivated to enhance their teaching practices and skills (Knox & Anfara Jr., 2013). Furthermore, job satisfaction is

closely linked to teacher retention. It plays a pivotal role in the well-being of both teachers and students, promoting overall school cohesion and elevating the status of the teaching profession (Toropova & Johansson, 2020).

1.3 Theoretical Framework

This theory was grounded in the Communication Accommodation Theory (CAT), developed by communication professor Howard Giles in 1971. CAT suggests that individuals modify their communication styles to interact effectively with those different from them (Libretexts, 2021). It explains the human tendency to modify behavior during interactions to manage social differences. People adapt their communication to gain approval and present a positive image to their conversation partners.

2. METHODOLOGY

2.1 Research Design

A descriptive correlational research design will be used for the research study. This approach necessitates a systematic investigation of the associations among the variables. Data will be collected and analyzed from a sample of individuals or items, with the expectation that the findings can be generalized to the broader population.

2.2 Research Locale

The study was carried out in 2 secondary schools in Tagum City, Province of Davao del Norte Philippines.

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 De Vries et al., 2009 as cited by Akinwale and Okotoni (2018), entitled Assessment of Principals'principals' communication styles and administrative impact on secondary schools in Osun State, Nigeria . that will measure the communication styles of master teachers in terms of (1) aggressive communication style, (2) assertive communication style, (3) open communication style and (4) inclusive communication style. The second one is composed of 20 items, five for each indicator, adapted from the study of Dar & Ponraj (2021), Construction and Validation of Teacher Effectiveness Scale of High School Teachers and Luqman et al. (2020), Validity and Reliability of Job Performance Questionnaire for Instructors Physical Education that will measure the job performance of teachers in terms of (1) subject matter, (2) instructional planning and strategies, (3) students assessments and (4) communication. Moreover, the third instrument, comprised of 20 items, five for each indicator, is an adaptation from Banico and Villocino (2024) from their study entitled, "Impact of School Principal's Feedback Communication Skills to the Public Secondary Teachers' Job Satisfaction," which is taken from Nobleza and Villocino's (2023) 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 La Filipina National High School as to (1) work environment, (2) job responsibilities, (3) work-life balance, and (4) professional development.

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 Master Teachers' Communication Style

Aggressive Communication Style.

The results revealed that master teachers do not commonly use intimidation or excessive criticism as part of their communication approach; they generally maintain a composed demeanor when addressing challenges or issues. Teachers believe that the constructive and transparent communication provided by master teachers, rather than aggression, is more effective. This aligns with the study by Billariña (2024), which emphasizes that strong communication skills among school administrators and faculty members enable them to articulate their thoughts effectively, ensuring mutual understanding and fostering meaningful contributions to the organization.

Assertive Communication Style.

The results indicated that the teachers experienced the clarity and effectiveness of communication, which maintained logical and coherent discussions and ensured fluency in clarifying ideas. This suggests that when communication is

clear and respectful, it not only improves understanding but also fosters a culture of trust, professionalism, and mutual respect, which enhances collaboration and overall job satisfaction among teachers.

This aligns with Suleiman (2022), who emphasized that effective communication enhances collaboration, boosts productivity, and nurtures a supportive work environment.

Open Communication Style.
The results showed that teachers consistently experienced active, open communication with their master teachers, which provided an environment where teachers felt comfortable expressing various issues and challenges and received encouragement that fostered collaboration, trust, and professional development, contributing to a more supportive and effective teaching community. It means that open communication not only addresses teachers' concerns but also strengthens relationships, promotes a positive school culture, and encourages continuous improvement, ultimately enhancing the effectiveness of the teaching staff and the overall learning environment. This is in line with Akinwale and Okotoni (2018) and Tucker et al. (2012), who stressed that by fostering transparent dialogue, school leaders can acknowledge teachers not only as professionals but also as individuals whose insights are essential to the school's progress and reduces uncertainty and fosters trust in leadership, particularly during periods of change.

Inclusive Communication Style.
The result only portrayed that teachers feel the inclusivity of the communication given by their master teachers. Appreciating one's work and effort and allowing teachers to participate in any dialogue and other professional development activities leads to a sense of belonging and inclusion, making teachers feel that their voices matter and that they are active participants in shaping the educational environment. Eresenara and Frank (2024) emphasize the importance of effective communication in promoting emotional intelligence and recommend open and transparent dialogue to enhance employee engagement.

Level of Teachers' Job Performance
Subject Matter Knowledge.
The results indicate that teachers consistently demonstrate mastery of their subject matter, effectively applying various techniques and strategies to enhance discussions. It only suggests that teachers' mastery of both content and pedagogical strategies is essential for fostering more profound understanding, encouraging critical thinking, and connecting classroom learning to real-world contexts.

Kiamba et al. (2017) define subject matter knowledge as the depth of understanding and expertise a teacher possesses in their field of instruction, emphasizing its role in effective teaching.

Instructional Planning and Strategies.
The results indicate that teachers consistently plan their lessons, employ appropriate strategies, and adapt based on learners' needs to meet learning objectives, ensuring that the lessons are delivered effectively and understood by the students. This means that effective lesson planning, along with the flexibility to adjust teaching strategies based on student needs, is crucial in ensuring that lessons are engaging and accessible, ultimately leading to better learning outcomes and improved student comprehension.

This aligns with Rahayu's (2015) assertion that effective instructional management involves applying management skills to key learning elements, such as teachers, students, learning outcomes, materials, teaching methods, and assessment.

Students' Assessment.
The results showed that teachers utilize a variety of evaluation and assessment methods to gauge student achievement. They also provide constructive feedback to help students enhance their skills and learning. This approach aligns with Özge and Mert's (2019) view that continuous monitoring of each student's learning is crucial for achieving desired outcomes.

Communication.
The results showed that teachers used clear and concise words to explain complex concepts, ensuring that students fully understood the material and felt confident in expressing their thoughts without hesitation. As Baruch et al. (2015) note, positive teacher-student relationships are crucial for creating a supportive learning environment.

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

Work Environment.

The results indicated that teachers felt valued, supported, and encouraged in their work environment. A culture of collaboration and acceptance within the workplace plays a key role in fostering a positive atmosphere where teachers experience respect and recognition and where ideas and innovations can be openly shared. Research by Hakanen et al. (2006) highlights that a supportive work environment, with positive relationships between colleagues and school leaders, is strongly linked to teacher job satisfaction.

Job Responsibilities.

The results showed that teachers experience minimal satisfaction concerning their job responsibilities, particularly in terms of their participation in important decisions, their role within the organization, and their ability to execute their duties with joy and happiness. However, a very high level of satisfaction was observed regarding the authority to make decisions. This suggests that when teachers are granted the autonomy to make decisions related to their work, they feel more empowered and valued, which can significantly enhance their job satisfaction. Jyoti and Sharma (2009) stressed that quality educators are crucial to a successful education system. Effective education depends on teachers who are passionate about their work, knowledgeable in their subject areas, and skilled in the art of teaching (Bolin, 2007).

Work-Life Balance.

The results revealed that teachers experience a minimal positive work-life balance. While they are generally satisfied with how their work and personal lives are managed, there are still areas that could be improved to enhance their overall job satisfaction. This balance is essential, as it directly impacts teachers' effectiveness, motivation, and long-term retention in the educational field.

Several studies have shown that teachers who maintain a healthier work-life balance report higher levels of job satisfaction (Mercado, 2019).

Professional Development.

The data revealed that teachers were generally delighted with the items in this category, which they frequently experienced. However, they reported receiving minimal support from the administration regarding professional learning. On the other hand, opportunities for growth, encouragement, recognition of their value, and relevant feedback related to their professional development were slightly higher, though still within the satisfactory range. This suggests that while teachers feel reasonably supported in some areas of their professional development, there is a clear need for more consistent and robust administrative support to enhance their learning experiences. Karacabey (2021) emphasizes that school administrators play a pivotal role in providing opportunities for teachers' professional development, although teachers are ultimately responsible for their growth.

Relationship Between Master Teachers' Communication Style and Teachers' Job Performance.

Table 14 displays the relationship between Master Teachers' Communication Style and Teachers' Job Performance

Table 14

Relationship Between Master Teachers' Communication Style and Teachers' Job Performance

Variables	Correlation Coefficient	p-value	Remarks
Master Teachers' Communication Style	0.05	<0.001	Significant (moderate positive correlation)
Teachers' Job Performance			

Table 14 reveals the result of the correlation between Master Teachers' communication style and teachers' job performance. It shows that there is a significant relationship between the two variables, as indicated by the p-value of < 0.001 and Pearson's r, which is interpreted as a moderate positive correlation.

The results showed a significant relationship between Master Teachers' communication Style and teachers' job performance, revealing a moderate positive correlation. This suggests that when master teachers communicate in transparent, inclusive, and supportive ways, it has a positive influence on how teachers carry out their responsibilities, plan instruction, assess learning, and manage classroom interactions. Supporting this, Eresanara

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and Frank (2024) emphasized that communication styles are closely linked to employee performance in institutional settings.

Relationship Between Master Teachers' Communication Style and Job Satisfaction of the Secondary School Teachers.

Table 15 displays the relationship between Master Teachers' Communication Style and Job Satisfaction of the Secondary Public-School Teachers.

Table 15
Relationship Between Master Teachers' Communication Style and Job Satisfaction of the Secondary School Teachers

Variables	Correlation Coefficient	p-value	Remarks
Master Teachers' Communication Style	0.06	<0.001	Significant (moderate positive correlation)
Job Satisfaction of the Secondary Public-School Teachers			

Table 15 presents the results of the correlation between Master Teachers' communication style and Job Satisfaction of secondary public school teachers. It was revealed that there is a significant relationship between the two variables since the p-value is < 0.001 and the resulting Pearson's r, which can be interpreted as a moderate positive correlation.

The results revealed a significant relationship between Master Teachers' communication Style and Teachers' job performance, indicating a moderate positive correlation. This indicates that the way master teachers communicate not only shapes work relationships but also plays a pivotal role in sustaining teacher motivation and job satisfaction.

As emphasized by Billariña (2024), ineffective communication can lead to dissatisfaction, lower productivity, absenteeism, and increased employee turnover.

CONCLUSION AND RECOMMENDATION

The study revealed a significant relationship between the communication style of master teachers and the job performance of secondary school teachers in Tagum City. Likewise, a significant correlation was found between the communication styles of master teachers and the job satisfaction of teachers. These results indicate a positive moderate relationship among the communication style of master teachers, teachers' job performance, and job satisfaction.

The data also demonstrated that teachers consistently exhibited proficiency in key areas, including subject matter expertise, instructional planning, student assessment, and communication. In terms of job satisfaction, teachers reported high levels of contentment with their work environment and access to professional development opportunities. However, lower levels of satisfaction were noted with job responsibilities and work-life balance.
As a result, master teachers should look for the importance of enhancing communication strategies within educational settings. Promoting supportive and constructive dialogue can significantly enhance teacher performance, foster a more positive work environment, and increase overall job satisfaction. Ultimately, the development of effective communication practices could be instrumental in unlocking the full potential of educators and improving educational outcomes.

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

1. Teachers should continually work on improving their communication skills to connect with colleagues and students in a more understanding and supportive manner.
2. Master teachers should serve as models in delivering effective communication, building trust, and fostering a positive work environment with both students and colleagues.
3. School Principals should play a role in building and creating a positive and collaborative work environment and giving teachers the freedom to make decisions.
4. Students should feel encouraged to speak openly by having freedom of expression and fostering a stronger, more positive relationship with teachers and classmates.
5. The Department of Education plays a vital role in helping teachers to improve professionally by providing

professional development activities and fostering a collaborative working environment.

6. Future researchers should investigate the long-term effects of communication styles on teacher performance. Exploring different school contexts could help determine whether the relationship between communication styles and teacher effectiveness is consistent and examine the impact of technology on teacher communication and satisfaction.

ACKNOWLEDGEMENTS

Words of thanks and appreciation to all who have contributed and supported the success of this study. To the two secondary schools in Tagum City and to all respondents, we appreciate the genuine cooperation and time you have provided. This would not be possible without you all. Also, a big thank you 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

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