Instructional Feedback Practices and Job Satisfaction of Teachers

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Abstract

Aim: This research determined the effect of instructional feedback practices on teacher job satisfaction.

Methodology: This research utilized a descriptive-evaluative-correlational design to examine the impact of principals' feedback on teachers' job satisfaction. A total enumeration sample of 118 teachers from 11 elementary schools in Milaor District was used to ensure thorough data collection.

Results: Instructional feedback was rated Very High, with top scores in Feedback Quality (6.46), Source Credibility (6.43), and Feedback Delivery (6.15). Teachers had high job satisfaction in Supervision (5.28), Nature of Work (5.19), and Colleagues (5.14) but lower in Pay (3.78), Fringe Benefits (3.24), and Operating Procedures (3.18). Pearson correlation showed a strong positive correlation with supervision satisfaction ($r = .600$), moderate with communication ($r = .442$), and low with nature of job ($r = .286$). No significant correlation was found with salary ($r = -.014$) or operational procedures ($r = -.039$). One-Way ANOVA showed feedback significantly influenced supervision and communication but had little effect on financial and policy aspects.

Conclusion: Instructional feedback was rated very high, particularly in quality, credibility, and delivery. There is a strong positive correlation between instructional feedback and supervision satisfaction, a moderate correlation with communication satisfaction, and a low correlation with nature of job satisfaction. However, no significant correlation was found with salary or operational procedures. While feedback enhances job satisfaction in professional aspects, its impact on financial and policy-related areas is minimal.

Keywords: instructional feedback, job satisfaction, professional development

INTRODUCTION

Instructional feedback is essential for teachers' professional development, effectiveness, and job satisfaction. In the Department of Education, systematic feedback systems enhance teaching quality, improve instructional methods, and ensure alignment with educational standards. Constructive feedback cultivates a culture of ongoing improvement, allowing educators to recognize strengths, resolve problems, and elevate job satisfaction through professional development and accomplishment.

The Department of Education has released Memorandum No. 017, s. 2025, aiming to standardize and improve teacher performance evaluations (Department of Education, 2025). This memorandum establishes a systematic framework for evaluating teacher performance, ensuring fairness, transparency, and alignment with the Philippine Professional Standards for Teachers (PPST). It emphasizes positive criticism, professional growth, and the active involvement of evaluators and educators. The framework enhances teacher development and job satisfaction by setting clear goals, offering recognition, and facilitating professional improvement opportunities.

Similarly, DepEd Memorandum No. 082, s. 2023, titled "Strengthening the Implementation of the Results-Based Performance Management System (RPMS) in Schools," underscores the importance of formative feedback in guiding teachers to improve their instructional strategies (Department of Education, 2023). This policy mandates that feedback be prompt, specific, and constructive, emphasizing that ongoing communication between school leaders and educators enhances job performance and teacher satisfaction.

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Despite these policies, feedback implementation remains challenging due to limited scope, lack of follow-ups, and insufficient tailored assistance. Studies show that formative feedback significantly improves teacher development, instructional effectiveness, and job satisfaction. Hutchins (2024) highlights the importance of student and peer feedback as crucial tools for professional development, although their application is sometimes inconsistent across educational institutions. Similarly, Gutierrez (2018) found that administrators' feedback practices affect teacher self-effectiveness, emphasizing the significance of collaborative and regular feedback in enhancing instructional effectiveness and boosting job satisfaction.

The quality and regularity of instructional feedback considerably influence teachers' job satisfaction. Teachers who receive significant, constructive, and prompt feedback enjoy enhanced professional fulfillment, motivation, and engagement. In contrast, inconsistent or superficial feedback may lead to frustration, stagnation, and poor instructional efficacy. Harrison et al. (2023) discovered a direct correlation between teachers' job satisfaction and instructional quality, noting that enjoyable classroom connections and efficient feedback systems improve overall teaching performance. Ford et al. (2018) established a strong relationship between supportive evaluation experiences and teacher job satisfaction, emphasizing that developmental feedback improves motivation and instructional practices.

Several studies emphasize the importance of instructional feedback practices in improving teaching quality and job satisfaction of teachers. Smith et al. (2023) assert that effectively organized feedback systems enhance teacher motivation, instructional methodologies, and work satisfaction, especially when supported by strong leadership. The research indicates that effective feedback should be seen as an ongoing dialogue, not a singular assessment, promoting a culture of continual learning and professional growth.

In the Philippine education system, the lack of systematic follow-up methods sometimes causes feedback to be regarded as a singular assessment rather than an ongoing developmental process, negatively impacting teachers' job satisfaction. This issue is exacerbated by insufficient training for school leaders in delivering constructive feedback, as noted in DepEd Order No. 42, s. 2017, which stresses the need for instructional leaders to engage in continuous professional development.

Some research indicates that many Filipino educators perceive feedback processes as inconsistent and superficial, leading to ambiguity in professional development paths and dissatisfaction with their positions. The study of Talikan (2021) described the relevance of feedback systems in improving teachers' effectiveness in the Southern Philippines. The study reviewed existing literature on teacher effectiveness and key issues related to feedback, highlighting the need for a structured approach to instructional feedback. Using a qualitative research method, the researcher demonstrated the components of an effective feedback system and explored their implications for enhancing teachers' performance. Furthermore, the study discussed strategies necessary for the efficient performance of these systems. Memorial (2024) further confirms the need for organized feedback systems by exploring the lived experiences of public elementary school teachers who participated in coaching and mentoring programs. The research highlighted the transformative capacity of coaching and mentoring in improving teaching methods, emphasizing that educators benefit from professional development, collaborative practices, and reflective teaching, which enhances instructional efficacy and job satisfaction. These findings underscore the significance of continuous mentorship programs and specialized professional development initiatives for improving teachers' growth and well-being.

Despite policies, Department of Education instructional feedback is inconsistently implemented, lacks follow-up, and lacks administrator training. These issues hinder a structured feedback culture that improves teachers' job satisfaction and instructional effectiveness. Understand teachers' perceptions and experiences with feedback implementation to identify areas for improvement and ensure instructional feedback systems improve professional growth and student learning.

Objectives

This study determined the effect of instructional feedback on teacher's job satisfaction. The following specific questions addressed by the research.
1. What is the extent of instructional feedback practices of School Heads along:
    a) Source credibility
    b) Source availability
    c) Feedback quality
    d) Feedback delivery

     e)   Favorable feedback & Unfavorable feedback
     f)   Promotes feedback seeking
2.   What is the teacher's level of job satisfaction?
     a)   Pay
     b)   Promotion
     c)   Supervision
     d)   Fringe Benefits
     e)   Contingent
     f)   Operating Procedures
     g)   Coworkers
     h)   Nature of Work
     i)   Communication
3.   Are there significant differences among the aspects of the extent of instructional feedback practices and job satisfaction of teachers?
4.   Is there a significant relationship between the extent of instructional feedback practices and job satisfaction of teachers?
5.   What enhancement plan may be proposed based on the results of the study?

Hypothesis
1.   There are significant differences among the aspects of the extent of instructional feedback practices and job satisfaction of teachers.
2.   There is a significant relationship between the extent of instructional feedback practices and job satisfaction of teachers.

METHODS

Research Design
       The study used a descriptive-evaluative-correlational design to determine the influence of principals' feedback practices on teachers' job satisfaction. It focused on teachers' perceptions of instructional feedback and job satisfaction factors like pay, promotion, and supervision. The evaluative aspect used One-Way ANOVA to analyze differences, while the correlational aspect used the mean to assess relationships.

Population and Sampling
       A total enumeration sample of 118 teachers from 11 elementary schools in Milaor District was used to ensure thorough data collection. But only 108 returned due to various reasons, such as workload, personal commitments, health issues, and lack of interest which resulted in a response rate of 91.53%.

Instrument
       The study used two validated survey questionnaires to gather insights. The Feedback Environment Scale (Steelman et al., 2004) assessed seven aspects of feedback across 32 items, ensuring strong reliability (.82–.96) on a 7-point scale. Meanwhile, the Job Satisfaction Survey (Gu, 2016) measured nine job-related factors through 36 items on a six-point scale, with test-retest reliability ranging from 0.37 to 0.74. Some terms were adjusted to fit the study's context. The adviser and panel thoroughly reviewed and validated questionnaires, ensuring teachers' voluntary participation and confidentiality. Data was securely stored with researcher access.

Data Collection
       The data collection process involved securing permissions from the Dean of Universidad de Sta. Isabel de Naga, Schools Division Superintendent of Camarines Sur, Public Schools District Supervisor, and Milaor District school heads, with Milaor District teachers as respondents. The process involved distributing and collecting surveys, analyzing and interpreting data to generate findings and recommendations.

Treatment of Data
       The researcher used averages to determine the impact of instructional feedback practices on the job satisfaction of school heads and teachers. Then, the researcher conducted a One-Way ANOVA to identify significant

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differences. Finally, the researcher performed a Pearson correlation analysis to examine the relationship between these practices.

Ethical Considerations

The researcher obtained approval from the Dean of Graduate Studies, the Schools Division Superintendent, and the Public Schools District Supervisor to conduct the study. After securing approval, the questionnaires were distributed to teachers while ensuring confidentiality. Participants were informed about the study's purpose, their voluntary participation, and their right to withdraw at any time. Data privacy was prioritized, and no sensitive information was shared without consent. The researcher upheld ethical research standards and respected participants' rights throughout the study.

RESULTS and DISCUSSION

School heads' instructional feedback practices have a high mean score of 6.02, indicating effective methods for teacher effectiveness, professional growth, and improvement. They foster a culture of feedback and learning, providing constructive criticism to help teachers improve their abilities and implement best practices. To maintain this rating, school leaders should engage in professional development, use evidence-based feedback mechanisms, and promote open conversation between leaders and teachers. Feedback quality is high at 6.46, indicating precise, illuminating, and easy-to-understand feedback. School heads combine constructive criticism and positive reinforcement, boosting teacher confidence, job satisfaction, and instructional efficacy.

The results demonstrates a significant differences in instructional feedback practices ($F_{(5, 636)} = 35.033$, $p = .000$), which is related to variations in feedback frequency, leadership styles, and communication. Standardizing feedback can improve the effectiveness of teachers, their job satisfaction, and the outcomes of their students. The study emphasizes the necessity of professional development for school heads to enhance the delivery of feedback, which is consistent with Sleiman (2018), who emphasizes the role of leadership in the development of a feedback culture through trust, goal alignment, and clarity.

Job satisfaction levels vary significantly across various factors ($F_{(8, 954)} = 114.313$, $p = .000$), including salary, workload, leadership support, and professional growth. Identifying these influences can improve working conditions, coworkers, and career development, enhancing teacher motivation and retention. Studies by Sanchez et al. (2024) and Muthuswamy et al. (2023) emphasize the importance of work environment, relationships, and policies in shaping satisfaction. Promotion significantly affects satisfaction more than compensation, highlighting the need for career growth for better education outcomes.

Lastly, there is moderate positive correlation between source credibility and satisfaction in supervision ($r = .600$, $p = .000$), contingent rewards ($r = .404$, $p = .000$), and communication ($r = .442$, $p = .000$), whereas a smaller yet significant correlation was observed with co-worker satisfaction ($r = .199$, $p = .040$). A significant correlation exists between the feedback environment and supervisory satisfaction ($r = .700$, $p = .000$), underscoring the importance of structured, high-quality feedback in cultivating trust and engagement. Moreover, the delivery, quality, and receptiveness to feedback significantly influence satisfaction with supervision and communication, underscoring the necessity for clear and constructive feedback. Nevertheless, feedback did not align with salary satisfaction, indicating that although effective feedback enhances job fulfillment, systemic issues such as compensation and policies necessitate distinct interventions. These findings highlight the significance of structured feedback in improving teacher motivation, collaboration, and professional satisfaction, while acknowledging its constraints in addressing wider institutional challenges.

Instructional Feedback Practices of School Head

Table 1 summarizes the instructional feedback practices of school heads, with a high mean score of 6.02, indicating excellent feedback methods. Their approach enhances teacher effectiveness, professional growth, and instructional improvement, reflecting their commitment to open communication and continuous development.

The high over-all mean score implies that school heads play an important role in fostering a culture of feedback and learning. Their capacity to give constructive, credible, and accessible criticism assists instructors in improving their abilities and implementing best practices in education. Furthermore, this rating indicates that teachers value and appreciate input from their principals, which increases their propensity to participate in reflective practice and actively seek feedback. This creates a collaborative and growth-oriented school climate in which instructors feel empowered to improve their instructional approaches, resulting in better student learning results.

To enhance instructional feedback, school leaders should engage in professional development, use evidence-based strategies, and foster open communication. Mentorship, coaching, and peer collaboration can strengthen feedback systems, ensuring effective leadership and continuous improvement in teaching and learning.

Table 1
Summary Extent of Instructional Feedback practices of School Heads

Indicators	Mean	Interpretation
Feedback quality	6.46	Extremely High
Source credibility	6.43	Extremely High
Feedback delivery	6.15	Extremely High
Promotes feedback seeking	5.89	Very High
Source availability	5.67	Very High
Favorable feedback & Unfavorable feedback	5.49	Very High
Over-all Mean	**6.02**	**Very High**

Legend: 1.0 – 1.85 – Extremely Low, 1.86 – 2.71 – Very Low, 2.72 – 3.57 – Somewhat Low, 3.58 – 4.42 – Moderate, 4.43 – 5.28 – Somewhat High, 5.29 – 6.14 – Very High, 6.15 – 7.00 – Extremely High

Baggay et al. (2021) study found that teachers' opinions of Heads of Departments' instructional supervisory duties improved their performance. This suggested that feedback from school leaders can enhance teaching and professional development. The study underscores the importance of instructional leadership in enhancing teaching and learning, and the role of effective feedback in enhancing teacher development.

Feedback quality has mean score of 6.46 indicates that school leaders provide their employees feedback that is precise, illuminating, and easy to understand. Teachers are better able to see their areas of strength and growth because of this well-organized, pertinent, and practical feedback. For professional development, improving student learning outcomes, resolving issues, and honing teaching techniques, high-quality feedback is essential. The high grade is a reflection of how well school administrators are able to provide feedback for instructional excellence.

However, school head must constantly work and reflect on themselves in order to provide good feedback. They must ensure that their comments are complete, relevant, and compliant with the instructors' expectations. Giving teachers the chance to clarify or ask questions, as well as promoting two-way conversation, can increase the usefulness of feedback. Professional development programs can help or raise this grade. School administrators may encourage a culture of ongoing learning and academic success by regularly offering incisive and well-organized feedback.

Miranda (2023) found that K-12 principals who provided detailed, intelligible, and dialogical feedback within 24 hours after supervision or evaluation enhanced feedback effectiveness by fostering constructive discourse. Professional development programs can further support this process, promoting continuous learning and academic success.

School heads effectively combine constructive criticism and positive reinforcement, resulting in a high mean score of 5.49 for both favorable and ufavorable feedback. This approach fosters professional advancement by helping educators address deficiencies while preserving strengths, boosting teacher confidence, job satisfaction, and instructional efficacy, ultimately improving student outcomes and fostering a collaborative educational environment.

Feedback improves motivation and performance, but power dynamics affect its effects. According to Straub et al. (2023), negative feedback lowers motivation and performance in low-power persons, whereas positive feedback improves performance. This emphasizes the necessity for school administrators to adapt their remarks to promote progress rather than discouragement.

Table 2 summarizes teachers' job satisfaction across various factors, including supervision, work nature, coworkers, communication, promotion, pay, and benefits. The overall mean score of 4.39, categorized as high, indicates general satisfaction. Key influences include supervision, work nature, and coworker relationships. Higher satisfaction enhances engagement, commitment, and performance, benefiting student learning. However, areas like operating procedures and fringe benefits need improvement.

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Table 2
Summary of Teacher's Level of Job Satisfaction

Indicators	Mean	Interpretation
Supervision	5.28	Very High
Nature of Work	5.19	Very High
Coworkers	5.14	High
Communication	5.07	High
Contingent	4.39	High
Promotion	4.20	Somewhat High
Pay	3.78	Somewhat High
Fringe Benefits	3.24	Somewhat Low
Operating Procedures	3.18	Somewhat Low
Over-all Mean	**4.39**	**High**

Legend: 1.0-1.83 – Very Low, 1.84-2.66 - Low, 2.67-3.50 - Somewhat Low, 3.51-4.33 - Somewhat High, 4.34 – 5.16 – High, 5.17 – 6.00 – Very High

Furthermore, schools should focus on enhancing teacher job satisfaction by addressing areas for improvement. Offering better rewards, reducing administrative costs, and ensuring equitable career growth can boost employee satisfaction. Addressing these issues can create a more rewarding work environment, boost teacher retention rates, and enhance the quality of the educational system.

Tallam et. al (2020) suggested improved interactions between school administration and educators, feedback, efficient monitoring, mental health support, stress management, transparent communication, and professional growth could enhance work happiness and sustainability.

On the other hand, teachers are dissatisfied with the school's operational processes, with a mean score of 3.18. While simple regulations and easy documentation are appreciated, concerns about high workloads and administrative hassles persist. Overburdened teachers may become frustrated, stressed, and less satisfied with their jobs. Ineffective operating procedures can create unnecessary barriers, lowering teacher motivation and affecting the overall effectiveness of school operations.

Consequently, schools can enhance administrative efficiency by simplifying tasks, reducing paperwork, and utilizing technology-driven solutions. This reduces workload for teachers, allowing them to focus on teaching. Additionally, improving operational procedures can boost output, job satisfaction, and morale, creating a more effective and teacher-friendly environment.

Lopes et.al (2020) found that structured work environments and explicit policies significantly impact teacher satisfaction. However, workloads, administrative obstacles, and inefficient procedures can reduce motivation and performance. To improve efficiency, educational institutions can optimize tasks and implement technology.

Differences among the aspects of Instructional Feedback Practices and Teachers Job Satisfaction using One-Way - ANOVA

Table 3
One-Way ANOVA Results on Differences Among the Aspects of Instructional Feedback Practices

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	88.288	5	17.658	35.033	.000
Within Groups	320.559	636	.504		
Total	**408.847**	**641**			

Legend: p $\leq$ 0.001 very highly significant, p $\leq$ 0.01 highly significant, p $\leq$ 0.05 significant, p $>$ 0.05 not significant

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Table 3 presents the results on differences among the aspects of instructional feedback practices using One-Way ANOVA. The differences in instructional feedback practices were statistically significant, $F_{(5, 636)} = 35.033$, p =.000. Highly significant statistical statistics show that at least one feature of instructional feedback approaches changed dramatically. This underlines the need of assessing instructional feedback from several perspectives.

The study emphasizes the significance of professional development programs for school leaders to effectively deliver constructive criticism, highlighting the benefits of standardizing feedback techniques for improved teacher performance, job satisfaction, and student learning outcomes. Future research should explore specific components for effective instructional feedback practices.

Sleiman (2018) emphasized the significance of school heads leadership in building a feedback culture, identifying significant components like as trust, goal alignment, feedback clarity, and a development attitude as critical to successful feedback, meaning that instructional feedback success varies according to these aspects.

Table 4
One-Way ANOVA Results on Differences in the Level of Job Satisfaction of Teachers Among Aspects

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	603.366	8	75.421	114.313	.000
Within Groups	629.422	954	.660		
Total	**1232.788**	**962**			

Legend: p ≤ 0.001 very highly significant, p ≤ 0.01 highly significant, p ≤ 0.05 significant, p > 0.05 not significant

Table 4 presents significant differences in job satisfaction levels among different aspects using One-Way ANOVA. The results indicate a statistically significant difference in job satisfaction levels across the different aspects, $F_{(8, 954)} = 114.313$, p = .000. This finding suggests that teachers experience varying levels of job satisfaction depending on the specific aspect being considered.

The findings indicate significant differences in teachers' job satisfaction scores across many areas, $F_{(8, 954)} = 114.313$, p =.000. This demonstrates that teachers' job satisfaction ratings vary based on certain features of their work environment. Salary, workload, leadership support, professional growth opportunities, and work-life balance are all factors that may influence overall job satisfaction. The statistical significance of these differences indicates that certain factors are more important in shaping teachers' evaluations of their job.

The study highlights the importance of identifying factors influencing job satisfaction, as it varies across dimensions. School heads and policymakers should focus on promoting job satisfaction through improved working conditions, competitive compensation, support networks, and professional development opportunities. This can lead to higher teacher retention, increased motivation, and improved educational outcomes for children.

Sanchez et. al (2024) research reveals that working conditions, interpersonal relationships, and school policies significantly impact teacher satisfaction. While teachers generally find their work environment good, concerns about workload and resource availability persist. Enhancing these elements can improve teacher satisfaction, retention, and educational outcomes.

Table 5 shows moderate but significant relationships between job satisfaction and instructional feedback. High-quality feedback correlates with a stronger sense of purpose in work (r = .334, p = .000). Feedback delivery is linked to coworker satisfaction (r = .320, p = .000) and contingent incentives (r = .342, p = .000), enhancing appreciation and motivation. Feedback-seeking behavior correlates with fair incentive systems (r = .307, p = .001). Additionally, feedback significantly impacts communication satisfaction (r = .421, p = .000) and job satisfaction (r = .366, p = .000), highlighting its role in workplace dynamics.

Some elements of instructional feedback did not significantly correlate with work satisfaction. For example, source credibility and pay satisfaction (r = -.014, p = .885) showed no connection, suggesting trust in feedback sources does not influence perceptions of compensation. Similarly, source availability and operating procedures satisfaction (r = -.039, p = .691) were unrelated, indicating that access to feedback alone does not impact satisfaction with job structure. While feedback enhances work satisfaction, it does not address broader systemic issues like institutional policies and pay structures.

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Table 5
Relationship Between Extent of Instructional Feedback Practices and Job Satisfaction

		Source Credibility	Source Availability	Feedback Quality	Feedback Delivery	Favorable and Unfavorable Feedback	Promotes Feedback Seeking	Feedback Environment
Pay	Correlation	-.014	.003	-.014	.088	.032	.070	.038
Promotion	Correlation	.122	.014	.147	.167	.104	.134	.138
Supervision	Correlation	.600**	.526**	.599**	.561**	.572**	.575**	.700**
Fringe Benefits	Correlation	.172	.053	.168	.178	.044	.196	.168
Contingent	Correlation	.404**	.377**	.337**	.342**	.319**	.307**	.426**
Operating Procedures	Correlation	.038	-.039	-.035	-.121	.066	-.042	-.034
Coworkers	Correlation	.199*	.271**	.334**	.320**	.366**	.354**	.379**
Nature of Work	Correlation	.124	.266**	.256**	.202*	.320**	.225*	.286**
Communication	Correlation	.442**	.435**	.496**	.510**	.421**	.453**	.564**
Job Satisfaction	Correlation	.361**	.323**	.388*	.383**	.377**	.389**	.454**

Legend: ***p ≤ 0.001 very highly significant, **p ≤ 0.01 highly significant, *p ≤ 0.05 significant, p > 0.05 not significant

Furthermore, feedback-seeking behavior had a moderately significant positive correlation with both communication satisfaction (r =.453, p =.000) and supervision satisfaction (r =.575, p =.000). It means that instructors who actively seek feedback report higher levels of satisfaction with their contacts with supervisors and communication. This shows that participation in the feedback process strengthens workplace relationships because instructors who begin feedback discussions feel more valued and encouraged. Furthermore, there was a strong association between feedback-seeking behavior and contingent incentives (r=.307, p =.001), colleague relationships (r=.354, p =.000), and the type of work (r=.225, p =.02). According to these relationships, instructors who seek feedback are more likely to be satisfied with their job, cooperate well with colleagues, and consider that incentive systems are fair.

There were also significant correlations between several workplace factors and both favorable and unfavorable feedback. It had a strong positive correlation with supervision, r = .572, p = .000, indicating that teachers feel more supported and guided in their work when they receive fair feedback. Constructive feedback can affect how fair and just reward systems are perceived, according to a significant relationship with contingent rewards, r = .319, p = .001. Feedback keeps teachers interested and focused on their work, as evidenced by the relationship with nature of work, r = .320, p = .001.

Feedback, however, has varying effects on individuals with less authority or influence. For those in lower positions of influence, positive feedback improves motivation and performance, while negative feedback can lower it (Straub et al., 2023). This emphasizes the need for a methodical approach to feedback that acknowledges teachers' strengths and offers helpful direction. DepEd can develop a more engaged, resilient, and productive teaching workforce by taking individual differences and power dynamics into account. This will ultimately improve educational outcomes.

Some factors showed no significant connections, such as source credibility and pay satisfaction (r = -.014, p =.885) or source availability and work satisfaction with operational procedures (r = -.039, p =.691). This absence of a connection between source credibility and pay satisfaction implies that, while teachers may respect and trust their principal as a source of feedback, this trust does not extend to opinions of their income. Similarly, the lack of significant connection between source availability and happiness with operational procedures suggests that just having access to feedback sources does not immediately boost job satisfaction in structural areas such as school regulations and work processes. These findings underscore the limitations of feedback in addressing larger systemic

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concerns including compensation, advancement prospects, and institutional rules. While appropriate feedback can increase motivation, supervision, and communication, it cannot replace structural changes to salary and career growth prospects. This highlights the importance of governmental interventions, such as competitive compensation structures and clear promotion processes, in addressing work satisfaction completely.

Pepra-Mensah et al. (2017) showed that teachers generally have a negative perception of compensation practices, suggesting that systemic interventions like equitable pay structures and teacher involvement are needed to improve job satisfaction.

In summary, the results show that the feedback environment was moderately strongly connected with job satisfaction ($r =.454$, $p =.000$). These data show that a supportive and structured feedback environment greatly increases teacher job fulfillment. Teachers feel more supported, appreciated, and motivated when they get regular, positive feedback that is integrated into the school culture. The Pearson correlation results show that feedback quality, delivery, and atmosphere are all critical determinants in teacher job satisfaction, particularly in areas such as supervision, communication, and work nature. The findings stress the need of school administrators not just providing regular and effective feedback, but also ensuring that input is balanced, supportive, and actionable. However, the non-significant correlations demonstrate that feedback alone cannot solve systemic discontent with salary and promotions.

Conclusion

Instructional feedback was rated very high, particularly in quality, credibility, and delivery. There is a strong positive correlation between instructional feedback and supervision satisfaction, a moderate correlation with communication satisfaction, and a low correlation with nature of job satisfaction. However, no significant correlation was found with salary or operational procedures. While feedback enhances job satisfaction in professional aspects, its impact on financial and policy-related areas is minimal.

Recommendations

Based on the findings of the study, it is recommended that school administrators continue to prioritize and improve instructional feedback practices, especially focusing on enhancing the quality, credibility, and delivery of feedback, as these elements strongly correlate with teachers' satisfaction in professional areas like supervision and communication. Additionally, schools should consider strategies to address the financial and policy-related concerns, as these factors appear to have minimal influence on job satisfaction. For instance, increasing teacher satisfaction in areas such as pay, fringe benefits, and operating procedures could help improve overall job satisfaction, fostering a more positive and supportive work environment. Furthermore, encouraging open channels of communication and providing more targeted feedback on job-related issues could significantly enhance teacher morale and performance.

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