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School administrators' feedback styles and their relationship with teachers' work motivation in public secondary schools in Ligao City, Albay

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Abstract

Aim: This study examined school administrators' feedback styles and their relationship with public secondary school teachers' work motivation in Ligao City, Albay. It also identified teachers' challenges in receiving administrative feedback and used the combined findings to formulate an intervention for educational leadership and teacher professional development.

Methodology: A concurrent-parallel mixed-methods design integrated a descriptive-correlational quantitative strand and a descriptive qualitative strand. The quantitative phase involved 251 teachers from 12 public secondary schools selected through proportionate random sampling, while 30 teachers participated in semi-structured interviews. Data were collected through a 40-item Feedback Style Questionnaire, a Teachers' Work Motivation Questionnaire adapted from the Work Tasks Motivation Scale for Teachers, and an expert-reviewed interview guide. Means, standard deviations, and Pearson's *r* were used for quantitative analysis, while thematic analysis was used for qualitative data.

Results: All four feedback styles were very evident: result-oriented (M = 3.86), relational (M = 3.84), balanced (M = 3.64), and non-directive (M = 3.63). Overall work motivation was high (M = 5.94), with intrinsic motivation highest (M = 6.39) and extrinsic motivation lowest (M = 5.40). The overall relationship between feedback styles and work motivation was not statistically significant (r = .10, p = .11), although several relationships between specific feedback styles and motivational dimensions were significant. Eight qualitative themes described inconsistent feedback, fault-focused delivery, lack of specificity, public criticism, perceived bias, excessive monitoring, limited emotional support, and compliance emphasis over instructional support.

Conclusion: Administrative feedback styles were significantly related to selected motivational dimensions but were not significantly related to overall work motivation. The findings support a developmental feedback approach that combines performance information with consistency, specificity, reflection, relational support, and instructional coaching. Project FEED-Motivate was proposed as an institution-level intervention.

Keywords: *School Administrators, Feedback Styles, Teacher Motivation, Instructional Leadership, Professional Development, Mixed Methods*

INTRODUCTION

School administrators play a critical role in contemporary education because they are expected not only to manage school operations but also to promote instructional improvement, teacher learning, and professional growth. Across educational systems, instructional leadership has increasingly emphasized how school leaders create conditions that enable teachers to improve their practice through professional guidance, collaboration, and evidence-informed support. A recent meta-analytic review of principal instructional leadership reported meaningful associations between instructional leadership and teacher attitudes, highlighting the importance of school leaders' daily professional interactions with teachers (Hallinger et al., 2025). Within this context, administrative feedback has emerged as a significant leadership practice because it communicates expectations, recognizes accomplishments, identifies areas for improvement, and guides teachers toward professional growth and instructional effectiveness.

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A continuing challenge, however, is that the presence of formal evaluation and supervision systems does not necessarily guarantee that teachers receive feedback that supports meaningful improvement. Evidence from an administrator-training field experiment demonstrated that the quality of feedback generated through teacher evaluation systems varies considerably, suggesting that administrators require preparation to provide feedback that is specific, actionable, and instructionally relevant (Kraft & Christian, 2022). More recent research has further positioned principal feedback as both an informational and motivational process. Cansoy et al. (2025) found that principal feedback was associated with teacher self-efficacy and professional learning, which subsequently influenced instructional practices. These findings suggest that administrative feedback should move beyond compliance-oriented evaluation and become a developmental process that teachers can interpret, reflect upon, and use to improve professional practice.

Teacher work motivation is another important educational concern because teachers' willingness to sustain effort, participate in professional learning, and fulfill instructional responsibilities is influenced by the conditions under which they work. Recent evidence has shown that leadership practices shape teachers' motivational experiences. Collie (2023) found that autonomy-supportive leadership was positively associated with self-determined forms of teacher motivation, whereas autonomy-thwarting leadership was associated with controlled motivation and amotivation. Similarly, Kalkan and Acuner (2026) reported that instructional leadership contributes to teacher motivation through organizational support, professional learning opportunities, and positive school conditions. Collectively, these studies suggest that the manner in which school administrators communicate expectations, provide guidance, recognize accomplishments, and address performance concerns may influence teachers' motivation, autonomy, sense of competence, professional growth, and workplace commitment.

The relevance of these issues extends beyond the Philippine setting. Across educational systems, school leaders face the common challenge of balancing accountability requirements with teacher autonomy, performance evaluation with professional learning, corrective feedback with psychological safety, and monitoring responsibilities with motivational support. As schools increasingly pursue evidence-based improvement and professional accountability, understanding how different feedback approaches influence teachers' motivational experiences has become an international concern. Examining administrative feedback and teacher motivation within a Philippine public-school context contributes to broader discussions on instructional leadership, teacher development, educational psychology, and performance evaluation that remain relevant across diverse educational systems.

In the Philippine educational context, these concerns are situated within established systems of instructional supervision, performance management, and continuing professional development. The Philippine Professional Standards for School Heads identifies school heads as responsible for creating conditions that support teacher development, instructional improvement, and professional practice (Department of Education [DepEd], 2020). Recent Philippine literature has identified monitoring and evaluation, leadership influence, feedback practices, administrators' attitudes, and teacher support as important factors associated with teacher motivation and professional engagement (Purisima, 2025). Empirical studies conducted in Philippine public schools have likewise reported relationships between school leadership practices and teachers' motivation, job satisfaction, and professional functioning while emphasizing the importance of consistency, empathy, collaboration, and institutional support (Balatero & Bauyot, 2024; Aguinaldo & Tagadiad, 2024). These findings highlight the need to examine not only whether feedback is provided but also how its style and quality are experienced by teachers. This emphasis on teachers' experiences is consistent with recent Philippine research examining teachers' experiences and adaptation within changing instructional contexts (Ochoa, 2026).

Within the Schools Division of Albay, public secondary schools operate under the Department of Education's framework for instructional supervision, classroom observation, performance evaluation, and continuing professional development. School administrators are expected to provide professional feedback, monitor instructional delivery, support teacher development, and facilitate school-based learning opportunities. Despite these institutional expectations, limited empirical evidence exists regarding how teachers in public secondary schools in Ligao City perceive administrative feedback and how these perceptions relate to their work motivation. Because leadership practices and feedback experiences are influenced by organizational and community contexts, examining these relationships in Ligao City provides context-specific evidence that may inform local leadership-development initiatives while contributing to broader discussions on feedback and teacher motivation in public-school settings.

Gaps in Existing Literature

Previous research has established important relationships among instructional leadership, administrative feedback, professional learning, and teacher motivation. However, much of the existing literature has examined instructional leadership as a broad construct, feedback literacy as a professional competency, or teacher motivation as

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a general outcome variable. Studies on instructional leadership have typically focused on overall leadership practices, while feedback studies have examined feedback quality, feedback literacy, or specific intervention programs. Likewise, teacher motivation research has often concentrated on general motivational outcomes rather than multiple dimensions of work motivation.

Furthermore, Philippine studies have commonly investigated leadership practices, job satisfaction, teacher motivation, or professional development as separate constructs. Limited evidence exists regarding how distinct administrative feedback styles operate within public secondary schools and how these feedback approaches relate to multiple motivational dimensions. Existing studies seldom examine relational, result-oriented, balanced, and non-directive feedback styles simultaneously or investigate their relationships with intrinsic motivation, extrinsic motivation, goal orientation, job satisfaction, autonomy, professional development, and social support. Moreover, few studies integrate quantitative assessment of feedback styles with qualitative exploration of teachers' experiences receiving feedback.

Unlike previous studies that have examined instructional leadership as a broad leadership construct, feedback quality as a general mechanism for professional learning, or teacher motivation as a single outcome, the present study investigates four operationalized administrative feedback styles in relation to seven dimensions of teachers' work motivation. It further combines quantitative relationship testing with qualitative accounts of teachers' experiences of administrative feedback, allowing the study to examine both statistical relationships and the contextual conditions that shape feedback reception. This integrated mixed-methods approach provides context-specific evidence from public secondary schools in Ligao City, Albay, while addressing an educational leadership issue that remains relevant to schools internationally.

Review of Related Literature and Studies

This section reviews recent literature on school administrators' feedback styles and teachers' work motivation, with emphasis on how feedback is perceived, how it functions within instructional supervision and professional development, and how educational leadership conditions shape teachers' motivational experiences. The review integrates international and Philippine evidence and situates the present study within current scholarly discussions on instructional leadership, educational assessment, teacher development, and work motivation.

Teacher Perceptions, Feedback Quality, and Professional Learning

Feedback is a relational and interpretive process rather than information that automatically produces improvement. Recent work on teacher feedback literacy emphasizes that effective feedback requires educators to design, enact, sequence, and sustain feedback processes that enable recipients to act on information. Zhan (2026) showed that feedback literacy develops through the interaction of giving and using feedback in teacher education, while Afrilyasanti et al. (2026) highlighted the cognitive and emotional dimensions of feedback exchange in supporting teachers' self-regulated professional learning. These perspectives are relevant to administrative feedback because teachers may respond differently to the same evaluative message depending on whether it is understandable, actionable, respectful, and connected to professional goals.

Feedback quality is also influenced by the structure of feedback conversations. Research on post-observation conferences has emphasized the importance of evidence, dialogue, and reflective discussion in improving the quality of feedback that administrators provide to teachers (Lavigne et al., 2023). Similarly, Poulou et al. (2023) found that performance feedback supports instructional improvement and professional development when teachers receive usable information directly linked to classroom practice. These findings suggest that feedback effectiveness depends not only on content but also on the manner in which feedback is communicated and interpreted.

Administrative Feedback Styles

Administrative feedback may be delivered through different communication approaches that influence how teachers perceive and utilize evaluative information. The Feedback Style Questionnaire adapted from Caro-Cahilig and Cabanero (2024) conceptualizes administrative feedback through four dimensions: relational, result-oriented, balanced, and non-directive feedback.

Relational feedback emphasizes trust, empathy, encouragement, and professional support. This feedback style prioritizes positive interpersonal relationships and seeks to establish psychological safety, allowing teachers to openly discuss challenges and professional needs. Research on supportive leadership has consistently demonstrated that respectful communication and emotional support strengthen teacher engagement, organizational commitment, and professional confidence (Collie, 2023; Cansoy et al., 2025).

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Result-oriented feedback focuses on performance expectations, standards, outcomes, and measurable accomplishments. This feedback approach provides clear indicators of performance and accountability while communicating organizational goals and expectations. Studies on instructional supervision have shown that clear performance expectations and evidence-based feedback can improve professional focus and instructional effectiveness when accompanied by sufficient support for implementation (Kraft & Christian, 2022).

Balanced feedback combines the recognition of strengths with constructive suggestions for improvement. Rather than emphasizing only accomplishments or deficiencies, balanced feedback provides teachers with an accurate understanding of their performance while maintaining motivation for improvement. Research on effective evaluation systems suggests that balanced feedback promotes reflection and professional growth by encouraging teachers to recognize both successful practices and developmental opportunities (Lavigne et al., 2023).

Non-directive feedback encourages teacher reflection, self-assessment, and collaborative problem-solving. Instead of prescribing solutions, administrators guide teachers in identifying their own strategies for improvement. This approach aligns with contemporary perspectives on professional learning that emphasize teacher agency, reflective practice, and self-directed development (Vedder-Weiss et al., 2025). Examining these feedback styles separately provides a more nuanced understanding of how school administrators communicate and how teachers experience feedback within professional settings.

Feedback in Instructional Supervision and Professional Development

Administrative feedback is closely connected with instructional supervision because classroom observations, post-observation conferences, and performance reviews provide formal opportunities for school administrators to guide teaching practice. A school-principal feedback program examined by Balcı and Özkan (2023) reported improvements in principals' capacity to provide effective feedback and highlighted the importance of feedback training in strengthening instructional leadership. More broadly, evidence on educational leadership indicates that school administrators contribute to teacher professional learning by creating structures that facilitate collaboration, reflection, and sustained professional inquiry (Abbaspour et al., 2024).

Feedback therefore becomes educationally meaningful when it is integrated with professional development rather than delivered merely as an evaluative judgment. When supported by coaching, follow-up discussions, and collaborative planning, administrative feedback may help teachers refine instructional strategies, strengthen classroom management, improve assessment practices, and engage in reflective professional growth.

Dimensions of Teachers' Work Motivation

Teacher motivation has increasingly been recognized as a multidimensional construct encompassing internal drives, workplace experiences, and professional conditions that influence teachers' commitment and engagement. The present study conceptualizes teachers' work motivation through seven dimensions: intrinsic motivation, extrinsic motivation, goal orientation, job satisfaction, autonomy, professional development, and social support.

Intrinsic motivation refers to engagement in teaching driven by inherent interest, enjoyment, and personal fulfillment. Teachers with high intrinsic motivation perform their professional responsibilities because they perceive teaching as meaningful, valuable, and personally rewarding. In contrast, extrinsic motivation involves engagement influenced by external rewards, recognition, evaluation outcomes, professional expectations, and organizational demands. Recent studies indicate that intrinsic motivation is positively associated with teachers' professional engagement, well-being, and participation in collaborative learning activities, while extrinsic motivation can influence professional behavior when aligned with meaningful educational goals and supportive organizational conditions (Belay & Melesse, 2024; Wang et al., 2024).

Goal orientation reflects teachers' commitment to achieving professional objectives, developing competence, and continuously improving instructional practice. Teachers with strong goal orientations are more likely to engage in reflective practice, seek and utilize feedback, participate in professional development activities, and implement instructional practices that support teaching effectiveness and student learning. Recent Philippine research has also examined professional competency among Technical-Vocational-Livelihood teachers from the perspectives of both teachers and school heads, reinforcing the relevance of professional competence when examining teachers' work and development (Seraspi & Sumanga, 2026). Research further suggests that achievement goals and self-efficacy are important components of teacher motivation that contribute to sustained professional growth and instructional improvement (Daumiller et al., 2025; Richter et al., 2025).

Job satisfaction, professional development, and social support are motivationally significant workplace conditions that influence sustained professional engagement. Although these constructs are often viewed as outcomes

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or correlates of motivation, contemporary educational research recognizes their reciprocal relationship with teachers' motivational experiences (Dayagbil & Alda, 2024; Balatero & Bauyot, 2024). Teachers who experience professional growth opportunities, supportive relationships, and positive workplace conditions are more likely to demonstrate commitment, engagement, and sustained work effort.

Autonomy represents teachers' perceptions of professional agency and decision-making capacity. Teacher participation in school-level decision-making is also relevant to understanding professional agency because it provides teachers with opportunities to contribute to matters affecting their work and school environment (Lugasan et al., 2026). According to Self-Determination Theory, autonomy is a fundamental psychological need that supports self-determined motivation and professional engagement (Guay, 2022). Collectively, these dimensions provide a comprehensive perspective on teacher work motivation and allow the present study to examine how administrative feedback relates to different aspects of teachers' professional experiences.

Teacher Professional Development and Educational Leadership in Feedback Integration

Professional development strengthens the conditions under which teachers interpret and respond to feedback. A Philippine study on continuing professional development reported that teachers' motivation and perceived effectiveness were associated with participation in professional learning opportunities, highlighting the value of sustained development rather than isolated training programs (Dayagbil & Alda, 2024). Similarly, collaborative reflection-based professional development has been shown to support teachers' psychological needs, reflective practice, and motivation for teaching (Vedder-Weiss et al., 2025). Recent Philippine research has likewise examined educators' professional development needs and implementation challenges, underscoring the relevance of targeted faculty development and institutional support in strengthening professional preparedness (Jacob et al., 2026).

Philippine studies have also emphasized recognition, collaboration, open communication, supportive leadership, and professional development as important influences on teachers' workplace experiences (Balatero & Bauyot, 2024; Aguinaldo & Tagadiad, 2024). Research on school-head human resource management practices has likewise examined teacher career advancement opportunities, highlighting the relevance of leadership practices to teachers' broader professional development experiences (Bravo, 2026). These findings suggest that feedback systems are most effective when accompanied by coaching, reflection, goal setting, and opportunities for continued professional learning.

Synthesis of Literature and Research Contribution

The reviewed literature demonstrates that administrative feedback, instructional leadership, professional development, and teacher motivation are closely interconnected. Existing studies have established the importance of feedback quality, teacher feedback literacy, professional learning, and leadership support in promoting teacher effectiveness and motivation. However, most studies have examined instructional leadership broadly, feedback quality generally, or teacher motivation as a single or limited construct.

Furthermore, previous research has rarely examined the simultaneous operation of relational, result-oriented, balanced, and non-directive feedback styles in relation to multiple dimensions of teachers' work motivation. Philippine studies have also tended to investigate leadership practices, job satisfaction, professional development, or motivation separately rather than through an integrated framework.

Unlike previous studies, the present research examines four operationalized administrative feedback styles alongside seven dimensions of teacher work motivation and integrates quantitative relationship analysis with qualitative exploration of teachers' experiences. This mixed-methods approach provides a more comprehensive understanding of both the measurable associations and the contextual conditions that shape administrative feedback. Through this approach, the study contributes to educational leadership, teacher professional development, educational psychology, and educational assessment by providing evidence that can inform developmental feedback practices and the design of Project FEED-Motivate.

Theoretical and Conceptual Frameworks

The study was anchored in Self-Determination Theory (SDT) and Expectancy Theory, which provide complementary explanations of how school administrators' feedback styles may influence teachers' work motivation. The use of two theories was necessary because teacher motivation is both a psychological and a performance-oriented phenomenon. Self-Determination Theory explains how feedback influences teachers' internal motivational experiences through the satisfaction of basic psychological needs, while Expectancy Theory explains how feedback influences teachers' beliefs regarding effort, performance, and professional outcomes. Together, these theories provide a broader

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understanding of the mechanisms through which administrative feedback may shape teachers' motivation and engagement in the workplace.

Self-Determination Theory posits that motivation is influenced by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness (Guay, 2022). In educational settings, teachers are more likely to experience intrinsic motivation and sustained professional engagement when they feel capable of performing their responsibilities, connected to colleagues and leaders, and able to exercise professional judgment. Administrative feedback can either support or hinder these needs depending on how it is delivered.

Relational feedback may strengthen relatedness by promoting professional trust, empathy, respect, and open communication between school administrators and teachers. Balanced feedback may enhance competence by recognizing strengths while providing constructive suggestions for improvement. Result-oriented feedback may also support competence by clarifying performance expectations and standards. Meanwhile, non-directive feedback may foster autonomy by encouraging reflection, self-assessment, and teacher participation in identifying solutions and professional goals. Consequently, Self-Determination Theory explains how different feedback styles may influence teachers' intrinsic motivation, job satisfaction, autonomy, social support, and professional development.

While Self-Determination Theory explains the psychological mechanisms underlying motivation, Expectancy Theory explains how feedback may influence teachers' perceptions of effort and performance. According to Vroom (1964), motivation is influenced by three components: expectancy, instrumentality, and valence. Expectancy refers to an individual's belief that effort can lead to improved performance; instrumentality refers to the belief that improved performance will result in favorable outcomes; and valence refers to the value placed on those outcomes.

Administrative feedback may influence these components in several ways. Result-oriented feedback can strengthen expectancy by clarifying performance standards and identifying actions that may improve performance. Balanced feedback may reinforce instrumentality by helping teachers recognize how professional improvement is acknowledged and linked to organizational expectations. Relational feedback may strengthen teachers' perceptions that their efforts are recognized and supported within the school environment, thereby enhancing the perceived value of professional outcomes. Non-directive feedback may help teachers recognize meaningful professional goals and personalize improvement plans, thereby increasing the valence or perceived importance of professional growth. Although the present study does not directly measure expectancy, instrumentality, or valence, Expectancy Theory provides a useful lens for understanding how feedback may influence teachers' perceptions regarding effort, performance, and valued professional outcomes.

Together, Self-Determination Theory and Expectancy Theory provide complementary perspectives for understanding the relationship between school administrators' feedback styles and teachers' work motivation. Self-Determination Theory explains how feedback affects teachers' psychological needs and internal motivation, whereas Expectancy Theory explains how feedback shapes teachers' perceptions of performance expectations, professional recognition, and valued outcomes. The integration of these theories supports the examination of administrative feedback as both a developmental and motivational leadership process.

Conceptually, the study examined the relationship between school administrators' feedback styles and teachers' work motivation. The independent variable consisted of four feedback styles: relational feedback, result-oriented feedback, balanced feedback, and non-directive feedback. These feedback styles represent distinct approaches through which administrators communicate performance expectations, support professional development, and facilitate reflective practice.

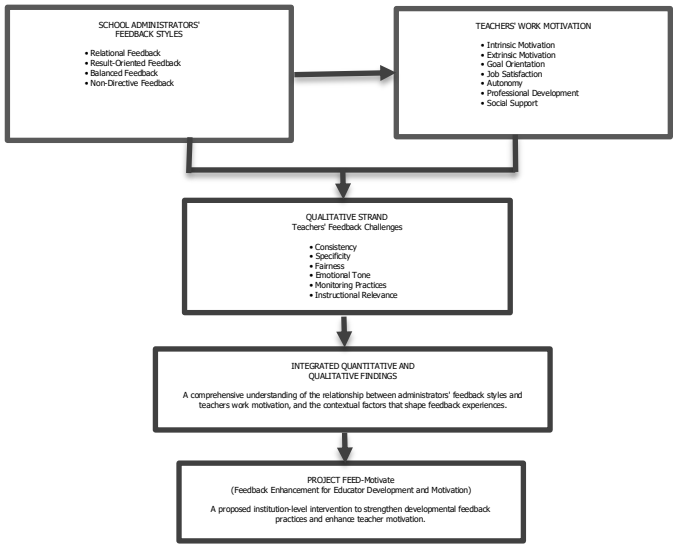
The dependent variable was teachers' work motivation, represented by seven dimensions: intrinsic motivation, extrinsic motivation, goal orientation, job satisfaction, autonomy, professional development, and social support. These dimensions collectively reflect teachers' motivational experiences and workplace engagement.

The qualitative strand explored teachers' challenges in receiving administrative feedback, including issues related to consistency, specificity, fairness, emotional tone, monitoring practices, and instructional relevance. The integration of quantitative and qualitative findings provided a comprehensive understanding of how feedback styles relate to teacher motivation and how contextual feedback experiences shape those relationships. These integrated findings served as the basis for the development of Project FEED-Motivate (Feedback Enhancement for Educator Development and Motivation), the proposed intervention of the study.

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Figure 1
Conceptual Paradigm



Note. The conceptual paradigm illustrates the relationship between school administrators' feedback styles and teachers' work motivation. Qualitative challenges in receiving administrative feedback provide contextual explanations of teachers' experiences and informed the development of Project FEED-Motivate.

Statement of the Problem

School administrators are expected to support instructional quality, professional development, and workplace commitment through continuous and constructive feedback. In public secondary schools in Ligao City, however, teachers may experience administrative feedback that varies in consistency, specificity, tone, timing, and emphasis. Although performance management systems are designed to support professional development and accountability, feedback may become stressful or compliance-driven when it lacks actionable guidance, balanced recognition, or opportunities for professional dialogue. Moreover, limited empirical evidence is available regarding how different administrative feedback styles relate to the multidimensional work motivation of public secondary school teachers in this local context. There is also a need to understand the challenges teachers encounter in receiving and responding to administrative feedback. The study therefore examined the extent of relational, result-oriented, balanced, and non-directive feedback styles, their relationship with teachers' work motivation, and the challenges experienced by teachers, with the findings serving as a basis for a feedback-enhancement intervention.

Research Objectives

The general objective of the study was to examine school administrators' feedback styles and their relationship with teachers' work motivation in public secondary schools in Ligao City, Albay, and to develop a feedback-enhancement intervention based on the integrated findings.

Specifically, the study sought to:

1. To determine the extent of relational, result-oriented, balanced, and non-directive feedback styles as assessed by teachers.
2. To assess the level of teachers' work motivation in terms of intrinsic motivation, extrinsic motivation, goal orientation, job satisfaction, autonomy, professional development, and social support.
3. To determine the relationship between school administrators' feedback styles and teachers' work motivation.
4. To identify the challenges encountered by teachers in receiving and responding to administrative feedback.
5. To develop a feedback-enhancement intervention based on the integrated quantitative and qualitative findings.

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Research Questions

This study sought to answer the following questions:

1. What is the extent of school administrators' feedback styles as assessed by teachers in terms of:
   a. relational feedback;
   b. result-oriented feedback;
   c. balanced feedback; and
   d. non-directive feedback?
2. What is the level of work motivation of public secondary school teachers in terms of:
   a. intrinsic motivation;
   b. extrinsic motivation;
   c. goal orientation;
   d. job satisfaction;
   e. autonomy;
   f. professional development; and
   g. social support?
3. Is there a significant relationship between school administrators' feedback styles and teachers' work motivation?
4. What challenges do teachers encounter in receiving and responding to administrative feedback?
5. What feedback-enhancement intervention may be developed based on the integrated quantitative and qualitative findings?

Hypothesis

At the 0.05 level of significance, the study tested the following null hypothesis:

H_0: There is no significant relationship between school administrators' feedback styles and teachers' work motivation.

METHODOLOGY

Research Design

A concurrent-parallel mixed-methods design was employed, integrating a descriptive-correlational quantitative strand and a descriptive qualitative strand. The quantitative strand described the extent of school administrators' feedback styles and the level of teachers' work motivation and examined the relationships between these variables. The qualitative strand explored teachers' experiences and challenges in receiving and responding to administrative feedback. Quantitative and qualitative data were collected during the same general period and analyzed separately. The findings from both strands were subsequently integrated during interpretation by comparing the statistical results with the themes emerging from the qualitative data to provide a more comprehensive understanding of teachers' experiences of administrative feedback.

Population and Sampling

The study population consisted of eligible public secondary school teachers from 12 public secondary schools in Ligao City, representing both junior and senior high school levels. A total of 251 teachers participated in the quantitative strand. The sample size was determined based on the recommended sample requirement for correlational research and the availability of eligible teacher respondents within the participating schools. Proportionate random sampling was employed to ensure representation from each school according to its share of the total eligible teacher population. The procedure involved determining the required number of respondents from each school based on its proportion of the total population, followed by random selection of eligible teachers within each school.

Teachers were eligible to participate if they had completed at least one year of continuous service under a school administrator. Newly hired teachers with less than one year of service, school heads, and non-teaching personnel were excluded from the study.

For the qualitative strand, 30 teachers were purposively selected from among the survey participants to participate in semi-structured interviews. Selection considered their relevance to the study and their willingness to participate in the interview component.

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Instruments and Validation

Three instruments were used in the study: the Feedback Style Questionnaire, the Teachers' Work Motivation Questionnaire, and a semi-structured interview guide.

The 40-item Feedback Style Questionnaire was adapted from the validated feedback-techniques instrument of Caro-Cahilig and Cabanero (2024) and tailored to the four feedback-style categories examined in the present study: relational, result-oriented, balanced, and non-directive feedback. The source instrument reported expert validation and high internal consistency (α = .967). The adapted questionnaire underwent appropriate review before administration, and its reliability was assessed for the present study.

The Teachers' Work Motivation Questionnaire was adapted and expanded from the Work Tasks Motivation Scale for Teachers (WTMST) developed by Fernet et al. (2008). The adapted instrument assessed seven dimensions of teachers' work motivation: intrinsic motivation, extrinsic motivation, goal orientation, job satisfaction, autonomy, professional development, and social support. The instrument utilized a seven-point Likert response scale. Prior to its administration, the adapted instrument underwent pilot testing and obtained an overall Cronbach's alpha coefficient of .91, indicating high internal consistency and reliability.

A semi-structured interview guide was developed based on the research questions and reviewed by five academic experts for relevance, clarity, and alignment with the study objectives. The guide was used to explore teachers' experiences and challenges concerning administrative feedback.

Data Collection

Prior to data collection, formal authorization was secured from the graduate school and the Schools Division Office of Ligao City. Permission to conduct the study was also coordinated with the participating public secondary schools. Data were collected from September 2025.

Eligible teachers were informed about the purpose and procedures of the study and were asked to provide informed consent before participation. The survey questionnaires were personally administered and collected by the researchers. Participants were given sufficient time to complete the instruments, and completed questionnaires were handled confidentially.

For the qualitative strand, 30 teachers were purposively selected from the survey participants and invited to participate in semi-structured interviews. Interviews were conducted during non-teaching hours in private settings to minimize disruption to school activities and protect participants' privacy. With written consent, interviews were audio-recorded and transcribed verbatim. Participant labels rather than names were used during transcription and analysis.

Data Analysis

Quantitative data were analyzed using descriptive and inferential statistics. Means and standard deviations were computed to describe the extent of school administrators' feedback styles and the level of teachers' work motivation. The response-scale ranges and corresponding verbal interpretations were established based on the scoring scheme of the instruments. Pearson's Product–Moment Correlation Coefficient was used to determine the strength and direction of the relationships between administrative feedback styles and teachers' work motivation at the 0.05 level of significance. Appropriate assumptions for Pearson's correlation were considered before conducting the analysis.

Qualitative interview data were analyzed using Braun and Clarke's (2006) six-phase thematic analysis. The researchers first familiarized themselves with the interview transcripts, generated initial codes, searched for recurring patterns, reviewed and refined candidate themes, defined and named the final themes, and prepared the thematic narrative. Peer debriefing and member checking were used to strengthen the credibility of the qualitative findings. Participant identifiers were used throughout the analysis to protect confidentiality.

Following separate quantitative and qualitative analyses, the findings were integrated during interpretation. Quantitative results were compared with the qualitative themes to identify areas of convergence, complementarity, and contextual explanation. The integrated findings were then used as the basis for developing the proposed feedback-enhancement intervention.

Ethical Considerations

Before data collection, institutional authorization was secured from the graduate school and the Schools Division Office of Ligao City, together with the necessary permissions from the participating schools. All participants were informed of the purpose, procedures, potential risks, and voluntary nature of the study and provided informed consent before participation.

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Participation was voluntary, and participants were informed of their right to decline participation or withdraw from the study without penalty. No personally identifying information was collected in the quantitative questionnaires. Qualitative participants were assigned coded identifiers, and their names and other identifying information were excluded from the transcripts and research reports. Audio recordings and transcripts were handled confidentially and were used solely for scholarly purposes.

RESULTS AND DISCUSSION

School Administrators' Feedback Styles

Table 1

Descriptive Statistics of School Administrators' Feedback Style

Feedback Style	Mean	Interpretation
Result-Oriented	3.86	Very Evident
Relational	3.84	Very Evident
Balanced	3.64	Very Evident
Non-Directive	3.63	Very Evident
Overall Mean	**3.74**	**Very Evident**

Legend: 3.26–4.00 = Very Evident; 2.51–3.25 = Moderately Evident; 1.76–2.50 = Doubtful; 1.00–1.75 = Not Evident

As presented in Table 1, all four feedback styles were assessed as Very Evident. Result-oriented feedback obtained the highest mean (M = 3.86), followed by relational feedback (M = 3.84), balanced feedback (M = 3.64), and non-directive feedback (M = 3.63), resulting in an overall mean of 3.74. The comparatively lower mean for non-directive feedback indicates that this feedback style was less evident than the other three styles. This may suggest that administrative feedback in the participating schools was more frequently characterized by direct performance-related or relational approaches than by approaches that place greater responsibility on teachers to independently determine improvement strategies. This finding is consistent with Kellermann et al. (2023), who emphasized the importance of structured feedback in supporting instructional improvement.

Teachers' Work Motivation

Table 2

Descriptive Statistics of Teachers' Work Motivation

Parameters	Mean	Interpretation
Intrinsic Motivation	6.39	High
Social Support	6.12	High
Autonomy	6.07	High
Professional Development	6.07	High
Goal Orientation	5.93	High
Job Satisfaction	5.61	High
Extrinsic Motivation	5.40	Moderately High
Overall Mean	**5.94**	**High**

Legend: 6.51–7.00 = Very High; 5.51–6.50 = High; 4.51–5.50 = Moderately High; 3.51–4.50 = Moderate; 2.51–3.50 = Low; 1.51–2.50 = Very Low; 1.00–1.50 = Extremely Low

As presented in Table 2, teachers demonstrated a High overall level of work motivation (M = 5.94). Intrinsic motivation obtained the highest mean (M = 6.39), while extrinsic motivation obtained the lowest mean (M = 5.40), although it remained Moderately High. The results indicate that intrinsic motivation had the highest mean among the seven motivational dimensions, while extrinsic motivation had the lowest. Although both dimensions were present at relatively favorable levels, the higher intrinsic motivation score indicates that internally experienced motivational factors were more strongly reported than extrinsic motivation among the participating teachers. The finding supports previous studies suggesting that teachers' motivation is strongly associated with self-determined forms of motivation and supportive workplace conditions (Christodoulidis et al., 2022).

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Relationship Between Feedback Styles and Work Motivation

Table 3

Correlations Between Feedback Styles and Teachers' Work Motivation Dimensions

Feedback style	Motivation dimension	r	p	Interpretation
Relational	Intrinsic	0.17	0.01	Significant
Result-oriented	Intrinsic	0.13	0.04	Significant
Result-oriented	Extrinsic	−0.21	< .001	Significant
Result-oriented	Goal orientation	0.30	< .001	Significant
Result-oriented	Professional development	0.15	0.02	Significant
Balanced	Intrinsic	−0.21	< .001	Significant
Balanced	Goal orientation	0.26	< .001	Significant
Balanced	Job satisfaction	0.23	< .001	Significant
Balanced	Professional development	0.14	0.03	Significant
Balanced	Social support	0.25	< .001	Significant
Non-directive	Goal orientation	0.16	0.01	Significant
All Feedback Styles	**Overall Work Motivation**	**0.1**	**0.11**	**Not significant**

Note. Pearson correlation coefficients (r) indicate the direction and strength of the relationship between feedback styles and motivation dimensions. Statistical significance was evaluated at α = .05.

Table 3 shows that the overall relationship between school administrators' feedback styles and teachers' overall work motivation was not statistically significant (r = .10, p = .11). The findings indicate that administrative feedback styles were not uniformly related to teachers' overall work motivation. Although the overall relationship was not statistically significant, several feedback-style and motivational-dimension pairs demonstrated statistically significant associations.

Qualitative Challenges in School Administrative Feedback

Eight major themes emerged from the semi-structured interviews regarding factors influencing how school administrators' feedback styles relate to teachers' work motivation and professional growth. Rather than representing direct causal mechanisms, these themes reflect participants' perceptions and experiences of feedback practices within their schools. Collectively, the findings provide context for the quantitative results, which indicated generally high levels of perceived administrative feedback and teacher motivation but a limited overall relationship between the two variables.

Theme 1: Perceived Inconsistency and Irregularity in Feedback and Teacher Uncertainty. Teachers reported that changing standards, inconsistent expectations, contradictory comments, and limited follow-up created uncertainty regarding instructional priorities and professional expectations. Some participants described difficulty determining which aspects of their performance required sustained attention when feedback varied across observations or lacked continuity.

The accounts of participants suggest that changing standards, contradictory comments, and limited follow-up were associated with uncertainty regarding instructional priorities and professional expectations. These accounts indicate that consistency may influence how teachers interpret and utilize administrative feedback. Similar findings were reported by Collie (2023), who found that leadership practices characterized by clarity and support were associated with more positive motivational outcomes among teachers.

The theme may also be understood through Vroom's Expectancy Theory, which proposes that motivation is strengthened when individuals perceive a clear relationship among effort, performance, and desired outcomes. Participants' descriptions suggest that inconsistent feedback may reduce clarity regarding performance expectations and professional priorities. This qualitative finding helps explain the quantitative results by suggesting that although feedback styles were rated as highly evident, differences in consistency and implementation may influence how teachers experience and respond to feedback.

Theme 2: Teachers' Perceptions of Fault-Focused Feedback and Engagement Challenges. Participants reported that administrative feedback occasionally focused primarily on deficiencies while providing limited recognition of effective classroom practices. Teachers described situations in which weaknesses received greater attention than strengths, making feedback more difficult to perceive as developmental.

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These accounts suggest that teachers may perceive feedback as more constructive when acknowledgment of effective practices accompanies recommendations for improvement. Similar observations were reported by Neves (2025), who found positive associations between supportive leadership practices and teachers' intrinsic motivation and organizational commitment.

This interpretation is consistent with Self-Determination Theory, which emphasizes the importance of supporting individuals' sense of competence in fostering autonomous motivation. Recent research by Ryan and Deci (2023) indicates that supportive environments that reinforce competence tend to promote stronger engagement and motivation.

The theme complements the quantitative findings that showed significant associations between relational feedback and intrinsic motivation. Together, the results suggest that the tone and framing of feedback may influence how teachers interpret administrative evaluations.

Theme 3: Teachers' Perceptions of Limited Specificity and Actionable Guidance. Participants reported that generalized comments such as "improve classroom management" or "increase student engagement" did not always provide sufficient direction for instructional improvement. Teachers indicated that feedback became more useful when accompanied by specific examples, observable evidence, or practical recommendations.

The findings suggest that teachers value feedback that clearly identifies areas for improvement and provides guidance regarding possible next steps. Participants' accounts indicate that specificity may influence perceptions of the usefulness and applicability of feedback in classroom practice. Recent scholarship on teacher evaluation emphasizes that effective feedback is characterized by clarity, specificity, and actionable recommendations that support instructional development. Kim, Li, and Bergin (2024) highlighted that feedback is more likely to facilitate professional learning when educators can translate evaluative comments into concrete instructional actions.

Viewed through Vroom's Expectancy Theory, specific feedback may help teachers better understand how particular efforts are associated with desired performance outcomes. This finding may also help explain why the quantitative analysis revealed only modest relationships between feedback styles and motivational dimensions, suggesting that the effectiveness of feedback may depend not only on its style but also on its practical usefulness and relevance.

Theme 4: Public Criticism and Embarrassment Affect Openness to Feedback. Participants described experiences in which corrective comments were delivered in the presence of colleagues or students. Teachers reported feeling less comfortable discussing concerns or seeking clarification when feedback occurred in public settings.

The findings do not establish that public criticism directly decreases openness to feedback. Rather, participants perceived these experiences as discouraging candid communication and professional dialogue. These accounts suggest that the context in which feedback is delivered may shape how feedback is interpreted and received.

This observation is consistent with studies on psychological safety, which emphasize the importance of environments where individuals feel comfortable expressing concerns and engaging in learning-related discussions. McClintock et al. (2022) found that psychological safety was associated with greater engagement, belongingness, and openness in learning environments.

From the perspective of Self-Determination Theory, respectful interactions may contribute to the psychological need for relatedness by fostering trust and professional respect. This may help explain the quantitative finding that relational feedback was positively associated with intrinsic motivation.

Theme 5: Perceived Favoritism or Bias and Concerns About Trust. Participants expressed concerns regarding unequal recognition, inconsistent supervisory judgments, and perceived favoritism. Teachers reported that such experiences occasionally raised questions about the fairness and transparency of evaluation processes.

While the data do not establish the presence of actual favoritism, participants frequently associated perceived inconsistencies in recognition and evaluation with concerns about fairness. These accounts suggest that teachers' perceptions of transparency and equitable treatment may shape their trust in administrative feedback processes. In this context, fairness appears to influence not only how feedback is evaluated but also the extent to which it is accepted as a meaningful source of professional guidance. Similar observations were reported by Al Halbusi et al. (2021), who found that organizational justice perceptions were positively associated with trust and confidence in leadership.

From a theoretical perspective, perceptions of fairness may be linked to the need for relatedness described in Self-Determination Theory, as trust and respect are important elements of positive professional relationships. The theme also provides context that may not be captured by quantitative ratings alone, highlighting interpersonal factors that shape teachers' feedback experiences.

Theme 6: Perceived Restrictions on Autonomy Associated With Excessive Monitoring and Pressure-Oriented Feedback. Participants described frequent monitoring, comparative evaluation practices, and

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strong accountability pressures as experiences that sometimes limited their sense of professional discretion. Several teachers reported perceiving fewer opportunities to exercise independent judgment in instructional decision-making.

These findings should be interpreted as participants' perceptions rather than evidence that administrative monitoring objectively diminished autonomy. Nonetheless, participants' accounts indicate that pressure-oriented supervision may be experienced differently depending on how feedback is communicated and implemented.

This theme is particularly relevant to Self-Determination Theory, which identifies autonomy as a fundamental psychological need associated with motivation and engagement. Recent research by Ryan and Deci (2023) emphasized the importance of autonomy-supportive environments in promoting motivation and well-being.

The qualitative findings provide a possible explanation for why some feedback styles demonstrated significant relationships with specific motivational dimensions but not with overall teacher motivation. Teachers may respond differently depending on whether feedback is perceived as supportive or controlling.

Theme 7: Limited Emotional Support Affects Receptiveness to Feedback. Participants described interpersonal tone, communication style, and perceived empathy as important conditions influencing how they responded to administrative feedback. Teachers indicated that they were generally more receptive to feedback when administrators demonstrated understanding and communicated respectfully.

The findings suggest that emotional and interpersonal aspects of supervision may shape teachers' willingness to engage with developmental feedback. Participants frequently evaluated feedback not only according to content but also based on the manner in which it was delivered.

Recent research highlights the role of supportive leadership practices in promoting teacher well-being and engagement. Karakus et al. (2026) identified supportive leadership as a key factor influencing teachers' professional experiences and well-being.

Within Self-Determination Theory, such findings may be linked to the need for relatedness, suggesting that respectful and supportive interactions can contribute to more positive perceptions of feedback.

Theme 8: Perceived Emphasis on Compliance Over Instructional Support. Participants reported that feedback discussions frequently focused on documentation requirements, reports, and procedural compliance. Some teachers indicated that conversations regarding instructional improvement and student learning received comparatively less attention.

The findings do not suggest that compliance requirements inherently displace instructional support across all settings. Rather, participants perceived that administrative feedback sometimes prioritized compliance-related concerns over pedagogical development. These perceptions indicate that teachers may value a balance between accountability expectations and instructional guidance.

Previous scholarship has noted the dual role of school leaders in maintaining organizational accountability while supporting instructional improvement. Current educational leadership literature similarly recognizes the challenge of balancing accountability responsibilities with professional learning support for teachers (Neves, 2025). This theme helps contextualize the quantitative findings by highlighting aspects of feedback quality that may not be fully reflected in ratings of feedback styles alone.

Integration of Qualitative and Quantitative Findings

The quantitative results indicated that school administrators' feedback styles were generally perceived as very evident and that teachers reported high levels of work motivation. However, the overall relationship between feedback styles and overall work motivation was not statistically significant. The qualitative themes help explain this finding by revealing that teachers' experiences of feedback are shaped by several contextual factors, including consistency, specificity, fairness, autonomy, emotional support, and the balance between accountability and instructional guidance.

Together, the findings suggest that feedback style alone may not fully explain teacher motivation. While quantitative results identified significant associations between particular feedback styles and specific motivational dimensions, the qualitative findings indicate that the perceived quality, fairness, consistency, and relational aspects of feedback may influence how teachers interpret and respond to administrative feedback. Consequently, the qualitative strand provides important contextual understanding of the conditions under which feedback may be perceived as meaningful, supportive, and professionally relevant, thereby enriching the interpretation of the quantitative results and strengthening the mixed-methods integration of the study.

Conclusions

Based on the quantitative and qualitative findings, school administrators in the participating public secondary schools manifested relational, result-oriented, balanced, and non-directive feedback styles at Very Evident levels, with

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result-oriented feedback obtaining the highest mean. Teachers also demonstrated a High overall level of work motivation, with intrinsic motivation obtaining the highest mean among the seven dimensions assessed.

The overall relationship between administrative feedback styles and teachers' overall work motivation was not statistically significant. However, several specific feedback-style and motivational-dimension relationships were statistically significant. These findings indicate that the relationship between administrative feedback and teacher motivation varies across particular feedback approaches and motivational dimensions rather than operating as a single overall relationship.

The qualitative findings further showed that teachers experienced challenges involving feedback consistency, specificity, timeliness, perceived fairness, emotional tone, monitoring practices, and the balance between compliance requirements and instructional support. These findings suggest that the developmental value of administrative feedback may be strengthened when feedback is clear, specific, respectful, timely, and connected to teachers' professional learning and instructional practice.

Taken together, the findings provide an empirical basis for strengthening school-level feedback practices and professional-development activities. The proposed Project FEED-Motivate may therefore be developed as an intervention informed by the quantitative relationships and the qualitative challenges identified in the study. Its effectiveness, however, would need to be evaluated through subsequent implementation and outcome evidence rather than assumed from the present findings.

Recommendations

Based on the findings of the study, the following recommendations are offered:

1. School administrators may strengthen the balanced use of the four feedback styles by combining performance information with opportunities for teacher autonomy, reflection, recognition, and professional dialogue.
2. School administrators may provide feedback that is clear, specific, timely, and actionable. Feedback may identify observable evidence, clarify the expected standard, and provide concrete next steps for professional improvement.
3. School administrators may establish continuous feedback cycles that include observation, post-observation conferences, follow-up, and opportunities to review progress rather than limiting feedback to periodic evaluations.
4. School administrators may deliver corrective feedback privately and respectfully and apply transparent criteria for recognition and evaluation to address teachers' reported concerns regarding fairness and perceived bias.
5. School leaders may balance monitoring and accountability with opportunities for teacher autonomy and interpersonal support. Pressure-oriented supervisory practices may be reduced when they are not demonstrably contributing to instructional improvement.
6. School leaders and the Department of Education may consider piloting Project FEED-Motivate through professional development, Learning Action Cell sessions, coaching, and structured monitoring. Its implementation may be accompanied by baseline, midline, and post-intervention evidence to determine its feasibility and effectiveness.
7. Future researchers may examine additional factors associated with teacher motivation, including workload, school climate, leadership behaviors, professional identity, and organizational support, and may investigate whether Project FEED-Motivate produces similar findings when implemented across other school divisions and educational levels.

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