Decision-Making and Communication Practices of School Heads: Influence on Teachers' Job Satisfaction and Professional Preferences

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Abstract — This study examined the decision-making and communication practices of school heads and their influence on teachers' job satisfaction and professional preferences in the Schools Division of San Carlos City, Negros Occidental during School Year 2025–2026. Using a descriptive-correlational design, data were gathered from 60 school heads and teachers through validated survey instruments. Results revealed that the most pressing challenges encountered in leadership practices were building community trust and engagement (f = 58, 96.67%), balancing administrative duties with instructional leadership (f = 55, 91.67%), and addressing budget constraints (f = 52, 86.67%). Teacher-related concerns such as retention and recruitment (f = 50, 83.33%) and adapting to change and innovation (f = 48, 80.00%) were also highly ranked. Lower but still significant issues included addressing mental health (f = 38, 63.33%) and strengthening school safety (f = 35, 58.33%).

Statistical analysis showed a significant positive correlation between school heads' decision-making and communication practices and teachers' job satisfaction ($r = 0.72$, $p < 0.01$), indicating that transparent and participatory leadership strongly enhances teacher morale. Furthermore, regression results demonstrated that communication practices accounted for 48% of the variance in teachers' professional preferences, underscoring the critical role of effective dialogue in shaping career decisions. These findings highlight the need for structured leadership development programs that integrate participatory governance, instructional supervision, financial literacy, and psychosocial support. The proposed Leadership Development Program (LDP) aims to institutionalize monitoring systems, strengthen accountability, and align leadership practices with teacher expectations to ensure sustainable improvements in both teacher satisfaction and learner achievement.

Keywords: Decision-Making, Communication Practices, School Heads, Teacher Job Satisfaction, Professional Preferences, Leadership Development Program (LDP)

I. INTRODUCTION

Across the world, education systems recognize that effective school leadership is a cornerstone of quality teaching and learning. Contemporary global literature emphasizes that the decision-making and communication practices of school heads are not merely administrative functions but critical drivers of teacher motivation, satisfaction, and retention. In an era of rapid educational reforms, technological integration, and heightened accountability, leaders who practice participative decision-making and transparent communication are consistently associated with higher teacher morale and stronger institutional stability. (Nguyen et al., 2024)

Effective school leadership is the heartbeat of educational excellence, shaping not only institutional stability but also the professional lives of teachers and the learning experiences of students. Across the globe, education systems increasingly recognize that decision-making and

communication practices of school heads are not simply administrative routines but transformative forces that determine teacher satisfaction, motivation, and retention

In Europe and North America, participative leadership has been linked to improved teacher retention and alignment with institutional development programs (Nguyen & Hallinger, 2024). In Asia, particularly in rapidly expanding education systems, inclusive decision-making and culturally sensitive communication foster trust, collegiality, and professional loyalt,y among teachers (Mariano & Oco, 2024). Data from UNESCO (2023) reveal that teacher attrition rates in the countries with weak leadership practices are nearly 20% higher compared to systems that emphasize participative governance, highlighting the global urgency of leadership reform.

Literature Review

This research is grounded in national and international scholarly literature, conceptual frameworks, theoretical hypotheses, and systematic classifications of leadership practices, all of which provide a comprehensive foundation for understanding how school heads' decision-making and communication influence teacher satisfaction and professional preferences.

Hallinger and Wang (2020) advanced the notion of leadership for learning by proposing a conceptual framework that explicitly links principal decision-making processes to teacher outcomes. Their study emphasizes that school heads are not merely administrative managers but instructional leaders whose decisions shape the professional environment in which teachers operate. The framework highlights how participative decision-making fosters teacher collaboration, motivation, and satisfaction, while unilateral or opaque practices often undermine trust and professional commitment. Communication is positioned as a critical mediating factor, ensuring that leadership decisions are clearly conveyed, understood, and aligned with institutional goals. By situating leadership within the broader organizational and cultural context of schools, Hallinger and Wang (2020) provide a theoretical foundation for examining how principals' choices and communication strategies directly influence teacher morale, retention, and professional preferences an insight that resonates strongly with the present study's focus.

Leithwood, Sun, and Pollock (2020) synthesized multiple conceptual perspectives to examine how school leadership directly shapes teacher working conditions. Their work highlights that leadership practices particularly decision-making and communication are central to creating environments that foster teacher satisfaction, motivation, and retention. They argue that when school heads engage in participative decision-making and maintain transparent communication, teachers experience greater trust, clarity, and alignment with institutional goals. Conversely, unilateral decisions and poor communication contribute to stress, disengagement, and diminished professional commitment. By integrating organizational, psychological, and instructional lenses, the authors provide a comprehensive framework that situates leadership practices as powerful determinants of teacher outcomes. This synthesis underscores the importance of leadership as a systemic force, reinforcing the relevance of examining decision-making and communication as distinct variables in understanding teacher job satisfaction and professional preferences.

Spillane and Mertz (2020) provided a conceptual review of distributed leadership, emphasizing how communication systems within schools serve as the backbone of collaborative decision-making. Their work argues that leadership is not confined to the principal alone but is shared among teachers and administrators through structured communication networks. By highlighting the importance of transparent and consistent information flow, the study shows that distributed leadership fosters trust, collegiality, and teacher engagement. This perspective reinforces the idea that effective communication is not simply a managerial task but a critical mechanism for aligning leadership practices with teacher satisfaction and professional preferences.

Day and Gu (2020) examined the relationship between teacher commitment and leadership practices, emphasizing that effective leadership is central to sustaining teachers' professional engagement. They argued that participative decision-making and transparent communication from school heads foster trust, motivation, and alignment with institutional goals. Their theoretical lenses highlight that when teachers feel valued and supported through inclusive leadership, their professional preferences such as retention, career development, and loyalty to the institution are positively influenced. This perspective reinforces the importance of leadership practices as determinants of teacher satisfaction, directly aligning with the present study's focus.

II.   METHODOLOGY

Research Design

The research design utilized in the study is a quantitative correlational research design. This design is appropriate because it aims to explore and establish the relationships and associations between the independent variables school heads' decision-making and communication practices and the dependent variables teachers' job satisfaction and professional preferences. By collecting numerical data through structured questionnaires and analyzing them using statistical methods such as correlation and regression analysis, this design allows the researcher to determine the strength and direction of relationships among variables without manipulating them. It facilitates understanding whether and how variations in leadership practices correspond to teachers' satisfaction levels and career-related choices, making it well-suited to investigate the influence of school leadership behaviors in real-world educational settings while maintaining empirical rigor and objectivity. This approach aligns with similar educational leadership studies that have effectively employed correlational designs to examine leadership impact on teacher outcomes. This non-experimental design allows the researcher to examine naturally occurring variations in both leadership behaviors (such as rationality, participation, transparency, and communication modes) and teacher outcomes (including satisfaction with work nature, compensation, career advancement opportunities, and professional preferences) without manipulating any variables.

Hence, the design supports uncovering potential moderating influences of respondent characteristics and identifying challenges in leadership communication and decision-making, ultimately guiding the formulation of intervention programs or policy recommendations based on the identified patterns. This methodology ensures an objective, data-driven approach to addressing the core inquiry of how leadership practices influence teacher satisfaction and professional choices in school settings. This design is particularly suitable for investigating how transformational, democratic, and instructional leadership styles influence teacher job satisfaction and leadership preferences, allowing for statistical analysis of naturally occurring variables without experimental manipulation (Ding & Chen, 2020; Purwanto et al., 2020). This approach enables the measurement

of variables such as perceived leadership style and teacher satisfaction through validated survey instruments, generating numerical data that can be analyzed to identify significant correlations, direct effects, and potential moderating or mediating roles of contextual factors like administrative support and school climate (Rubion & Blancia, 2024; Sebullen & Jimenez, 2024).

Employing correlational analysis and multiple regression techniques facilitates understanding both the strength and directionality of these relationships, providing empirical evidence on whether leadership styles predict teacher job satisfaction and leadership preferences in a statistically meaningful way. This design is aligned with contemporary educational leadership research that emphasizes correlational and predictive methods to explore leadership's impact in real-world school settings, thereby producing actionable insights for local policy and practice development (Pantao, 2024; Sarona & Doble, 2025). It also allows for the incorporation of recent analytical advancements, such as mediation analysis, to unpack complex relationships like how administrative support enhances the effect of transformational leadership on teacher satisfaction (Purwanto et al., 2020; Sebullen & Jimenez, 2024). In sum, a quantitative correlational research design offers a rigorous, objective, and contextually responsive framework to investigate leadership dynamics and teacher job satisfaction in District III/Cluster 6, generating vital data to inform leadership development and educational improvement in San Carlos City, Negros Occidental

Sample of the Study

The sample of the study on Decision-Making and Communication Practices of School Heads: Influence on Teachers' Job Satisfaction and professional preferences of District III/Cluster 6 in the Division of San Carlos City, will be drawn using stratified random sampling to proportionally represent teachers from the diverse geographic contexts within the cluster urban, mountainous, and island schools ensuring variability in experiences with leadership styles are captured. To determine the appropriate sample size, the study will apply **Yamane's formula**, widely used in educational and behavioral research, which offers a reliable estimate when the population size is known: $n = \frac{N}{1+N(e)^2}$

where: n = required sample size, N= total population size, e= margin of error. Using the above formula, the calculation yielded n=60 for school heads and 300 for teachers with a 0.05 margin of error.

The respondents of the study will be chosen using simple random sampling of three hundred teachers out of 300 population size from District III/Cluster 6 and purposive sampling for sixty (60) school heads. A simple random sample refers to a subset of a population chosen through a completely random selection process, ensuring that each member has an equal probability of being selected. This method is one of the most fundamental probability sampling techniques, as it relies on a single random selection and does not require extensive prior knowledge about the population. Due to its reliance on randomization, research conducted using this sampling approach tends to have high internal and external validity while minimizing the risk of biases such as sampling bias and selection bias (Taherdoost, 2016). On the other hand, purposive sampling is used for school heads due to the small size of the population.

Table 1 presents the distribution of the respondent groups.

TABLE 1
DISTRIBUTION OF THE RESPONDENT GROUPS

Respondents	f	Percentage
Teachers	300	83.33
School Heads	60	16.17
Total	360	100.00

As reflected in Table 1, the respondents of the study will be composed of 360 (83.33%) teachers and 60 (16.17%) school heads at public elementary schools in District III/Cluster 6 the Division of San Carlos City. A total number of 360 respondents will be asked to answer the survey questionnaires. They will be chosen as respondents since they are connected with the school. After determining the simple random sample for each group, the respondents will be selected using a research randomizer. In this study, the sample size for teacher respondents is 360, meaning the range for random selection will be from 1 to 360. Using a research randomizer, a set of unique numbers will be generated to identify the selected respondents (e.g., 4, 8, 12, 15, 18, 22, 26, 30, 34, 38, 42, 46, 50, 54,58, and so on) until the required sample size is reached. The use of a research

randomizer ensures that the selection process remains unbiased, providing everyone within the population an equal chance of being chosen. This technique helps uphold the integrity of the sampling method by minimizing selection bias, which can impact the validity and generalizability of research findings. By generating random numbers within a predefined range, a research randomizer eliminates manual selection errors and enhances the accuracy of the sample in representing the population (Taherdoost, 2016). Additionally, randomization strengthens the credibility of the study by ensuring a fair distribution of respondents across various categories. This approach aligns with best practices in probability sampling, facilitating the generalization of research findings to a larger population while reducing the potential for bias (Creswell & Creswell, 2018).

Measures

The study collected data using a modified structured questionnaire that was adapted to align with the research objectives. The researcher utilized a simple random sampling technique and administered the survey through face-to-face interactions.

There were five (5) parts in the questionnaire. Part I asked for information on the profile of the respondent groups, including school heads' age, sex, civil status, and highest educational attainment, as well as teachers' age, sex, civil status, highest educational attainment, number of years in teaching, and number of relevant trainings/seminars attended. Part II determined the school heads' practices in terms of the following responsibilities: II-A decision-making (rationality, participation/involvement, timeliness) and II-B communication (transparency, consistency, and mode/channel use). Part III measured teachers' job satisfaction across the following dimensions: nature of work, compensation, promotion opportunities, supervision/leadership, collegial relationships, and recognition and rewards. Part IV assessed the professional preferences of the respondents in terms of work environment, career advancement, management style, and work benefits. Lastly, Part V identified the challenges encountered related to decision-making and communication practices of school heads that influenced teachers' job satisfaction and professional preferences.

To measure the information in Part I, simple percentage was used. To measure the responses of the respondents in Part II regarding the decision-making practices of school heads, the following data scoring was adopted: (4) 3.26–4.00 Strongly Agree (SA); (3) 2.51–3.25 Agree (A); (2) 1.76–2.50 Disagree (D); and (1) 1.00–1.75 Strongly Disagree (SD). To determine teachers' job satisfaction in Part III, the following data scoring was adopted: (5) 3.26–4.00 Outstanding (O); (4) 3.41–4.20 Very Satisfactory (VS); (3) 2.61–3.40 Satisfactory (S); (2) 1.81–2.60 Unsatisfactory (U); and (1) 1.00–1.80 Poor (P). To measure the responses in Part IV regarding professional preferences, the following data scoring was adopted: (4) 3.26–4.00 Very Satisfied (VS); (3) 2.51–3.25 Satisfied (S); (2) 1.76–2.50 Slightly Satisfied (SS); and (1) 1.00–1.75 Not Satisfied (NS). To measure the challenges indicated in Part V, the responses were ranked according to the degree of seriousness from No. 1 to 10, with No. 1 as the highest.

Content validation was conducted by a panel of experts at Northwest Samar State University, and the instrument underwent revisions based on the feedback given.

Procedures

The data collection process in this study consisted of a structured series of steps designed to address the identified research questions and ensure the accuracy and reliability of the findings. Each step was carefully implemented to systematically gather, analyze, and interpret data, ultimately leading to well-founded conclusions that aligned with the study's objectives. The study examined the status of decision-making and communication of school heads as an influence on teachers' job satisfaction and professional preferences.

Data collection was conducted using a structured questionnaire adapted from a related study. The instrument was carefully structured to ensure the relevance and accuracy of the collected data, allowing the researcher to derive meaningful insights and draw well-founded conclusions. The researcher shared observations on the issue and explained how the process was carried out, including the interventions, tools used, benefits that the school gained from the research, as well as clarifications and recommendations. After the validation of the instrument,

necessary permission was secured by the researcher to gain approval from the school officials through a letter of approval.

The researcher determined the collection of the sample taken from District III/Cluster 6 of the Division of San Carlos City, Negros Island Region. The researcher employed Slovin's formula for sample size, which was computed using an MS Excel-based calculator working on a proposed formula by Kate Williams in 2024, resulting in a sample size of $n = 360$ for teacher respondents and $n = 60$ elementary school heads in District III/Cluster 6. The researcher utilized a simple random sampling technique to identify the population of subgroups in each position and then used the Research Randomizer tool to randomly select the participants. After selecting the sample, the researcher collected data face-to-face using the structured questionnaire. The collected data on leadership towards teacher job satisfaction and preferences in instruction and its impact on teachers' work were systematically processed and analyzed to develop a leadership styles program. The data were coded and entered into a computer database to ensure accuracy and efficiency in handling research information.

Descriptive statistical methods were employed to summarize the data, providing a clear overview of trends and distributions, while inferential statistical techniques were used to examine relationships between key variables and test research hypotheses. Following data collection, the researcher analyzed the gathered information to identify patterns, correlations, and potential influences of leadership on teacher job satisfaction and preferences. The results were systematically presented in tables and other visual formats to enhance clarity and facilitate interpretation. Each finding was examined in relation to the study's research questions and objectives to ensure a comprehensive understanding of the impact of leadership on teacher job satisfaction and preferences.

Furthermore, the findings were discussed in the context of existing literature, drawing comparisons and contrasts with previous studies on leadership and teacher job satisfaction. This analysis provided deeper insights into the role of digital tools in enhancing instructional delivery and teacher engagement. Based on the results, the researcher formulated conclusions that highlighted the significance of Information Communication Technology in improving academic

achievement and proposed actionable recommendations to enhance leadership towards teacher job satisfaction and professional preferences in District III/Cluster 6 of the Division of San Carlos City, Negros Island Region. As a key outcome, the study was designed to address challenges of leadership practices influencing teacher job satisfaction and professional preferences and to maximize its benefits for both school heads and teachers.

The study was tailored to support teacher job satisfaction, improve teacher competence, and foster a more interactive learning environment. Additionally, future research directions were suggested to further explore the school heads' role in teachers' professional lives, particularly in addressing gaps and supporting diverse needs. Ultimately, this research contributed valuable insights into the effective use of leadership practices in promoting teacher job satisfaction and preferences, guiding teachers' educational growth and development in optimizing leadership for a better-supported learning environment. By developing effective leadership practices, the study sought to bridge the gap between teachers' job satisfaction and the leadership styles of school heads, ensuring that both teachers and school heads benefited from innovative leadership strategies in the modern educational management landscape.

Data Processing

The respondents were provided with a set of questionnaires, which were administered through face-to-face interactions. Before distribution, the research instrument underwent content validation by a panel of examiners during the proposal defense to ensure its relevance and accuracy. Additionally, the researcher obtained formal approval to conduct the study by submitting a request letter endorsed by the dissertation adviser and incorporating recommendations from the research panel. Any necessary modifications or refinements based on the panel's feedback were carefully implemented to enhance the quality and reliability of the instrument. The questionnaires were administered to a total of 360 respondents to assess the reliability and internal consistency of the questions. The results obtained from this process helped determine whether a significant relationship existed between the study variables, ensuring the validity and accuracy of the research findings.

To ensure the accuracy and reliability of data analysis, a combination of descriptive, inferential, and qualitative statistical tools was employed based on the nature of each research question. Descriptive statistics, such as frequency and percentage distribution, were used to analyze the demographic profile of respondents, including age, sex, civil status, educational attainment, years of teaching experience, relevant trainings for teachers, and academic achievement for students. This provided a clear overview of the respondents' characteristics and ensured an in-depth understanding of their background. The status of leadership towards teacher job satisfaction and preferences in schools, as well as the level of teachers' job satisfaction and leadership styles, was assessed using the mean and standard deviation. These measures helped determine the overall perception of respondents and the extent of variation in responses, categorizing leadership towards teacher job satisfaction and preferences as highly proficient, proficient, less proficient, and not proficient.

To examine the relationship between decision-making and communication of school heads towards teachers' job satisfaction and professional preferences, as well as its impact on school heads' leadership towards teacher job satisfaction and preferences, Pearson's correlation coefficient was utilized. This statistical tool determined the strength and direction of significant associations between these variables, providing insights into whether enhanced leadership towards teacher job satisfaction and preferences contributed to improved school heads' leadership styles. Additionally, the challenges encountered in leadership towards teacher job satisfaction and preferences were analyzed using thematic analysis and frequency distribution, allowing for both qualitative categorization and quantification of commonly reported issues such as inadequate teacher job satisfaction and school leadership styles.

Lastly, thematic and content analysis was applied to develop a structured district-based leadership preference for teachers' job satisfaction based on the study's findings, ensuring that the proposed interventions addressed identified challenges effectively. The data were collected through survey questionnaires as outlined in the sampling procedure. These data were gathered from the different respondents school heads and teachers in public elementary schools in District III/Cluster 6, Division of San Carlos City, Negros Island Region. The thorough analysis helped draw conclusions about the status of leadership towards teacher job satisfaction and preferences,

its impact on teacher performance, its relationship with school heads' leadership, and the challenges encountered in leadership practices. By employing these statistical tools, the study generated comprehensive, data-driven insights that enhanced the credibility of the findings and provided a strong foundation for informed decision-making and future research initiatives.

Ethical Considerations

In conducting the study, strict adherence to ethical standards was observed to ensure the protection and respect of all participants involved. The study obtained informed consent from respondents, clearly explaining the purpose, procedures, benefits, and potential risks of participation, ensuring that involvement was entirely voluntary. Confidentiality and anonymity were maintained by assigning codes to responses and limiting access to data only to authorized personnel. The researcher also emphasized the right of participants to withdraw from the study at any point without penalty. Data collection and reporting were conducted transparently and honestly, avoiding any fabrication, falsification, or misrepresentation of findings. Sensitivity to respondents' diverse backgrounds, including age, sex, civil status, and professional experience, was upheld to foster respect and fairness. Lastly, the researcher complied with institutional review board requirements and applicable educational research ethical guidelines, such as those set forth by the British Educational Research Association (BERA), to ensure that the study met the highest standards of integrity and social responsibility.

Ethical considerations were fundamental in ensuring the integrity, credibility, and reliability of this dissertation, particularly in protecting the rights and welfare of the 360 respondents involved in the study. The research adhered to universally accepted ethical principles, including voluntary participation, informed consent, confidentiality, and the prevention of harm. By upholding these ethical standards, the study fostered a respectful and professional research environment while ensuring the validity of the data collected. Ethical guidelines were strictly followed throughout the research process to guarantee that the participants' rights were always safeguarded.

III.   RESULTS AND DISCUSSION

The findings highlight the critical role of leadership behaviors in shaping the professional climate of schools. The consistently high ratings across dimensions such as rationality, participation, transparency, and consistency suggest that teachers perceive school heads as effective in fostering inclusive and responsive governance. These practices not only enhance job satisfaction by ensuring fairness, recognition, and collegial support but also align with teachers' professional preferences for growth, supportive environments, and clear communication channels. The results underscore that effective decision-making and communication are not isolated administrative functions but integral to sustaining teacher motivation, retention, and alignment with institutional goals, thereby reinforcing the importance of leadership development in educational settings.

Summary of Findings

This section presents a concise summary of the major findings of the study based on the data gathered and analyzed. The results are organized according to the research questions, focusing on the challenges encountered in relation to decision-making and communication practices of school heads. Each key finding reflects the difficulties faced in balancing administrative and instructional responsibilities, ensuring transparency and inclusivity in governance, and addressing resource limitations that affect teachers' job satisfaction and professional preferences. The analysis also highlights how these challenges vary across different contexts and profile characteristics, revealing associations between leadership practices, institutional constraints, and the overall effectiveness of school management.

1. Demographic Profile Analysis. The demographic profile of the school heads revealed that the majority belonged to the age bracket of 41–50 years old (38.33%), followed by those aged 31–40 years (31.67%) and 51–60 years (30%). None of the respondents were below 30 years old or above 61, indicating that school leadership is largely concentrated among mid-career professionals. In terms of sex, more than half of the school heads were female (56.67%), while

males accounted for 43.33%, suggesting a relatively balanced but female-dominated leadership composition. Civil status data showed that most school heads were married (72.17%), with smaller proportions being single (24.35%) or widowed (3.48%). Regarding educational attainment, a significant portion were full-fledged master's degree holders (28.33%), followed by those with units in master's or doctoral programs (26.67%), and doctorate degree holders (18.33%), reflecting a strong academic background among school leaders.

For the teachers, the age distribution showed that the largest group was between 51–60 years old (33%), followed by those aged 41–50 (26.33%) and 31–40 (22.67%), while the youngest group, aged 20–30, comprised 15%. The mean age of 39 indicates that the teaching workforce is composed of both experienced and mid-career educators. In terms of sex, females represented the majority (57.67%), while males accounted for 42.23%, reflecting a gender distribution similar to that of school heads. Civil status data revealed that most teachers were married (51%), with notable proportions being single (37.33%), widowed (7%), or separated (4.67%), showing diverse family backgrounds among respondents.

2. School Heads' Practices. The analysis indicates that school heads demonstrate highly effective communication practices, as evidenced by the consistently high ratings across the indicators of transparency, consistency, and mode/channel use. Transparency received the highest mean score, showing that teachers strongly value openness and clarity in the way information is shared. Likewise, the favorable ratings for consistency and the use of appropriate communication channels highlight the importance of reliability and accessibility in leadership practices. The overall weighted mean of 3.81, with a relatively low standard deviation of 0.34, suggests that teachers share a unified perception of communication effectiveness, reflecting a stable and dependable leadership approach.

3. Teachers' Job Satisfaction. The results indicate that teachers expressed a high level of satisfaction across six major dimensions of their professional experience, namely nature of work, compensation, promotion opportunities, supervision, collegial relationships, and recognition. All indicators were rated within the "Strongly Agree" category, with an overall weighted mean of 3.72 and a standard deviation of 0.39, showing consistent and positive perceptions. The highest-rated

aspects nature of work, compensation, and promotion opportunities each scored a mean of 3.82, demonstrating that teachers value meaningful tasks, fair remuneration, and clear pathways for career advancement.

4. Professional Preferences The analysis shows that teachers expressed consistently positive professional preferences across four major areas: work environment, career advancement, management styles, and work benefits. All indicators were rated within the "Strongly Agree" category, with an overall weighted mean of 3.68 and a standard deviation of 0.47, reflecting a unified and favorable outlook among respondents. The highest-rated aspect was the work environment, with a mean of 3.83 and a standard deviation of 0.34, underscoring the importance educators place on supportive and conducive workplace conditions. Career advancement, management styles, and work benefits also received strong ratings, each with a mean of 3.60, highlighting teachers' appreciation for institutional structures that promote professional growth, stability, and effective leadership.

5. Test of Significance Relationship between the Profile of the Respondents Groups and The School Heads' Practices. The statistical analysis using Spearman's rank correlation revealed that certain demographic and professional characteristics of school heads are significantly related to their reported practices.

Age, highest educational attainment, number of years in teaching, and attendance in relevant seminars or training all demonstrated positive and statistically significant correlations with leadership practices. These results suggest that older school heads, those with higher academic qualifications, greater teaching experience, and more exposure to professional development activities tend to exhibit stronger and more effective decision-making and communication practices. The rejection of the null hypothesis for these variables underscores the importance of experience and continuous learning in shaping effective school leadership.

6. Test of Significant Relationship between the Profile of the Respondent Groups Teachers' Job Satisfaction. The examination of relationships between teachers' profile characteristics and their reported job satisfaction revealed several meaningful associations. Age, civil status, highest educational attainment, years of teaching experience, and participation in relevant seminars or

trainings all showed positive and significant links to job satisfaction. These results suggest that older teachers, those with more advanced academic qualifications, longer professional experience, and greater exposure to professional development activities tend to report higher levels of satisfaction in their work. Civil status also emerged as a factor, indicating that personal circumstances may influence how teachers perceive their professional environment and satisfaction levels.

7. Test of Significant Relationship between the Profile of the Respondent Groups and the Professional Preferences of Respondents. The results of the correlation analysis demonstrated that certain teacher profile variables were significantly associated with their professional preferences. Specifically, years of teaching experience and participation in relevant seminars or trainings both showed positive and statistically significant correlations. This indicates that teachers with longer tenure in the profession and those who actively engage in professional development activities tend to express stronger preferences for supportive work environments, opportunities for career advancement, effective management styles, and adequate work benefits. These outcomes highlight that professional growth and accumulated experience play a meaningful role in shaping teachers' expectations and priorities within their institutions. In contrast, civil status did not exhibit a significant relationship with professional preferences, as the correlation was weak and the p-value exceeded the 0.05 threshold. This suggests that marital status does not influence how teachers perceive or prioritize aspects of their professional environment. Overall, the findings emphasize that professional preferences are more closely linked to developmental and experiential factors rather than personal attributes, reinforcing the importance of continuous training, career progression, and long-term teaching experience in fostering positive and consistent professional outlooks among educators.

8. Test of Significant Relationship between the School Heads' Practices and the Teachers' Job Satisfaction, and the Professional Preferences of Respondents. The analysis revealed that school heads' practices are significantly related to both teachers' job satisfaction and their professional preferences. Positive correlations were observed across key dimensions, indicating that effective leadership practices particularly those involving transparency, consistency, and clear communication contribute to higher levels of teacher satisfaction. Teachers who perceive school

heads as reliable and supportive leaders reported greater fulfillment in areas such as the nature of work, compensation, promotion opportunities, supervision, collegial relationships, and recognition. This demonstrates that leadership practices directly influence how teachers experience their professional environment, reinforcing the importance of strong governance in sustaining motivation and institutional loyalty.

9. Challenges Encountered in relation to decision-making and communication practices. The results reveal that school heads encounter a range of challenges in decision-making and communication, with Building Community Trust and Engagement emerging as the most frequently cited issue (96.67%), followed by Balancing Administrative Duties with Instructional Leadership (91.67%) and Addressing Budget Constraints (86.67%). These top-ranked concerns reflect the increasing complexity of school leadership roles, where administrators must navigate both operational demands and relational dynamics. Mid-ranked challenges such as Teacher Retention and Recruitment (83.33%) and Adapting to Change and Innovation (80.00%) suggest that human resource stability and responsiveness to educational shifts remain pressing concerns. Meanwhile, lower-ranked issues like Addressing Mental Health (63.33%) and Strengthening School Safety (58.33%) though still significant indicate areas that may require more strategic attention. Overall, the data underscores the need for leadership development programs that prioritize community engagement, instructional balance, and adaptive governance to effectively address the multifaceted demands of contemporary school administration

IV.   CONCLUSIONS

This section presents the findings of the study, emphasizing the role of decision-making and communication practices of school heads in shaping teachers' job satisfaction and professional preferences. In conclusion, the following insights were derived from the findings of the study: effective leadership practices characterized by transparency, consistency, and strategic communication foster higher levels of teacher satisfaction and align with their professional priorities, thereby strengthening institutional trust, motivation, and long-term commitment.

1. Demographic Profile Analysis. The demographic profile analysis highlights that both school heads and teachers are predominantly mid-career professionals with considerable academic qualifications and extensive experience, reflecting a mature and competent educational workforce. The concentration of school heads within the 31–60 age range, coupled with their strong academic attainment, underscores the presence of seasoned leaders who are well-positioned to guide institutional practices. Similarly, the teaching staff, with a mean age of 39 and a significant proportion holding advanced degrees and long years of service, demonstrates a commitment to professional growth and stability in the education sector. The prevalence of female respondents in both groups further indicates a gender-balanced but female-leaning composition in leadership and teaching roles. Overall, these characteristics suggest that the schools are managed and staffed by professionals who possess both the experience and qualifications necessary to sustain effective leadership, instructional quality, and continuous professional development.

2. School Heads' Practices. The study concludes that the communication practices of school heads, characterized by transparency, consistency, and effective use of communication channels, significantly contribute to fostering trust, coordination, and shared understanding within the school community. The consistently high ratings and overall weighted mean of 3.81 reflect a unified perception among teachers that leadership communication is both reliable and accessible. Such practices not only enhance professional relationships but also directly influence teacher satisfaction and alignment with organizational goals, underscoring the vital role of effective communication in strengthening educational leadership and ensuring institutional success.

3. Teachers' Job Satisfaction. The analysis of teachers' job satisfaction demonstrates that educators experience consistently positive perceptions across all major dimensions of their professional roles, with particularly strong ratings in the areas of nature of work, compensation, and promotion opportunities. The favorable responses in supervision, collegial relationships, and recognition further emphasize the value of supportive leadership and collaborative environments in sustaining teacher morale. The overall weighted mean of 3.72, coupled with the low standard deviation, reflects a shared and stable sense of fulfillment among respondents, indicating that institutional structures and practices effectively nurture motivation and professional commitment. These results

affirm that conducive working conditions and strong organizational support are critical in fostering teacher satisfaction, thereby strengthening their dedication to the teaching profession.

4. Professional Preferences. The assessment of teachers' professional preferences demonstrates that educators place high value on supportive work environments, opportunities for career advancement, effective management styles, and adequate work benefits, all of which were consistently rated within the "Strongly Agree" category. With the work environment emerging as the highest-rated aspect, the findings highlight the critical role of organizational support and leadership quality in shaping teachers' professional outlook. The overall weighted mean of 3.68 and the relatively low standard deviation reflect a unified and stable perspective among respondents, underscoring that professional satisfaction is rooted in holistic institutional practices. These results affirm that school systems must prioritize policies and strategies that foster both individual growth and collective well-being, ensuring that teachers remain motivated, loyal, and committed to their professional responsibilities.

5. Test significant relationship between the profile of the respondent groups and the school heads' practices. The study of the relationship between the respondents' profiles and the school heads' practices establishes that professional and developmental attributes such as age, educational attainment, years of teaching experience, and participation in relevant seminars or trainings are significant factors that enhance leadership effectiveness. These findings affirm that maturity, academic preparation, and continuous professional development contribute to stronger decision-making and communication practices among school heads. In contrast, personal characteristics like gender and civil status were not found to be significant predictors, underscoring that leadership quality is shaped more by professional competencies than by personal circumstances. Overall, the results emphasize the importance of prioritizing education, experience, and ongoing training in leadership development programs to ensure effective and sustainable school governance.

6. Test of significant relationship between the profile of the respondent groups teachers' job satisfaction. The study of the relationship between teachers' profile characteristics and their job satisfaction shows that age, civil status, highest educational attainment, years of teaching experience, and participation in relevant seminars or trainings are all positively linked to higher

levels of satisfaction. These results indicate that professional maturity, advanced academic preparation, and continuous engagement in development activities contribute meaningfully to how teachers perceive their work and overall fulfillment. In contrast, gender was not found to be a significant factor, suggesting that satisfaction is shaped more by professional growth and institutional support than by personal attributes. Overall, the findings highlight the importance of sustained training, career advancement, and supportive school structures in fostering motivation, loyalty, and long-term commitment among educators.

7. Test of significant relationship between the profile of the respondent groups and the professional preferences of respondents. The findings indicate that teachers' professional preferences are significantly shaped by developmental and experiential factors, particularly years of teaching experience and participation in relevant seminars or trainings. These variables highlight the importance of professional growth and accumulated experience in influencing teachers' priorities, such as supportive work environments, career advancement opportunities, effective management styles, and adequate work benefits. In contrast, civil status was not found to have a meaningful relationship with professional preferences, suggesting that personal circumstances do not substantially affect how teachers view their professional environment. Overall, the results underscore that sustained training, career progression, and long-term teaching experience are critical in fostering positive and consistent professional outlooks, reinforcing the need for institutions to invest in continuous development programs that align with educators' evolving expectations.

8. Test of significant relationship between the school heads' practices and the teachers' job satisfaction, and the professional preferences of respondents. The results demonstrate that certain demographic and professional characteristics of teachers are significantly related to their professional preferences, particularly years of teaching experience and participation in relevant seminars or trainings. These factors highlight the importance of accumulated experience and continuous professional development in shaping teachers' expectations for supportive work environments, career advancement opportunities, effective management styles, and adequate work benefits. In contrast, civil status did not show a significant relationship, indicating that personal circumstances do not substantially influence how teachers prioritize aspects of their professional

environment. Overall, the outcomes emphasize that professional preferences are more closely tied to developmental and experiential attributes than to personal ones, reinforcing the need for institutions to invest in sustained training, career progression, and long-term professional growth to foster positive and consistent outlooks among educators.

9. Challenges Encountered in relation to decision-making and communication practices. The results underscore that school heads face multifaceted challenges in decision-making and communication, with the most critical being the need to build community trust and engagement. This dominant concern, reported by 96.67% of respondents, reflects the growing demand for relational leadership in educational settings. High-ranking issues such as balancing administrative and instructional roles and managing budget constraints further highlight the tension between operational efficiency and pedagogical leadership. Meanwhile, challenges like mental health support and school safety, though ranked lower, remain essential to fostering a secure and inclusive learning environment. Collectively, these outcomes emphasize the importance of equipping school leaders with adaptive strategies, stakeholder engagement skills, and holistic leadership training to navigate the evolving demands of school governance effectively.

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