

COMMUNICATION STYLES AND PRACTICES OF ELEMENTARY SCHOOL PRINCIPAL AND THE SCHOOL CLIMATE OF DISTRICT II, DIVISION OF MISAMIS ORIENTAL

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ABSTRACT: *This study was conducted to determine the communication style and practices of the elementary school principals and school climate in Elementary School of District II, Division of Misamis Oriental. Three sets of survey questionnaires were used to gather the data. The participants were twenty-five elementary schools principal and one hundred sixty-five teachers. The results showed that the highest number of schools principal in district II used the assertive style of communication. In terms of practices, the management was balanced because they practiced regular grade level meetings, held assemblies and conferences to disseminate information relevant to education. With this kind of management, the school climate in terms of physical, social and academic was favorable. Teachers have a safe working environment and harmonious relationships among the teachers and principals which helped to the attainment of the very satisfactory performance of the school. The researchers recommend that administrators may practice assertive type of communication, however, should conduct regular meetings with the subordinates to attain the goal of having a better performance.*

Keywords: communication style, school climate, and academic performance

I. INTRODUCTION

Communication is most important to leadership as revealed by Frese *et al*; Riggio *et al.*; Towler [1-3]. Communication style is very important in managerial work. It is a distinctive way used in exchanging information, ideas, and emotions with others [4]. Effective communication is essential for a school administrator to be successful in the attainment of the school’s goals, vision, and mission [5-6]. According to De Nobile & McCorminck [7], effective communication among school members influences the overall well-being of the school community, school quality, and satisfaction among teachers and staff. Others revealed that administrators must avoid aggressive communication style because it did not help the subordinates to have a good performance [8, 9, 10]. Salazar [11], highlighted that high-performing schools were led by principals who established a two-way communication process. He concluded that open and democratic communication is considered an important factor in the effective leadership of schools and the creation of a non-stressful work culture which contributed to the success of the organization.

Kolb, S., *et. al.* [12], stated that being assertive empowers individual to present their ideas without fear. Bogler, *et. al.* [13], revealed that satisfaction of the subordinates may be tied more strongly to their perception of the leader. According to De Vries *et al.* [14], positive perception of silence pertains to intrapersonal cognitions and feelings with respect to communication, and consequently may be less useful to rate interpersonal communication style of the leader. Hichang ChoaChoa H., *et. al.* [15] found out that higher performance is significantly influenced by the collaborative social network. A friendly and caring communication style is associated with higher satisfaction among clientele [16]. Knowledge sharing determines team performance and it can be obtained by communication style [17]. It creates

new knowledge by exchanging ideas of the participants [18]. It is also interesting in relation to communication styles because of the exchange process yield to productive outcome [19]. Communication style affects the commitment of the members to share knowledge with each other [20]. It was supported by De Vries *et al.* [21] who revealed that team members were found to be more likely to be willing to share knowledge with team members who were more agreeable and extroverted in their communication style. Although communicative behaviors can be regarded as a subset of personality, what exactly constitutes this subset has not been properly investigated until recently [14]. In this context, researchers conducted a study related to communication style in elementary public schools in the Division of Misamis Oriental.

2. METHODOLOGY

2.1 Research Design

The descriptive method of research was used in this study. Every principal of a particular school was asked to evaluate himself by answering the questionnaires relative to the subject matter of the study. Also, teachers of a respective school were given questionnaires with parallel questions to validate the principal’s answers.

3. RESULTS AND DISCUSSION

Table 1. Communication Styles

Communication Style	Principal		Teacher	
	Number	%	Number	%
Passive	7	28%	29	17.7%
Aggressive	7	28%	26	15.9%
Passive - aggressive	3	12%	50	30.5%
Assertive	8	32%	69	35.9%
Total (N)	25	100%	165	100%

Table 1 shows the self and teachers evaluation of the communication styles in the elementary schools principal at District II, Division of Misamis Oriental. Based on the School Principals' self-rating, the data revealed that the highest percentage of the School principals had an assertive communication style. The results implied that school principals communicate their subordinates clearly, explain convincingly their ideas and opinions, and express feelings appropriately. They firmly advocate what they believed is right without violating the rights of others. Effective communication lies within the principals and the subordinates to create positive insight for determining the success of one goal [8, 9]. They were respectful in communicating with their teachers, considered the opinion of others and also willing to compromise and negotiate if necessary. Had also 28% of the school principals passive in their communication style which means that they tend to put the needs of others before his/her own. It develops the pattern of avoiding himself to express his opinions, but it rather gathered the opinions of everybody. Protecting his/her rights, identifying and meeting his/her needs. Furthermore, 28% had aggressive style which the principals expressed their feelings and opinions and pursued their advocacy without minding it violates the rights of others and 12% of the principals thought that their communication style was passive-aggressive which mean that the principal has the tendency of denying the problem and incapable of dealing directly with the objects of his resentments. The results of the survey on assertive, passive, and aggressive communication style on principals perspective were confirmed by the evaluation of the school principals made by the teachers. Based on the data, teachers and principals evaluation were parallel. However, with regards to passive-aggressive communication style, the result of the evaluation made by the principals and teachers were contradicting each other. It means that there was a denial on part of the principal about the communication style or there was a misunderstanding on the part of the teachers on the communication style of the principal which revealed by Bogler, *et. al.*[13], that satisfaction of the subordinates may be tied more strongly to their perception of the leader. With regards to the communication practices of the principals, the data revealed that the principals used the following practices always: conduct grade level meetings, hold/conduct group assemblies, listens attentively to issues, pass a notice to hold meetings. This implies that the principals communicated with their teachers thru different ways. Sharing of knowledge among principals and teachers create good plans and implementations by Stravasts *et. al.* [16]. The principals never issued a statement to the press, nor disseminated something through the school paper or newsletter. The school paper is also for students concerns and not of the teachers. Furthermore, the principals always listened to the concerns/issues of the teachers relative to the improvement of education and the system [18]. These ideas were agreed by the teachers in the school management. Meanwhile, there were some instances when the principals sometimes used the sound system to disseminate general information. He also called for dialog with the teachers

when conflict arises. The principals also preferred to conduct one on one meeting. These practices are ideal and should be applied regularly in the light of successful school management.

Table 2. The School Physical Climate

Indicators	Principals (N=25) Mean	Description	Teachers (N=165) Mean	Description
Create a safe working environment	3.20	Agree	3.16	Agree
Feel safe in school	3.40	Agree	3.30	Agree
Conducive to learning	3.36	Agree	3.26	Agree
Clean green and safe	3.40	Agree	3.24	Agree
Classroom are located according to grade level	3.28	Agree	3.30	Agree
Library is functional	3.28	Agree	3.27	Agree
Health personnel check on pupils' health condition	3.28	Agree	3.33	Agree
Noise levels in the school are monitored and treated well.	3.40	Agree	3.32	Agree
Available computers for the pupils to use	3.28	Agree	3.27	Agree
Equip with the variety of detections systems and alarms are monitored	3.32	Agree	3.32	Agree
Over all	3.32	Favorable	3.28	Favorable

Table 2 shows that the school physical climate is favorable based on the responses of the principals and teachers. It means that principals and teachers had the same assessment as to the school physical climate is concerned. The schools also have a safe working environment, clean and green, conducive to working and learning. The favorable physical climate can be enhanced by proper monitoring and supervision of the administrators. The result confirmed the study by Nobile & McCorminck [7], which revealed that effective communication among school members has influenced the school quality and satisfaction among teachers and staff.

Table 3. The School Social Climate as Rated by the Principals and Teachers

Indicators	Principals (N=25) Mean	Description	Teachers (N=165) Mean	Description
Get along well	3.44	Agree	3.34	Agree
Creates opportunities to get to know each other.	3.44	Agree	3.34	Agree
Feel that he/she belongs to the school community	3.48	Agree	3.35	Agree
The moral of the principal is high	3.32	Agree	3.35	Agree
Cooperates with each other	3.48	Agree	3.36	Agree
Harmonious relation with the teachers	3.56	Agree	3.35	Agree
Supportive to each other	3.52	Agree	3.25	Agree
Treats teachers fairly	3.44	Agree	3.32	Agree
Accepted and welcomed	2.40	Agree	3.38	Agree
Individual differences in students and staff are respected	3.36	Agree	3.34	Agree
Over all	3.44	Favorable	3.50	Favorable

Table 3 shows the favorable school social climate. The data revealed that the principals had favorable responses as far as the school social climate is concerned. The data shows that the principals maintain harmonious relations with the teachers, are supportive with each other feel that she belongs to the school community and cooperates with each other. It means that principals and teachers in a particular school had a deep understanding with each other. The principals and teachers support each other in the attainment of goals and objectives of the Department.

Table 4 shows the data on the school academic climate of the schools. It is revealed that the principals in District II had favorable responses on matters that lead to a high academic performance of the teachers. They had both agreed with their answers. They kept abreast on the innovation of teaching through continuously seeking professional growth which realizes the positive and optimistic approach of learning. That they further study lessons which consider diverse learners. These would likely increased their performance in obtaining quality education for children to be a productive and useful citizens in the future.

Table 4. The School Academic Climate

Indicators	Principals (N=25) Mean	Description	Teachers (N=165) Mean	Description
Supports the decision of the teachers	3.20	Agree	3.16	Agree
Has interest in innovation and new ideas	3.40	Agree	3.30	Agree
Solves academic problem	3.36	Agree	3.26	Agree
Maintains high academic standard	3.40	Agree	3.24	Agree
Gives fair grades to the pupils	3.28	Agree	3.30	Agree
Keeps abreast on the current trend of teaching	3.28	Agree	3.27	Agree
Considers diversity in giving lessons	3.28	Agree	3.33	Agree
Continuously seeks professional growth	3.40	Agree	3.32	Agree
Procedures are in place to address individual needs	3.28	Agree	3.27	Agree
Encourages positive and optimistic approach to learning	3.32	Agree	3.32	Agree
Over all	3.32	Favorable	3.28	Favorable

4. CONCLUSIONS AND RECOMMENDATION

Based on the findings of the researchers on this study, concluded that School principals are concerned with the teachers and the community. Teachers are probably happy and contented considering the communication styles of the principals .It is suggested to use an assertive communication style so that the subordinates may have also the opportunity to express their ideas and realizes that their contributions are a part of a successful management. It also made the school climate conducive for work. However, it is suggested that the principals’ communication practices need further improvement particularly in the application of technology. With technology as other means of communication may be used to have a wider dissemination of information. It is also recommended that other principals who may be aggressive may be sent to seminars to improve their communication styles.

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