

# MANAGERIAL COMMUNICATION PRACTICES OF PRINCIPALS

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## Abstract

This cross-case study unveils the managerial communication gap among principals in their assigned schools. This study explores what are the managerial practices of principals which are organized in each management. Eight (8) principals served as the key informants: four (4) novice principals who rendered not more than 3 years as principals and four (4) experienced principals with more than 5 years in handling a school. Eight (8) teachers served as the participants for at least two years. This cross-case study revealed managerial communication practices of novice and experienced principals in Panabo City Division. There are five (5) managerial communication practices surfaced that are employed in: (a) planning, (b) organizing, (c) instructing, (d) coordinating, (e) controlling. However, the cluster themes under each emerging themes vary in the outlook of a novice and experienced principals. It implies that managerial communication can be a great help for principals who are struggling in terms of handling communication management which can be contribute the success of their leadership.

Keywords: *managerial communication, management functions, cross-case study*

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## 1. INTRODUCTION

In today's "communication era", effective communication specifically in school setting allows creating good relationship relationship and directs the school in reaching its objectives. Sustaining a successful communication process in education depends on the process of principals communicate with teachers, teachers communicate with students, and students communicate with each other. The alleyways for communication are as different as they are numerous, yet this is also the starting point of many problems that arise within schools.

The common problem an instructional leader often deals with is in managerial shortcomings. The focal reason of inadequacy in managerial style of principals is the lack of proficiency in management processes, experience in administering the authority and commitment. The managerial shortcomings can hinder in any endeavor of the school Sofo et al. (2012). Also, Horng & Loeb (2010) added that a principal often fails in finding appropriate time to regularly observe all of the teachers. Likewise, it is hard for them to accommodate comprehensive hands on mentoring on instruction and curriculum.

Principals in developing countries function as the lower link in an organization chain that extends from the school through district supervisors to the central ministerial staff (Lockheed and Verspoor, 1991). Former teachers are selected to become principals mainly for their seniority rather than for their personal traits or performance. Operating under significant constraints, principals make instructional improvement extremely difficult to achieve. Principals find difficult to have instructional improvement because they are overburdened with administrative tasks.

In Sweden, conducting instructive leadership and taking of responsibility are the main points of principals in focusing on the national objectives. The principal contributes, mindfully as well as insensibly, to how structural, cultural and leadership processes develop. It is impossible to conduct any type of leadership without communication since leadership and communication are closely connected. If there were not any meetings and conversations where principals could inform, share reflections, challenge, support and motivate the personnel the only way for a leader to affect followers would be reduced to rewards and punishments (Eriksen, 1998).

According to Sofo et al. (2012), the major problems for school principals in Indonesia were classified by three areas; managerial shortcomings, change and irrelevancy and quality of teaching. The principals still rely on the instructions and orders from their superiors in the school districts. As a consequence, the principals were not able to take initiatives and to make necessary changes they need in order to develop their schools.

Moreover, Indonesia still applies hierarchical leadership in its education system. This is a difficult situation for the school principals as they still depend on instructions from their superiors in their school districts. Somehow hierarchical models in leadership are less effective in producing good quality school outcomes (Harris, 2008).

Meanwhile, education system in South Africa has shown a greater need for accountability in school leadership. Based on The South African Schools Act, Act No. 84 of 1996, a school principal has a central position in the process of developing effective school leadership. The principal must undertake any applicable provincial law, professional leadership and public school. This means that a principal can delegate some of management tasks to his subordinates.

However, (Zulu, 2004) stressed that a principal cannot delegate his responsibilities of leadership in the organization of instructional and educational administration. Since 1997, South Africa has been implementing the new curriculum, Outcomes Based Education (OBE), which has brought confusion among the principals as instructional leaders. The principals had to lead and manage the school, especially the teachers with only little or no training at all.

Also, Ezenne (2010) cited that in Jamaica the schools fight with many obstacles in the education system, therefore, the roles of the principals become more crucial. The principals were demanded to improve the students' achievement. However, in the daily practice in Jamaican schools, many principals spend most of their time on routine activities and not enough time focusing on the instructional elements. There is a need for instructional leadership and management to equally function in order to improve the students' achievement. This can happen by creating a good collaboration and cooperation between principals and teachers so that the instructional program of the school can meet the students' expectancies.

In previous research, Sindhvad (2009) focused on education system in the Philippines, the researcher revealed the factor which contributes to principals' sense of capacity for improving school quality. The most significant factor is when the instructional supports can make a difference in a classroom. It relates to principals' capacity for providing instructional supervision and professional development. Likewise the findings of Albano (2006) investigated the level of empowerment of secondary principals found out that school principals were more empowered in performing their administrative functions than in the supervisory functions.

The research of Pablo (2008) on the assessment of functions of school managers which revealed that school managers do not practice negative belief system like crab mentality, bahala na system, personalan, palakasan, nepotism, and Filipino values makes us hope that, indeed, what school heads lack is identifying the critical roles and competencies in delivering their functions effectively and efficiently. The school heads as managers and leaders set the direction the schools are going. These functions of school heads as educational leaders and managers are essential to the areas of management namely: the vision, mission, and goals of the institution, curriculum and instruction, financial and budgeting, school plant and facilities, student services, community relations, and the school improvement plan. The essential competencies in these areas of management greatly influence the effectiveness and efficiency of the performance of the school as a whole.

In addition, Sofo et al. (2012) stressed out that the school leaders need to be involved in consulting and supervising the educational policies especially in national curriculum. School leaders' roles are essential in adapting culture of change and managing the school to react positively yet critically to the rapid changes both in local and national education policies. This can create such atmosphere that inspires school members to be actively involved in change.

Abdul Rahman (2013) articulated about effective methods of communication between principals and high schools teachers, refers to Hamdan's (2000) definition of educational leadership: that it is a process of multi interactions between principal and teachers, students, parents, and local community, where the leader influences others by giving them the feeling of acceptance and relaxation required to enhance their perceptions toward work aligned with the achievement of school goals, and achieving school interests and goals along with teachers' interests.

In the past decade, accountability has reshaped the very nature of the principal's job. Today's principals are not just called to task when things are not going well; however, the expectation is to provide daily a highly public account of exactly how well things are going (Lashway, 2001). An essential ingredient in the principal's work is to intentionally share meaningful information, to build a culture of care, to develop and contribute to communication in the school where as many as possible participate, and to manage different themes of discussion in different areas of communication (Presthus, 2006).

Therefore, successful principals are communicating virtually 100% of the time they are on the job, listening, speaking, writing, and reading (McEwan, 2003). Arlestig (2007) concluded that through communication, the principal leads and unifies his or her staff members in the work necessary for academic results and school improvement.

Managerial communication cannot be considered outside management. It represents a main, fundamental component of management. The evolution of management determined the elaboration of certain specific forms of managerial communication for each stage of its development. Each manager must develop and promote a politics based on a system of communication that allows him to continuously adjust the structure and the organizational process to the permanently changing conditions

(Vlăduțescu et.al. 2015).

Fullan (2003) pointed out that the development and communication of a vision relative to goals and change processes can benefit the whole child. Similar to Comer (1988), he argued that one should address the cognitive and social needs of children not served well in the past. Therefore, one of the most critical requirements of the principal in the school is to convey timely and thoughtful communication to students, teachers, support staff, parents, and community. He also found out that effective principals set up and communicate clear objectives and encourage the school continually toward attaining these objectives.

Leithwood, Louis, Anderson, and Wahlstrom (2004) stated that principals' structuring of teachers' working conditions have both direct and indirect effects on teaching and student achievement. The literature suggests that principals of effective schools are those who devote more time to the coordination and control of instruction, perform more observations of teachers' work; discuss work problems with teachers; are more supportive of teachers' efforts to improve (especially by distributing instructional materials or promoting in-service training activities); and are more active in setting up teacher evaluation procedures.

In the study of McEwan (2003), concluded that less effective principals offer excuses, while highly efficient principals envision a successful school that has fulfilled its mission. They are able to stress the prospect of a high achieving school and to encourage their school community to buy into that vision. A school administrator communicates important information daily to the professional staff. Since those messages are vital to the accomplishment of the school's goals, it is necessary that those communications be perceived accurately by the staff members. Research has indicated that the reception of a message is given depends upon the receiver's need for that information. Therefore, to communicate they contain news the staff is receptive to because of their needs. The more closely aligned the message is to the needs of the faculty, the higher the level of understanding and more appropriate behavior and teacher response and action will be. The priority rating every communication is assigned by its receiver is dependent upon the receiver's perceived need for that data.

Some of previous studies found out that teachers' capacities could be further advanced if principals were to foster more strategic methods to development. Based on their studies, they found out that by constructing the teachers' capabilities to learn to teach and lead well was an essential leadership strategy (Sofa et al., 2012).

In addition, based on their work, Horng and Loeb (2010) suggested an innovative idea to overcome the managerial shortcomings: organizational management for instructional improvement. This leadership emphasizes organizational management for instructional progress rather than day-to-day teaching and learning. Organizational management for instructional improvement means fulfilling a school with high quality teachers and providing them the support and motivation and also resources to be successful in the classroom. Moreover, they also suggest that principals should be able to be organizational managers at school. Strong organizational managers are effective in hiring and supporting staff, allocating budgets and resources and sustaining positive working climate and learning environments.

A principal is expected to be able to delegate some tasks to the right people, determine the correct time and place for school activities, able to support his/her teachers to do their tasks based on the applicable standards, therefore, a school principal needs to have a good interpersonal communication skill with their subordinates so that miscommunication will not happen (Musfah, 2015).

The principal's way of communicating affects how she is perceived and her ability to pursue change (Kowalski, Petersen, & Fusarelli, 2007). The typical school leader must be a master of many trades with communication skills being near the top of the list. Since the administrator is the educational focal point within the school or local community, he or she must be able to effectively communicate any concerns, ideas, or news within and between the two realms.

McEwan (2003) described three indicators of principals' behavior that show that they communicate the vision and the mission of the school. Principals provide for systematic two-way communication with staff regarding the achievement standards and the improvement goals of the school; establish supports, and implements activities that communicate the value and meaning of learning to students; develop and uses communication channels with parents to set forth school objectives. Since all of the indicators are important in the school's culture, an effective leader who creates a collaborative environment with open communication may see academic and behavioral benefits for students in a successful school improvement reform.

Furthermore, the school leader must have knowledge and understanding of effective communication strategies. Although, oral communication is frequently considered to be the most personal, immediate, and influential form of relating information, other means of communication can be extremely valuable. For example, Sorenson (2005) stated the school leader should document formally a corrective action for an employee if warranted, and he should disclose this information to the individual personally. On the other hand, communicating in the hallway to understand an important issue can assist in cultivating goodwill, boosting morale, and gathering accurate information.

Myers (2001) assumes in his research that the principal is considered as the most powerful person to affect the work atmosphere in a school. In general, the principal's communication style will always refer to his/ her leadership style. This broad concept is not yet observed in schools' reality. No one might aim to be a failing person in his/ her job, therefore, as principals for today's schools, they should keep in mind that the minds and the thoughts of teachers and students that they deal with are not the same as they were previously, today's people will never accept to be treated as slaves or normal workers who blindly obey the boss's commands.

Altinöz (2008) defines communication as a means through which the task and the resources needed to carry out an assignment, the roles and duties and the expected results are made known to the subordinates. This means that communication is the transfer of information (a message) from one person to another. Thus effective communication is therefore the transfer of message, followed by feedback, from the receiver to the sender, indicating an understanding of the message.

Keeping the lines of communication open in a school setting means a two-way interaction. Bolman and Deal (1993) suggested that spending time with people getting to know them, listening to what they have to say and considering their feelings and goals before coming to any conclusion. A good administrator will also ask for feedback. This is something that may be difficult for many administrators since the feedback can be viewed as an attack on them personally. They must keep in mind that feedback may not always be positive, but it should still be accepted and acknowledged. Maintaining a positive attitude is essential in effective communications.

O'Neil (1998) stated that "A person's communication effectiveness is directly proportional to his or her attitude." If school leaders want open, effective communications between themselves and their faculties, they must take the initiative by setting the example they want to see. Meetings may have been successful in disseminating information, but hardly successful in terms of communication. Effective communication is needed for management to develop and sustain a competitive advantage for organizational performance and improvement. Effective communication between leaders and employees is critically important for the potential success of a company. Leaders need to enact strategies to improve communication that could lead to positive work consequences. Improvements in supervisor-subordinate communication will assist organizations toward the goal of managing diversity by promoting equality and integration in the workplace.

Wentz (1998) affirmed that an understanding of the importance of communication is significant to the success of the educational administrator. Principals need to be aware that the message they convey non-verbally and in their tone or actions is just as important as the words they speak. In the above scenario the principal assumed he knew what needed to be accomplished without talking to any of the teachers or making first-hand observations of normal day-to-day operations. His comments were offensive to some teachers who felt he was talking down to them and did not value their experience and professional judgment. In this case, the principal failed to keep the lines of communication open.

Lee and Chuang (2009) explained that an excellent leader does not only inspire subordinates, giving them the potential to enhance efficiency, but also meets their requirements in the process of achieving organizational goals. How a leader communicates is as important as to how he leads. The leader is the guiding force within a group and organization. A leadership style that resonates with followers will allow the leader to achieve greater employee productivity. Conversely, poor leadership styles lead to poor communication and can have negative effects on workers performance and in turn productivity. Organizational communication has been found to have an important positive association with affective commitment.

When effective, open communication from the principal is not present, there can be a negative effect on school climate. Blase and Blase (2004) found that ineffective or ill-timed communication from the principal can cause anger, resentment, and discomfort on the part of teachers. Principal insincerity and behavior on the part of the principal that teachers regarded as unfair caused increased teacher anger, frustration, and a sense of futility; teachers also lost trust in their principals. Moreover, Blase and Anderson (1995) affirmed that the ability to communicate effectively is an expectation for success as a principal.

As a matter of fact Stefanescu & Popa (2008) noted that managerial communication has a special status, which derives from the organizational framework in which it is performed, from its goals, purpose and role. The manager sends information to the members of the organization and the partners, and their response influences his/her decisions and behaviour. The quality of the communication channels, formal or informal, depends on the functionality of the communication system. Thus, by using effective communication processes, transformational school leaders can facilitate getting beyond the intractability of top-down schooling. Moreover, effective communication processes are one of the means by which transformational principals can instil trust between themselves and the teachers in their schools so that real change may occur. Nevertheless, without the use of proper communication skills by leaders, communication processes in a school improvement environment are ineffective for empowering others.

Since communication is pervasive, it reveals the actors' knowledge both as a communicator, and how he or she understands the organizations structure and culture (Kowalski, Petersen, & Fusarelli, 2007). This puts the focus on the leader's ability to lead a communicative system as much as the individual ability to listen or transmit information about separate issues

and details. Communicating as a principal includes handling conversations with staff that have different experiences and opinions about the schools educational mission. Even if there is well established communication structure, other aspects affect the communication process.

Communication becomes a way to understand and conduct leadership and actions within the organization. A communicative leadership uses language and communication to motivate different actions. Talk can therefore be described as action and as work. To view leadership as a social process makes communication essential both for understanding how the work inside organizations contribute to results and how the individual leader use communication as a tool (Eriksen, 1998).

As a matter of fact, Patrick and Frankel (2004) believed that communication encompasses more than speaking. It is also written communication as well as communicating with behavior. The personal communication skills of the school leaders, including verbal and non-verbal ones, open door policies, and regular meetings, can pave the road to effective communication with the other participants. Much has been studied about the diverse channels of communication that school leaders use with teachers to share objectives, visions, and goals at school. Lack of effective communication between the school leader and the other participants, including teachers, students, and parents, impedes the school's performance.

Mandated by Department of Education (DepEd) on Regional Memorandum No. 297, s. 2016, the Region X (Northern Mindanao) conducted live out seminar workshop on enhancing the managerial and leadership skills of school administrators to address the problem in managerial competency among principals in the region. As of now, there are still managerial communication gap among principals in their assigned schools. It creates misleading information, delaying of works especially in submission of reports and misunderstanding.

This study explores what are the managerial communication practices of principals and how it is being done to have an accurate and clear form of communication. It can be a great help for principals who are struggling in terms of handling communication management which can contribute to the success of their leadership.

## **Purpose of the Study and Research Questions**

The purpose of this cross-case study was to unveil the managerial communication practices of principals in Panabo City Division. The study attempted to answer the following questions:

1. What are the practices of principals in terms of their managerial communication?
2. How do principals communicate the vision, mission, learning goals and objectives, policies, programmes and budgetary provisions to the teachers and other stakeholders at the proper time?
3. How do principals organize the tasks and reports, allocations of resources, determinations of the organizational structures, reception, request and feedback to the teachers?
4. How do you principals give instructions to teachers?
5. What communication skills do principals possess towards achievement of a single organizational goal?  
What competencies do principals have to receive information and respond quickly?

## **Significance of the Study**

The findings of this research would be significant to the following:

**Department of Education Officials.** Findings of this study would provide input on managerial communication to DepEd officials in formulating training design for principals to enhance their skills in managerial communication.

**School Principals.** The result of this study would be a great help to school principals in realizing the advocacy and pedagogy in working place and can be useful to enhance and develop their managerial communication practices in school as part of their communicative leadership.

**Teachers.** Findings of the study would provide teachers a sense of trust and respect to their principal and his/her managerial communication practices and help to attain goals for the benefit of the students. It would also help to create a positive working environment and good human relations.

**Future Researchers.** This study arrived at related literatures on managerial communication practices of principals, thus, it is potential for presentation and journal publication. Therefore, it would be beneficial to future researchers who will be interested in conducting similar studies.

## Scope and Delimitation

This study is limited to the principals of Panabo City Division, Panabo City, Davao del Norte. It unveiled on the managerial communication practices of principals through key informant interview and focus group discussion for triangulation. This research involved four (4) novice principals who are three years below in service and four (4) experienced principals who are five years above in service. Only principals were interviewed to provide a vast source of information on the managerial communication practices with regards to its scope. This investigation was done in School Year 2017-2018.

## Theoretical Framework

This study is anchored in transactional model of human communication developed by Barnlund (1970), where two actors, the manager and the employee, communicate by sending messages and receiving feedback simultaneously, in a circular process. According to this model, the process of communication co creates meaning in a dynamic interaction between the manager and the employee. The communication context includes both physical elements, such as time and place, and cultural elements, such as relationships and roles. Fundamentally, human communication theory describes the interactions of organizational members as senders and receivers of messages and feedback through identified pathways called channels West & Turner (2010). The interactions may include direct message transmission in the form of face-to-face speech, or indirect transmission through mediated communications such as radio waves or email messages. In relation, this cross-case study explores the practices of novice and experienced principals in managerial communication highlighting the skills in communicating the message to subordinates and stakeholders providing with the channel being used.

## Definition of Terms

**Managerial Communication.** According to Stefanescu & Popa (2008), managerial communication represents the decisive means by which the manager sends information to the members of the organization and the partners, and their response influences his/her decisions and behaviour. The quality of the communication channels, formal or informal, depends on the functionality of the communication system. In this study, it is function/skill that helps school principals effectively managing the subordinates and stakeholders and directing school towards progress when it comes to planning, organizing, instructing, coordinating and controlling with highly regards on communication.

**Planning.** According to Vlăduțescu S., Budică I., Dumitru A., & Stănescu G. (2015), planning consists in the ensemble of the work processes by means of which can determine the main objectives of a company and its components, as well as the main resources necessary for their performance. In this study, planning specifically in setting objectives consists of discuss and emphasize vision, mission and learning goals to stakeholders, mention one-by-one the policies, lay down plans, orient on the purpose, role and function of subordinates and stakeholders. In determining resources, it involves plan and implement in school improvement plan, remind on target in school improvement plan making, allocate resources, announce unforeseen trainings/seminars, outsource of budget, create school planning and generate committee based on coordinatorship.

**Organizing.** According to Sehgal, M.K & Khetarpal, V. (2006), organizing determines the formal and informal relationships within the organization and outside it. These relationships are developed and maintained through inter-personal communication. In this study, organizing specifically in identifying and dividing work, consists of placing teacher according to skills, identifying committee members and setting committee per learning area. It also refers to tasking of assignment which involves setting deadlines, acknowledging and encouraging participation, coordinating committee, assigning in-charge and asking on problems and strategies. For establishing relationship, it comprises of follow hierarchy of communication, systematic in giving orders and discuss information coming from higher ups.

**Instructing.** According to Sehgal, M.K & Khetarpal, V. (2006), instructing wholly depends upon interpersonal exchange of information regarding products, processes, and targets for its success. In this study, instructing specifically getting agreement includes organizing subordinates through coordinatorship, taking the lead in implementing the target, tapping coordinators in agreeing on tasks and reports, identifying potential and assigning responsibilities based on specialization. For providing feedback, it consists of giving direct instructions, conducting request and feedback on the project and feedback giving and evaluating to identify weak and strong points. In exploring alternatives, it comprises of checking learning outcomes, having confirmation and post-observation, tapping knowledgeable person in taking over, giving comments and corrections and conducting informal visit in monitoring. And for getting commitment it includes introducing new trends of education, sending teachers for professional growth and mentoring teachers based on their needs.

**Coordinating.** According to S., Budică I., Dumitru A., & Stănescu G. (2015), deals with the cooperation between the activities and the resources allocated, with a view to accomplishing the objectives established by the organizational politics. In this study, coordinating specifically in fostering communication, includes disseminating information on activities conducted in school, being transparent in all accomplishments, maintaining constant communication with the community and encouraging

involvement of the program. And for creating well-defined roles, it comprises attending activities in the LGU and asking instructions from the barangay to respond quickly.

**Controlling.** According to Sehgal, M.K & Khetarpal, V. (2006) competence to receive information and respond quickly. In this study, controlling specifically in measuring actual performance includes appreciating teachers on successfully accomplishing the task, monitoring outputs and resolving problem immediately and recognizes awards and achievements. For taking corrective actions, it consists of being consultative and open to suggestion, being democratic in soliciting and summing up all decisions to come up with consensus. It also refers to quickly responding to any problem arises and giving final decision to all operation. And in setting performance standard, it consists of allowing teachers to be mentored and practicing peer coaching.

## 2. METHODOLOGY

### Research Design

This study employed a cross-case design. Cross-case design develops a deeper understanding about the commonalities of managerial communication practices and the importance of interpreting the “texts” of life to reflect on the comparison of commonalities and differences in managing communication practices. According to Creswell (2009) it is qualitative approach in which the researcher explores a multiple bounded cases over time, through detailed, in depth data collection involving multiple sources of information, and reports a case description. Creswell (2009) recommends no more than four cases in a collective case study, a number of cases are carefully selected. It allows in-depth, multi-faceted explorations of complex issues in the real-life setting. It is useful in the study to obtain an in-depth appreciation of an issue, event or phenomenon of interests, in its natural real-life context.

In this design, qualitative data documents were gathered through key informants' interview (KII). This cross-case study was conducted at Department of Education in Panabo City Division. The purposive sampling strategy was used to select information rich through KII and FGD. The researcher designed a researcher-made interview guide to explain the practices of principals' managerial communication and was enhanced by experts. Responses from the key informants were recorded using audio tape and at the same time handwritten notes were made. The data were prepared, organized and transcribed for data analysis. Through a process of coding and condensing the codes, the data were reduced into themes using Creswell method.

### Research Site

This study was conducted in Department of Education in Division of Panabo City particularly in the elementary schools. These comprised of three districts namely: Panabo Central District, Panabo South District and Panabo North District.

The three districts described in this study correspond to diversity of school types and in a different location (rural and urban).

### Participants

Purposive sampling was used. In the key informant interview, (8) eight principals of Panabo City Division were qualified using the following criteria: (4) four principals who were novice with 3 years in service and below and (4) four principals who were experienced with 5 years in service and above. The informants were selected from the (3) districts of Panabo City Division: Panabo Central, Panabo South and Panabo North.

In the Focus Group Discussion, the classifications were the teachers of the selected principals. To qualify as participant in FGD, the teachers must be under the administrative leadership of principals for at least two years.

### Research Instrument

Researcher-made interview guide was used to explain the practices of principals' managerial communication. The research instrument was enhanced by three experts who are knowledgeable on managerial communication. Then, this was tried out to three principals before it was used in the field.

### Data Gathering Procedures

First, the collection of data occurred in the workplace of the informants. A brief description of the study was given to the informants before each was interviewed. Informants were assured of a confidential and intelligent gathering of data, a collegial and conversational face to face interview and a stress-free data gathering procedure. These helped the researcher extract valuable information from the key informants in the KII and the participants in the FGD. Permission to audio- record the interview was sought and the informants were asked to sign the consent form before the interview.

Guide questions were asked. Responses of the informants were audio-recorded. Notes were also taken. The key informants' gestures as nodding of head, pointing to any part of the body and other non-verbal ways of communication were noted by the researcher.

In the FGD, a brief description of the study was presented. Name tags were provided to acknowledge each participant during the FGD. Permission was sought to audio-record the discussion and each informant was asked to sign the consent forms. Each question was given. Participants who gave their views were acknowledged and given time to talk.

### **Data Recording Procedures**

Key informants were informed the consent form. Then proper interview was conducted. The responses of key informants were recorded using audio tape and at the same time handwritten notes were made and carefully transcribed. After which, it were sent back to the respective key informants for affirmation of the information.

Setting of themes on managerial communication practices of principals were identified which was used for focus group discussion. On the same scenario, FGD participants was scheduled and informed about the consent form before proper interview was made. Gathered responses from the participants were done using audio tape and handwritten was made. Transcribed interviews were sent back to the participants and affixed signatures. Final output of FGD participants was used in the triangulation and validation of the key informants' interview.

### **Data Analysis Procedures**

Data were collected and analyzed qualitatively. As data were collected through multiple sources, the technique of participant triangulation was adopted. After data from various standpoints were collected, the findings were placed in the right perspective. The data were prepared, organized and transcribed for data analysis. Through a process of coding and condensing the codes, the data were reduced into themes using Creswell method.

According to Creswell (2009) data analysis in qualitative research involves of preparation and organization of the data for analysis, then reduction of the data into themes through a process of coding and condensing the codes, and finally presentation of the data results in figures, tables or a discussion.

### **Data Reliability and Validity**

Reliability of the data of the study was conducted through checking of recorded audio tape and written notes to make sure that no mistakes contain during transcriptions. Replaying of audio tapes was done to ensure that data were transcribed accurately. Triangulating different data sources of information (key informants' interview and focus group discussion) was employed as a mean of validating strategies to ensure validity of findings. To ensure trustworthiness in this study, the researcher considered the trustworthiness criteria such as credibility, confirmability or auditability, dependability, and transferability or fittingness of the study. To establish credibility, the researcher made sure that the information provided by the informants is real in their context and at the same time considered how authentic their experiences are through returning the interviews and presented the interpreted analysis of the data collected. In establishing the dependability of the study, the researcher observed consistency in the collection and analysis of data through the coding-recoding system such as keeping the track of the data through documentation of the research processes during the data collection and analysis, the record interviews and the utilization of the exact transcript. Lastly, in dealing with transferability, the researcher made sure that the data are thick and rich in descriptions so that it is possible for any interested person to transfer the results of this study to another context.

According to Creswell (2009), the use of multiple sources of data (data triangulation) is a way of increasing the internal validity of the study. In the context of this study, data were collected through multiple sources, the technique of participant triangulation was adopted. After data from various standpoints were collected, the findings were placed in the right perspective. Interviews were returned for checking on the accuracy and validity of the meanings formulated. The informants and participants were asked to affix signatures on the transcript.

### **Qualitative Write-Up**

Description and themes were surfaced which convey multiple perspectives from informants. Directly quoting from the participants was employed which varied from short to long passages. Responses of participants were group to form codes and theme labels, and quotation for interpretation. Protocol format of the manuscript adapted were followed to call attention to quotation from participants. After which, results were related directly to the central question then to the sub-question.

**3. RESULTS**

**Managerial Communication Practices of Novice and Experienced Principals**

Managerial communication is a function that helps managers communicates within the organization. This study explores how human communication theory is evident in the management function described by Henri Fayol (1916). This cross-case study revealed managerial communication practices of novice and experienced principals. These communication practices are organized in each management function of principals. From the responses of the novice and experienced principals, five (5) managerial communication practices surfaced. The managerial communication organized under their management functions are as follows: (a) planning, (b) organizing, (c) instructing, (d) coordinating, (e) controlling. However, the cluster themes under each emerging themes vary in the outlook of novice and experienced principals. Presented below are the emerging themes and cluster themes under managerial communication practices of both types of principals.

**Table1.** Emerging themes from the Managerial Communication Practices of Novice and Experienced Principals

Management Functions			Managerial Communication				
Planning	Setting Objectives	NP		Emphasize and remind VMGO	Mention one by one the policies	Lay-down plans	Orient purpose, role and function
		EP	Discuss VMGO	Converse VMGO	Clearly explain		
	Determining Resources	NP	Plan and implement SIP	Remind on target in SIP making	Allocate resources	Announce unforeseen trainings/ seminars	
		EP	Create school planning team	Generate committee based on coordinator ship	Outsource of budget		
Organizing	Identifying and Dividing Work	NP	Place teacher according to skills	Identify committee members	Set committee per learning area		
	Tasking Assignment	NP	Set Deadlines	Acknowledge and encourage participation			
		EP	Coordinate committee	Assign in-charge	Ask on problems, plans and strategies		
Establishing Relationship		NP	Follow hierarchy of communication	Systematic in giving orders			
		EP			Discuss information coming from higher ups		

Instructing	Getting Agreement	NP	Organize subordinates through coordination	Take the lead in implementing the target	Tap coordinators in agreeing on task and reports
		EP	Identify potential	Assign responsibilities based on specialization	
	Providing Feedback	NP	Give direct instructions	Conduct request and feedback on the project	Feedbacking and evaluation to identify weak and strong points
		EP			
	Exploring Alternatives	NP		Having confirmation and post-observation	Tap knowledgeable person in taking over
		EP	Check learning outcomes	Give comments and corrections	Conduct informal visit in monitoring
	Getting commitment	NP			Mentor teachers based on their needs
		EP	Introduce new trends of education	Send teachers for professional growth	
Coordinating	Fostering Communication	NP	Disseminate information on activities conducted in school	Transparent in all accomplishments	Maintain constant communication with the community
		EP		Encourage involvement of the program	

Legend:

NP- Novice Principals

EP- Experienced Principals

This section presented the first emerging theme that was identified by the novice and experienced principals. From this first emerging theme, two (2) clustered themes were identified in novice and experienced principals, namely: (a) setting objectives and; (b) determining resources. The cluster themes existing vary on the outlook of both types of principals and implications were also stated.

### Emerging Theme 1: Planning

In planning function of principals specifically in setting of objectives, managerial communication practices include discussing and explaining of vision, mission and learning goals of DepEd to the stakeholders, emphasizing and reminding of vision, mission and learning goals especially the policies of the school, laying down of plans and orienting stakeholders and subordinates in their roles and functions. In determining resources, it consists of planning and implementing of school improvement plan (SIP) highlighting its target, announcing unforeseen trainings and seminars, allocating and outsourcing of budget and creating and generating planning team and committee based on its coordinatorship.

**Setting Objectives.** In setting of objectives, managerial communication practices of novice principals includes setting of objectives which is one of the important steps in planning. Novice principals believed that objectives must be anchored on the vision, mission and learning goals of the school. According to novice principals, having a common understanding of the vision, mission, goals and objectives of the Department of Education are vital in a partnership with the stakeholders. Thus, in order for progress to happen, school partners must have a common goal, thus, interlocking vision, mission and learning goals to the stakeholders and clientele is an important task. This can be made possible through regular communication, in service trainings, and sharing feedback, ideas and opinions. Examples of which are orientations, parents and guardians' conferences and stakeholders meeting in which data and school's current situation are easily transferred and understood by the associated groups.

Novice principals discussed VMGO during school learning action cell (SLAC) session and during planning. KII\_1 3/23/2018 stated that

*"VMGO are usually discussed in the school learning action cell to deepen on their understanding on what are the vision, mission and learning goals of the DepEd."*

They also properly informed stakeholders and clientele during orientation to interlock VMGO especially during the first day of class. KII\_8 3/5/2018 narrated that

*"...the vision, mission and the goals of the DepEd but then it is proper to inform them or to remind them every first day of the school."*

One novice principal stressed out the need to always remind the stakeholders on VMGO and if possible in a verbatim way to have deeper understanding and avoid misunderstanding and conflict. KII\_2 3/5/2018 responded that,

*"I always remind the parents ... If possible we should mention them one by one... because if you are not going to lay down everything, that will be the cause of conflict."*

Nevertheless, teachers and students were encouraged to memorize VMGO during Monday meetings and flag ceremony. FGD\_8 3/27/2018 emphasized that,

*"The teacher will memorize the VMGO every Monday."*

And was supported by FGD\_6 3/27/2018 that,

*"From June to July, we memorize it one-on-one during the meeting then at the flag ceremony."*

Involvement of stakeholders in planning particularly in setting of objectives helps in setting things clear and increasing connection with the stakeholders. Through stakeholders' connection, interaction, and participation, principals can achieve harmonization on the things they want to happen in the school especially when there is lack of resources. These interactions are mostly done through involvement in laying down plan through meetings and conferences based on the statement of KII\_1, 3/23/2018

*"I call up meetings with the staff and together with the stakeholders and we lay down plans for improvement of the school set up."*

Sometimes if the novice principals cannot hold meetings then they find alternative way to make plans with the stakeholders to avoid delaying of works. KII\_8 3/5/2018 narrated that,

*“Then if I am busy and I could not conduct meeting, I insert it during lunch time because they are all present though it is informal.”*

Novice principals highlighted the importance of conducting meetings with internal and external stakeholders to orient purpose, role and functions of stakeholders to maintain harmonious relationship in the working force and to provide strong point of support system. KII\_5 3/12/2018 highlighted that,

*“You need to set a meeting if what is the purpose and their role and function.”*

It was also supported by the focus group discussion participants that the informants involved stakeholders in planning to have good working relationship and collaboratively work to attain a common goal. FGD\_8 3/27/2018 stated that,

*“In our school, our plan involved the teachers and of course the PTA officers... and meeting is spearheaded. Every plan, the PTA officers are present, the teachers maintain harmonious relationship.”*

On the other hand, experienced principals anchored objectives of the plan to VMGO of the school that is why there is a need to interlock this one to have a clear understanding on it. They revealed that interlocking of VMGO led to productive outcomes that promote teamwork and success in teaching and other school activities. It was evidenced on the following statement that experienced principals discussed and communicated VMGO to stakeholders, parents and pupils since all activities anchored on it. KII\_3 3/12/2018 expressed that,

*“We discuss thoroughly with the stakeholders, the parents and the pupils since we anchored all the activities to our VMGO. We are guided.”*

Even the barangay officials and brigada planning committee were involved in explaining VMGO. It was manifested by the statement of KII7 3/19/2018 that,

*“The parents, barangay and those brigada planning committee are involved in discussing the VMGO.”*

It was also supported by KII\_4 3/12/2018 that teachers and students encourage memorization of VMGO which stated that,

*“It should be communicated then should be memorized by the teachers and students.”*

It was also supported that experienced principals conducted conference and encouraged memorization of VMGO. The purpose of this was to establish understanding on overall impact of VMGO to the programs and policies of the school. FGD\_7 3/27/2018 confirmed that,

*“We really have teachers’ conference in order to memorize and for the teachers to know what is really this VMGO. The objectives and policies are true to all.”*

**Determining Resources.** Managerial communication practices of novice principals in determining resources are necessary when planning a programs and projects. A program will not succeed without financial support given. Internal resources can be planned during the making of school improvement plan (SIP). These plans for the school improvement must be brought upon to the various stakeholders that also care for the school. Novice principals desire the best in their respective schools and this can only be achieved through necessary reforms. Planning of school improvement plan (SIP) with the help of the internal and external stakeholders was conducted during November. KII\_2 3/5/2018 narrated that,

*“The SIP which is done in November, I will conduct conference... so all the SPG are included, all stakeholders internal and external stakeholders so that they would understand.”*

Novice principals reminded stakeholders on the target plan in implementing the school improvement plan (SIP) to carry out common goals. KII\_8 3/5/2018 confirmed that,

*“... take the lead and then remind them about the target that we are going to implement the SIP. The PTA and barangay officials should be coordinated as well as the persons involved in the project.”*

The presence of planning and project team was highlighted in this area to help the novice principals in identifying of problems. KII\_5 3/12/2018 recounted that,

*“When we say planning it is not about one person to plan, it really consists especially in SIP, the planning and the project team to identify the problems.”*

This claim of novice principals was supported that involving of stakeholders and community linkages were highly encouraged before they finalized the SIP. FGD\_3 3/27/2018 confirmed that,

*“For SIP it’s not sir alone who plans, he calls for the barangay officials, the PTA, we are the ones who do by learning area before he finalizes.”*

In allocating of resources, novice principals based the needs of the teachers more on the teaching-learning. They informed them that they should refer it to Maintenance and Other Operating Expenses (MOOE) through school improvement plan (SIP), annual procurement plan (APP) and project procurement management plan (PPMP). KII\_1 3/23/2018 narrated that,

*“Based on the allocation of resources, I will base on the needs usually in the teaching learning process. And it is discussed in the planning stage during the formulation of MPRE of the annual procurement plan and the PPMP where you allocated all the resources that you have.”*

Also, it was supported by KII\_5 3/12/2018 and announced the unforeseen training and seminars that they should pay.

*“Allocation of resources they know where they are like APP and PPMP and MOOE. For example, If there is an unforeseen trainings and seminars I really announce it that we need to pay.”*

It was mentioned that novice principals decided where they will get the budget to accomplish the activity. FGD\_1 3/27/2018 stated that,

*“Through meetings and whatever has been decided as to where we will get the budget in order to achieve the activity.”*

Also, they asked their school disbursement officer (SDO) what are their needs and refer it to MOOE. FGD\_2 3/27/2018 confirmed that,

*“We have the MOOE, the teacher will ask from the SDO whatever is his/her needs in the classroom.”*

On the contrary, in managerial communication practices of experienced principals specifically when it comes in determining resources were contributed in allocating source of budget in different activities and accomplishment. And it is one of the challenging works of the school head because not all school activities/facilities can be shouldered by the school’s MOOE. Thus, experienced principals’ wise financial decision and stakeholder partnership are relevant to bring in financial assistance to the school especially activities which are urgent and unplanned. KII\_3 3/12/2018 stated that,

*“If we are running out of budget, then that’s the time we call for urgent meeting we will text our stakeholders and ask financial support on them. It’s a matter of partnership.”*

Resources were not limited to financial resources but also it includes human resources. It is important to have composition of committee to maximize full potential and minimize time allotment. Additionally, composition of the committee members is crucial in coming up with significant plans. This is also a way of distributing leadership tasks to teachers for them to have ownership in the school decisions. Experienced principals revealed that creating of school planning team and committee in every area ensured that all teachers were given a task and cooperate. It was summarized by K II\_3 3/12/2018 that,

*“I created school planning team who has two compositions under the school based management group; so that’s it for planning.”*

It was also supported on the statement of KII\_7 3/19/2018 that,

*“The planning team is composed of the grade head, guidance, masters they are one team. In the curriculum it could be the grade and the curriculum head but if it concerns the school then the planning team is included.”*

The composition was based on their coordinatorship and they were responsible on activities and plans for the school year that need to target. KII\_6 3/13/2018 cited that,

*“Before we plan on the things to do, I create a committee base on their coordinatorship.”*

Results showed that helping each other through giving feedbacks and honest evaluation of different stakeholders has a high possibility of achieving the target outputs. These could lead to enhancement of activities, better school improvement plans, and improvement in pedagogy and content. The statements above were confirmed by the FGD that informants created committee by considering the grade level for the teachers to have a good working relationship. FGD\_7 3/27/2018 narrated that,

*“The committee we have is by grade level, so we are comfortable in working with.”*

Based on the result, the common managerial communication practice for novice and experienced principals in setting of objectives is the discussion of VMGO to stakeholders and clientele. They believed that objectives must be anchored on the VMGO of the school and carried out in every program conducted. Thus, VMGO must be interlocked to all grassroots level to deepen understanding and avoid misconception. However, novice principals stressed the need to emphasize and remind stakeholders on VMGO every now and then to inculcate importance on it to the programs and projects conducted in school. They preferred one-on-one set-up in educating policies and consequently follow rules and regulations in school. Lastly, they highlighted the involvement of committee and stakeholders in laying down plans to disseminate directly the information and increase support and participation. And it is the best avenue to orient to their roles and functions when plans were now put into action. On the contrary, managerial communication practice of experienced principals in setting of objectives includes letting teachers and even students memorize VMGO during flag ceremony as much as possible. They believed that memorizing is best technique to remind its importance and set clear pictures how activities were being anchored on it.

On the other hand, managerial communication practices of both categories on determining resources surfaced different outlook. Novice principals emphasized that to have some resources one must need to plan SIP making considering its targeted plan since programs cannot stand without financial support. Novice principals believed that when allocating of resources, one must consider the needs in teaching-learning process in planning and implementing school improvement plan (SIP) which is conducted sometimes in November. Sometimes there are unforeseen trainings and seminars that novice principals need to announce it to be transparent on budgeted resources while experienced principals practiced outsourcing of budget since not all expenses will be shouldered from the MOOE. Tapping of stakeholders and other linkages to support can help the program to succeed in that way partnership will be established. Also, generating a team in every program gives everyone a chance to work and cooperate.

Principals, as managers and leaders of the school, whether novice or experienced principals should set the direction where the schools are going. To have this, they need to communicate their plans to responsible persons and help to carry out common targeted goals. Establishing good communication in planning is very much important to avoid misunderstanding and conflict in the organization. If conflict arises, it produces negative impact to the working force and support system will be affected. Resources must be properly allocated in order for it to reach the necessary recipients. Proper allocation is important in mobilizing an institution such as a school. Principals must be wary and cautious in every move they do for it reflects the productivity of the school. The available resources that schools have must be well planned and well assessed so that these allocations will really address the need of the learners and teachers.

The table below showed the practices of novice and experienced principals on planning and its managerial communication practices, their commonalities and differences.

**Table 2.** Comparative views of Novice and Experienced Principals of Managerial Communication Practices on Planning

Management Functions		Managerial Communication				
		Sender	Message	Channel	Message	Receiver
Planning	Setting Objectives	NP	Discuss VMGO	School learning action cell (SLAC) session	Understand the vision, mission and learning goals of the DepEd where programs/ activities anchored	Teachers, parents, students
			Emphasize and remind VMGO	Orientation every first day of the school	Remind by VMGO to make the school year right	Teachers, parents, students
			Mention one by one the policies	Meeting	Avoid misunderstanding and confusion	Teachers, parents, students
			Lay-down plans	Conduct survey Call-up meetings/	Involvement of the plan and identified problems and needs	Stakeholders , teachers, SPG, barangay, PTA project and planning team
	Determining Resources	NP	Orient purpose, role and function	Informal meetings	Maintain harmonious relationship	Stakeholders teachers,
			Discuss VMGO	Meetings	Understand to check whether school activities and programs are in-lined	Stakeholders , the parents and the pupils
			Memorize VMGO by teachers/ students	Orientation	Memorize VMGO and Guided by which the activities are anchored	Parents, barangay and those brigada planning committee
			Plan and implement SIP	Conduct conference by November	Reminded the targeted plan for SIP	PTA and barangay officials as well as the persons involved in the project, stakeholders
			Remind on target	Meeting	Clearly focus	PTA and

			in SIP making		on the areas for making SIP	barangay officials, teachers
			Allocate resources	Discussion during MPRE	Obtain needed resources	PTA and barangay officials, teachers
			Announce unforeseen trainings/ seminars	Meetings/ school learning action cell (SLAC) session urgent meeting text messaging	Awareness of priority with regards to allotment of budget	PTA, teachers
		EP	Outsource of budget	Meeting/ conference	Support on activities and establish partnership as to what are the activities, the plans for the year that need to cope up	Stakeholders and teachers
			Create school planning team	Meeting/ conference	All of them have a task so that everyone will work and cooperate	Teachers, grade head/ master teacher
			Generate committee based on coordinator ship	Meeting/ conference	Have a committee	Teachers, grade head/ master teacher

This section discussed the second emerging theme that was identified by the novice and experienced principals. From this emerging theme, novice principals surfaced three (3) clustered themes. These cluster themes were: (a) identifying and dividing work, (b) tasking assignment and (c) establishing relationship. While experience principals derived two (2) clustered themes; (a) tasking assignment and (b) establishing relationship and (c) proper communication. It also discusses the managerial communications that were practiced by both principals to successfully achieve the management function which is at the same time the 2nd emerging theme.

**Emerging Theme 2: Organizing**

In the organizing function of principals especially in identifying and dividing work, tasking assignment and establishing relationship, managerial communication practices were manifested and being used. In identifying of work, managerial communication practices of novice principals include placing teacher according to skills, identifying committee and setting committee per learning. For tasking assignment, novice principals set deadlines and acknowledge participation as their managerial communication while experienced principals coordinate committee, assign in-charge and ask on problems, plans and strategies. Lastly, the managerial communication when it comes to establishing relationship of both types of principals involves follow hierarchy of communication, systematic in giving orders and experience principals also discussed information coming from higher ups.

**Identifying and Dividing Work.** The managerial communication in identifying and dividing work of novice principals was discussed in this area. According to novice principals, identifying and dividing work were considered when they organized work. There are necessary documents and written communication that must be considered when handling people. These documents are essential in communicating information, roles, job description, and function to have order in school in a formal manner. Furthermore, proper identifying and dividing work is vital in the institution. Everything must be well-sought and organized for proper information dissemination, thus, proper partaking of the committee through memorandum and convention is important. In creating a committee, novice principals deemed their teachers' specialization and skills in order to be fit on the assigned task and gained outputs. KII\_1 3/23/2018 narrated that

*“In organizing, a sort of there specialization I focus on the skills that they have their task or projects will be gained outputs.”*

It was also supported by the KII\_2 3/5/2018 that

*“We organize and categorize the different needs then assigned people in which needs of the instructor. Place the teacher according to their skill.”*

Novice principals identifying committee members with the presence of internal and external stakeholders. KII\_5 3/12/2018 stated that

*“... in every committee in the planning team you are going to identify members in the committee with the representation in stakeholders in the school especially in the project in time. The SPG, PTA and other stakeholders both internal and external should be there.”*

Informants made sure that they set committee per learning area so that everyone will be given task and responsibilities and they will work as one. It was reflected in the statement of KII\_8 3/5/2018 that

*“... set a committee ...to focus with the specific area for example in the learning area there should be someone you are going to assign.”*

The participants in the focus group discussion stated that the informants really organized their committee especially when they have programs. FGD\_8 3/27/2018 confirmed that

*“Our principal organizes us by committee. Whenever there are programs, somebody is assigned.”*

Also the coordinators tapped and there is changing of committee for the year round. FGD\_6 3/27/2018 added that

*“the coordinator he/she will be tapped; the different committees yearly so there is just rotation by month.”*

**Tasking Assignment.** In tasking assignment by the novice principals, the managerial communications were practiced in this area to achieve the necessary outcome. The methods of tasks assignments such as memos, direct instructions and meetings can be beneficial in getting things done in the work area. Novice principals monitored the outputs of their subordinates and set a deadline to manage flaws in work and resolve it right away. KII\_1 3/23/2018 narrated that

*“I usually monitor their outputs if there is problem I call them up.”*

KII\_5 3/12/2018 added that,

*“We really set deadlines. It is very systematic on this side.”*

When subordinates successfully accomplished the assigned task, novice principals acknowledged them and encouraged who did not. KII\_8 3/5/2018 expressed that,

*“We acknowledge and encourage them in the school activities, general assembly and they were given certificate of appreciation.”*

The above mentioned statements were carried by the responses of focus group discussion participants that task

assignment was done through meetings and conferences. FGD\_1 3/27/2018 verified that

*“Delegation of work or by committee through meetings.”*

In contrast, managerial communication of tasking assignment by experienced principals through updating of assigned task. To easily update the assigned task to the subordinates the experienced principals tapped the chairman of the committee, the grade head for instance they assigned in big school and the coordinators. KII\_4 3/12/2018 stated that

*“There should be coordination after in the committee regarding the development.”*

Moreover, experienced principal preferred to assign person in-charge who is somewhat knows already the description of work. KII\_7 3/19/2018 expressed that

*“Then I always look for the in-charge and should be an expert because it is difficult if only one person will work.”*

In addition, they asked about plans and strategies within the group so that whatever things happen in the group they can monitor and provide necessary actions. KII\_6 3/13/2018 expressed that,

*“Mostly the grade head were asked about their plans and strategies and problems inside the classroom.”*

The responses in the focus group discussions reflected that informants updated assigned task by calling the attention of the planning coordinator and sending memo when there is meetings with the coordinators, grade heads, teachers league and even the master teachers. FGD\_7 3/27/2018 cited that

*“As to task and report she has committee and coordinators through memo. If ever he has plans, he calls for a meeting through teachers’ league, master teachers, grade level heads.”*

Establishing Relationship. In establishing relationship in planning, managerial communications were present and help in accomplishing this management function. One must need good communication skill to build relationship to the subordinates and stakeholders. In such approach, top-down communication is necessary to achieve effective school management. These communications must be clear to facilitate understanding of the stakeholders especially those who will act upon the communication. One of the informants conducted BOD meeting and each assigned individual were going to report regarding on the task given to them in order that parents inform directly on the undertakings of the school. KII\_5 3/12/2018 narrated that

*“We in the BOD meeting, we have reporting regarding what happened, feedback, evaluation with what happened in every activities, programs and projects that were given to the school. So it will be direct to the parents through BOD.”*

They emphasized the need to be organized and be systematic on handling communication. In that way, information can be processed smoothly. KII\_1 3/23/2018 added that

*“You have to be organized, systematized and to answer the needed work, and aligned their skills so that eventually you can really achieve objective.”*

Those practices of informants were also reflected in the FGD participants’ responses that informants were organized in handling their work and followed the order from the higher ups before disseminating such information. FGD\_6 3/27/2018 confirmed that,

*“Our principal follows whatever order from the division then that’s the time we implement.”*

Subordinates have the time also to share their ideas and decisions of the majority prevailed. FGD\_2 3/5/2018 cited that,

*“We follow listen to our principal then after we share ideas.”*

Nonetheless, experienced principals established relationship among subordinates and even stakeholders through conducting managerial communication. Thus, clear hierarchy of communication is needed to give a clear instruction and avoid misleading information and conflict. Top down communication is a process of communication wherein the idea is

from the highest level of the authority shared to the lower ranks of the organization. The results of the experienced principals showed that in the field of education, the ideas and strategies involved in each classroom starts in district supervisor to the principal until it reaches to designated teachers in each school. KII\_6 3/13/2018 narrated that

*“Whatever the order coming from the division, I see to it that we follow and there is an action.”*

Based on the results of experienced principals, proper communication can provide smooth flow of information and maintain positive relationship by gaining trust, respects to the subordinates and most especially in giving orders using planners and taking notes. KII\_3 3/12/2018 stated that

*“Using my planner, I can see in my planner what the activities are for this month then we also have memos emailed so I just need to anchor to if you have no planner you are not systematic.”*

Also, KII\_6 3/13/2018 added that

*“Taking down notes on what are the problems not only inside the campus but inside the classroom.”*

It was also cited by one of the informants that after the meetings of the principal in the MANCOM, he conducted staff meeting and discussed it altogether. KII\_7 3/19/2018 cited that

*“Everytime we have MANCOM, I share whatever the things we discussed so that teachers will be updated.”*

It implied that experienced principals maintained top-down communication during meetings to receive information clearly and effectively. FDG\_4 3/27/2018 added that

*“We conduct meeting then refer to the concerned persons.”*

Organizing is one of the management functions that denote managerial communication to succeed. Three (3) cluster themes surfaced by novice principals that includes identifying and dividing work, tasking assignment and establishing relationship while there are two (2) cluster themes for experienced principals namely tasking of assignments and establishing relationship. For novice principals, identifying and dividing work possess managerial communication such as place the teacher according to skills for they believed that teacher performs best if s/he has a background on the assigned task. So when novice principals identify members of the committee and set committee per learning areas they make sure that it is based on their coordinatorship and interest in that way they bring out the potential of every teachers.

When it comes to tasking of assignment, novice principals communicated through setting deadlines. They assumed that when teachers are aware of the time-frame they will accomplish work ahead of time and be effective in their committee. It also avoids delaying of works. If teachers successfully accomplish the task, they recognized and appreciated the teachers by giving of certificates, incentives and announced it during meetings. On the other side, experienced principals practiced coordinate committee by tapping the coordinators and grade heads to check the development of the assigned tasks. They also assign somebody to lead the group who were an expert or have background on the given report to easily accomplish the task and members will be guided. They highlighted the need to ask plans, problems even strategies in the group to monitor the process in doing the task and respond immediately to some unnecessary things that might happen. It is also the best way to avoid conflict in the organization.

Novice and experienced principals both agreed that managerial communication in establishing relationship comprises following the hierarchy of communication. Hierarchies are present in every institution. In the school setting, principals are the top of the rank. They have the utmost authority in designating their subordinates of the things that must be done. From an information source of one, it can spread and propagate towards the majority. They also have the same belief that in giving order it should be systematic to give clear instructions to subordinates. If subordinates receive instructions systematically, they also work systematically and successfully finish their work. However, experienced principals emphasized the need to discuss information coming from the higher ups handled down to the subordinates for the purpose of informing and updating subordinates on the new system and policies.

Communication is the main ingredient in successful organizing of work, subordinates and stakeholders. Organizing enhances the managerial practices of principals that include boosting the emerging skills of individuals who are duty-bound and those individuals who helped the school due to informal relationships that took place. Ultimately, this can lead to an easier achievement of the goal since good communication is present. A good principal maintained professional relationship and at the same time be firm on the task assignment and set a deadline to avoid delay of work. However, there were some issues regarding

this kind of communication since principals still rely on the instructions and orders from their superiors in the division. As a consequence, the principals were not able to take initiatives to make necessary changes they need in order to develop their schools. Principals took into consideration the proper way of communicating for a successful working relationship. The table presented below showed the similarities and differences of novice and experienced principals when it comes to organizing in managerial communication practices.

**Table 3.** Comparative views of Novice and Experienced Principals of Managerial Communication Practices on Organizing

Management Functions		Managerial Communication				
		Sender	Message	Channel	Message	Receiver
Organizing	Identifying and Dividing Work	NP	Place teacher according to skills	Meeting	Categorize the different needs then assigned by area	PTA and teachers
			Identify committee members	Conference	Group based on coordinator ship	SPG, PTA and other stakeholders both internal and external
			Set committee per learning area	Memorandum	Create committee based on specialization highlight well-arranged and systematic in assigning of work	PTA and teachers
	Tasking Assignment	NP	Set Deadlines	Meeting	Participate and support all activities done in school	Teachers
Acknowledge and encourage participation			General assembly certificate of appreciation	Updating assigned task to the committee	Teachers and stakeholders	
Coordinate committee			EP	Memorandum meeting	Everyone involve in the tasks given	Coordinators, grade heads, teacher's league and master teachers

			Assign in-charge	Direct instruction such as meeting	Monitor the progress and control unnecessary circumstances	Grade heads, master teachers, coordinators, teachers
			Ask on problems, plans and strategies	Meeting	Information from principal directly receive by concerned people	Grade heads
	Establishing Relationship	NP	Follow hierarchy of communication	BOD meeting	Achieve objectives	Teachers, parents, stakeholders
			Systematic in giving orders	Feedbacking Evaluating	Discuss suggestions and recommendations	Teachers, parents, stakeholders
			Follow hierarchy of communication	Meeting/conference	Receive orders and information accurate and precise	Teachers and stakeholders
		EP	Systematic in giving orders	Meetings and conferences	Update on latest information	Teachers
			Discuss information coming from higher ups	Planner	Clear and accurate information	Teachers, stakeholders
				Teacher's conference		

This section discussed the third emerging theme that was identified by the novice and experienced principals. From this

emerging theme, both novice and experienced principals identified four (4) clustered themes. These cluster themes were: (a) getting agreement, (b) providing feedback, (c) exploring alternatives and (d) getting commitment. However, the cluster themes were varying on the outlook of both categories.

### Emerging Theme 3: Instructing

In instructing function of principals specifically in getting agreement, providing feedback, exploring alternatives and getting commitment, managerial communications serve as a main ingredient in order to execute the function well. Getting agreement includes organizing subordinates through coordinatorship, taking the lead in implementing the target, tapping coordinators in agreeing on tasks and reports, identifying potential and assigning responsibilities based on specialization. In providing feedback, managerial communications practiced by principals were giving direct instructions, conducting request and feedback on the project and feedbacking and evaluating to identify weak and strong points. Exploring alternatives comprise checking of learning outcomes, having confirmation and post-observation, tapping knowledgeable person in taking over, giving comments and corrections and conducting informal visit in monitoring. And in getting commitment, principals introduced new trends of education, sent teachers for professional growth and mentored teachers based on their needs.

**Getting Agreement.** In getting agreement considering the managerial communication, novice principals organize subordinates through coordinatorship. In this way, giving of responsibilities is made easy and convenient to both parties. KII\_13/23/2018 narrated that,

*“Teachers are assigned based on their coordinator ship so that they can focus they task and they will able to submit reports and outputs.”*

The novice principals took the lead in all actions and reminding subordinates of the common goal and earned support from the stakeholders. KII\_8 3/5/2018 stated that,

*“You have to coordinate with them and you should take the lead and then remind them about the target that we are going to implement.”*

It was also evident that they delegated works by creating committee and coordinatorship with designation. KII\_5 3/12/2018 added that,

*“We have different committee and coordinatorship with the designation.”*

Both emphasized the strong points of coordinating people and tapping them in agreeing tasks and reports. KII\_2 3/5/2018 cited that,

*“We have coordinators so they are the ones who are tasked to do those reports. The coordinators so that it will be fast.”*

This claim of novice principals were aligned in focus group discussions participants' responses that in delegating of work, novice principals send memo and organized and created committee. FGD\_2 3/27/2018 confirmed that,

*“We have coordinatorship and give as school memo indicate our designation.”*

On the other hand, experienced principals on getting agreement practiced managerial communication to successfully done its function. It included delegating through identifying potentials of the subordinates. The areas assigned to subordinates depend on the background and specialization of the teachers and see to it that their skills are fitted to their work. They made sure to check the background and identify the skills of the teachers before delegating coordinatorship. KII\_4 3/12/2018 expressed that,

*“I made changes also in terms of identifying the potential of coordinator himself or herself if he/she has specialty on that certain matter and aside from that those skills that fit him/her I aligned it in giving them the task not only the coordinator, focal person in that certain area.”*

In delegating of tasks, experienced principals made sure that it was based on the coordinatorship so that they will be

positive in dealing with it. KII\_7 3/19/2018 stressed that,

*"If I give tasks or reports, it is according to coordinatorship at least they are also positive."*

It was also supported by the statement of focus group discussion participant and it implied that experienced principals carefully planned on delegating coordinatorship and identifying its potential. FGD\_4 3/27/2018 affirmed that,

*"We are given tasks through our coordinatorship which based on our specialization and areas we handled."*

Providing Feedback. Proper transfer of ideas and information is necessary in mobilizing an academic institution. A continuous flow and exchange of such needed data is only possible through effective communication. Thus, managerial communication in providing feedback plays vital role in giving feedback by the principals as school heads and teachers as facilitators of learning that are needed to bring out the best learning experience for the learners. This can only be achieved in a form of direct instructions. KII\_2 3/5/2018 uttered that,

*"... I do give direct instructions because it is difficult when you are not going to task a specific person."*

It implied that novice principals see feedback giving as important tool in giving of instructions and conducting request and feedback on the project. KII\_8 3/5/2018 narrated that,

*"There should be giving feedbacks by thorough deliberation so that the project will be properly taken care of and to see the things that are still needed and it is nice."*

They also highlighted the importance of having feedbacking basically right after the program. KII\_5 3/12/2018 expressed that,

*"Feedbacking in order to keep away from miscommunication evaluation through in our group chat and right after the program."*

It was also evident in the responses of some focus group discussions that instruction of novice principals was clear, concise and easily understood by the subordinates. FGD\_6 3/27/2018 added that,

*"Principal is specific in her instruction so she will be understood by the teachers and vice versa."*

By comparison, providing feedback of experienced principals in managerial communication practices were manifested in this function. Confusion often arises from vague and contradicting directions. This happens because information is passed on to many people that results to the modification of the original context of the message. Experienced principals gave direct instructions to subordinates and stakeholders to avoid misinterpretation and to receive accurate and clear instructions. KII\_6 3/13/2018 narrated that,

*"A week before the activity, I call the attention of the coordinator to give direct instructions and to prepare the plan of activities and the group also for the said activity for them to prepare."*

As to request and feedback, not all the time that they conducted meetings sometimes they do text brigade if it is manageable. KII\_3 3/12/2018 stated that,

*"As to request and feedback, the PTA is included but I really do not call for meeting without a purpose, if it's lighter I don't call a meeting rather I do text brigade."*

Experienced principals practiced feedback giving in school. They do during meetings and considered the opinions of stakeholders to minimize misunderstandings. In that way, strong partnership can develop and build positive working environment. KII\_7 3/19/2018 narrated that,

*“The feedback is school-based system ... whatever they have problems regarding the school or with the teachers they would really approach me in that way the conflict will be lessened so the problem will be solved.”*

For an instance, if there is an urgent need that demands immediate action, the experienced principals send memorandum and text messaging. FGD\_5 3/27/2018 added that,

*“If it’s urgent, she calls the grade level heads and sometimes informs them to report in the office thru text. The grade heads will then relay the information.”*

Exploring Alternatives. In exploring alternatives, the managerial communication practice of novice principals was checking of learning outcomes to monitor the progress of teachers and also the students. In this way, novice principals can explore alternative way to improve learning outcomes based on the targeted goal. Every Monday, they do checking of daily lesson log (DLL) and the following day is observation day but not necessary they would finish the whole duration of the class. They only observed the areas where the teachers needed assistance and check the output of the learners. KII\_2 3/5/2018 stated that,

*“So every Monday is the checking of the learning outcomes and then in Tuesday, I have this supervisory plan wherein every Tuesday I always observe classes but not necessarily that I am going to finish the whole class period but at least two. I also check their instructional materials if it is already updated and also their TGs.”*

According to novice principals, there was a pre and post evaluation when it comes to clinical supervision and they have scheduling for the teachers to be prepared. KII\_1 3/23/2018 narrated that,

*“When I conduct clinical supervision then should be really confirmation then post evaluation.”*

Not all the time that the novice principals conducted classroom observation, sometimes they just roamed around. KII\_8 3/5/2018 explained that,

*“For me, I do not always observe I just roam around because the teacher will feel awkward when I am around.”*

But there were some instances they assigned somebody to take over the observation if they are busy. KII\_5 3/12/2018 confessed that,

*“I only observed twice. I have master teachers to take over for me.”*

The purpose of having classroom observation is to assist a teacher who needs technical assistance and to improve their teaching style. It was reflected that novice principals seldom conducted observation because of hectic schedule. FGD\_2 3/27/2018 confirmed that,

*“Principal seldom does observation because of hectic schedule.”*

On the contrary, experienced principals reflected managerial communication specifically in exploring alternatives to their subordinates to be effective in their job. Teachers are constantly evaluated every now and then to see to it that they perform well as educators through clinical supervision. Experienced principals conducted clinical supervision to check the performance of the teachers and also the learning outcomes of the learners. KII\_6 3/13/2018 narrated that,

*“I will observe their class ... I really rely on the evaluation of the child.”*

They also preferred giving comments and corrections to the teachers based on the observation to help teachers grow and assist technically. KII\_3 3/12/2018 stated that,

*“I give comments and corrections right after the observation.”*

They sometimes conducted informal observation depending on the situation and the scheduled of informants as it is needed. KII\_4 3/12/2018 expressed that,

*“I observe but sometimes due to hectic schedule I just do the informal visit wherein I just pass by the classroom just to see if the teacher is really teaching.”*

Responses of focus group discussion participants revealed that informants really conducted classroom observations and sometimes it was unannounced. Because of this, teachers must prepare the lesson together with the instructional materials and evaluate the teaching style. FGD\_7 3/27/2018 cited that,

*“Class observation most especially those unannounced inspection; then issues are really address.”*

Getting Commitment. Novice principals practiced managerial communication in getting commitment. An organization must always be moving and learning forward. In schools where the learning of children are at stake, teachers must give their best in educating the youth and committing on their profession by keeping themselves informed and updated with the current pedagogy and content. Informants introduce new trends in education in order for the subordinates to be updated and be informed during school learning action cell (SLAC) session. KII\_2 3/5/2018 stated that,

*“During the SLAC session they are always there and they have to be taught based on their needs and new trend in education.”*

According to novice principals, they encouraged their subordinates to get master’s degree and help them to be promoted. In that way, it helps teachers to be more competent and effective in teaching. KII\_8 3/5/2018 cited that,

*“... I mention that to those who wanted to have their schooling they should continue because we impart what we have learned to the children.”*

It was also supported by KII\_5 3/12/2018 that mentioned,

*“I am a person who is not greedy of promotion. I also send teachers for professional growth.”*

Focus group discussion supported the above statements that novice principals sent teachers to trainings/ seminars for professional growth. FGD\_1 3/27/2018 expressed that,

*“Principal calls meeting during SLAC and sends us to trainings.”*

They also conducted school learning action cell (SLAC) sessions. This was an avenue to update the teachers on the latest demand of education. FGD\_8 3/27/2018 added that,

*“We do have SLAC session.”*

On the other hand, getting commitment in managerial communications of experienced principals were manifested in this function. Getting commitment is a fact that educators need to keep up with the new trends of society today. The learning strategies from the past century won’t do as much as the modern strategies that is appropriate for today’s learners. According to experienced principals, they conducted school learning action cell (SLAC) session to update new trends in education and introduce innovative ways in teaching-learning process. KII\_3 3/12/2018 narrated that,

*“With regards to teacher development we have SLAC sessions, we integrate new learning especially to school heads who attend trainings and seminars.”*

It was also supported by KII\_4 3/12/2018 that,

*“I introduce the new trends of education through SLAC and it is a must that principal must attend.”*

In sending of teachers for professional growth, experienced principals sent teachers who were capable with. KII\_7 3/19/2018 stated that,

*“... as head you know who will be sent especially those who wanted to be promoted.”*

Statements of informants were supported by the focus group discussion participants that they really strengthened professional growth by conducting school learning action cell (SLAC) session. Through this, teachers were equipped on technologies used for learning and showcased various teaching styles and innovations. They also gave opportunity to all teachers to attend seminars. FGD\_4 3/27/2018 added that,

*“Through the conduct of SLAC; we do have hands-on trainings mostly on computers.”*

Instructing is the third emerging theme that involves managerial communication practices of both types of principals. In this area, both novice and experienced principals have the same cluster themes but they vary on the outlook of those principals. In getting agreement, novice principals organized teachers based on the coordinatorship this is for the welfare of the teachers to easily done and focus on the given task. However, novice principals emphasized that even though there are committees who work on the task the principals take the lead in the implementation of the program on to guide the group to meet the set standard. They tapped the coordinators in agreeing about tasks and reports as they were responsible in informing to the teachers. On the other hand, experienced principals identify potentials in making a committee to bring out the best of the teachers. Teachers can do well if work is related to their skills and specialization and they motivated them to accomplish the task. They also have given responsibilities on their respective committees.

In providing feedback, both categories had the same practices and that is giving direct instructions to subordinates. In that way, clear and accurate instructions were given and miscommunication may be avoided. They also conducted request and feedback on the project to check what are needed to be improved in order for the project to succeed. Feedbacking and evaluation are important to identify the areas that need to be improved and developed as well as the areas need to be sustained.

For exploring alternatives, novice and experienced principals both agreed that conducting clinical supervision is an alternative way to mentor teachers and give technical assistance for the purpose of checking the learning outcome of the learners during observations. However, novice principals highlighted the need to have pre and post evaluation to identify the teacher's weak points and strengths in specific area. But sometimes, novice principals were not able to execute this due to overlapping schedules that is why they assigned somebody else (either master teacher or grade head) to take over in observing the class. On the contrary, experienced principals gave comments and corrections privately to assist immediately on teachers who badly needed technical assistance. Also, if they were busy, they just took informal visit and just roamed around to check if teachers really do their job.

Lastly, in getting commitment both types of principals have the same managerial communications such as introducing new trends in education in order for the teachers to keep updated on the curriculum and be informed on what's new when it comes to the learning-teaching process. They also sent teachers to training for professional growth and encouraged them to continue schooling and earn higher degree in education because they believed that teachers cannot give what they don't have to their students. Additionally, novice principals mentor teachers based on their needs for the betterment of the learners.

As school heads, the responsibility of supervising both teachers and students alike rests upon the shoulders of the principals. Yet, in order to effectively manage educators, their teaching techniques and methods should undergo constant probing and observation to evaluate the effectiveness of the said methods. This could be done in both formal and informal manner. Principals could casually show up in class and observe the activities to see if the teacher is not just doing well. Teaching is a two-way process like communication, where the teacher and the students are the concerned individuals. In order for interaction to take place, both must send and receive information as well as send responses in the form of feedback. Yet, communication barriers may arise such as the lack of interest and attention. When students focus more on other stuff, the input of information is halted. The progress of a school most likely depends on the existing communication network between the school head and the concerned teachers. Principals under study highlighted the need for the delegation of work to others as well as open communication in conveying instruction. In the said network, the feedback feature must be usable and available to all teachers. Information must be disseminated to all departments in an organized manner to avoid confusion. To obtain the expected outcomes, the teachers believed that instructions should be conveyed clearly. Technology also plays a very important role in this process since its power could be utilized by administrators to inform all the concerned teachers in a quick and hassle-free manner. Memorandums and announcements could then be sent to each teacher.

The table presented below showed the similarities and differences of novice and experienced principals when it comes to instructing in managerial communication practices.

**Table 4.** Comparative views of Novice and Experienced Principals of Managerial Communication Practices on Instructing

Management Functions		Managerial Communication				
		Sender	Message	Channel	Message	Receiver
Instructing	Getting Agreement	NP	Organize subordinates through coordination	School memo	Focus task and submit reports and outputs.	Teachers
			Take the lead in implementing the target	Conference	Implement the target successfully	Teachers
		EP	Tap coordinators in agreeing on task and reports	Conference	Tasking of reports is fast and easy	Teachers, coordinators
			Identify potential	Meetings/conferences	Effectively accomplished task	Coordinator, focal person
	Providing Feedback	NP	Assign responsibilities based on specialization	Direct instruction	Take positively the task Clear instructions on task	Coordinators
			Give direct instructions	Meeting	Taking points in improving the project	Teachers, stakeholders
		EP	Conduct request and feedback on the project	Thorough deliberation	Practice open communication	Teachers, stakeholders, project team
			Feedbacking and evaluation	Group chat	Prepare ahead of time on	Teachers, stakeholders, project

		EP	n to identify weak and strong points		activities even with reports	team
			Give direct instructions	Emergency meeting	Monitor on the activities	Teachers, stakeholders, PTA
			Conduct request and feedback on the project	Meeting and text brigade	Lessen the conflict and problem will be solved and take feedback positively and everyone can grow professionally	Teachers, stakeholders, PTA
			Feedbacking and evaluation to identify weak and strong points	PTA assembly meeting	Prepare the needed materials and teaching strategies	Teachers, stakeholders, PTA
	Exploring Alternatives	NP	Check learning outcomes	Supervisor y plan	Observations and judgments in growing professionally and learners achieve their full potential	Teachers
			Having confirmation and post-observation	Conduct clinical supervision	Respect persons in authority	Teachers, master teacher
		EP		School memo	Prepare always on	Teachers, master teacher

			Tap knowledgeable person in taking over	Observation	the lesson and instructional materials	Teachers
			Check learning outcomes		Constantly evaluated every now and then to see to it that they perform well as educators	Teachers, master teacher
			Give comments and corrections	Pre and post scheduled observation	Comments and ideas were taken	Teachers
	Getting Commitment	NP	Conduct informal visit in monitoring	Informal observation	Prepare always on the lesson and instructional materials	Teachers
			Introduce new trends of education	Training seminar, conduct SLAC like K to 3 (twice a month) and 4to 6( once a month)	Update new trends in teaching and learning process	Teachers
		EP	Send teachers for professional growth	Trainings, school learning action cell (SLAC) session	Continue schooling and attend training-workshop	Teachers, master teachers
			Mentor teachers based on their needs	School learning action cell (SLAC) session	Take technical assistance	Teachers
				SLAC	Update on trends on	Teachers

			Introduce new trends of education	Sessions	teaching-learning process	
			Send teachers for professional growth	Training-workshop	Attend seminars for professional growth	

This section discussed the fourth emerging theme that was identified by the novice and experienced principals. From this emerging theme, novice principals surfaced two (2) cluster themes namely; (a) fostering communication and, (b) creating well-defined roles. On the other hand, experienced principals identified only one (1) clustered themes. This cluster theme was: (a) fostering communication. The common cluster theme for both categories is fostering communication however it varies on the outlook of the said principals.

**Emerging Theme 4: Coordinating**

In coordinating function of principals specifically on fostering communication, the managerial communication includes disseminating information on activities conducted in school, being transparent in all accomplishments, maintaining constant communication with the community and encouraging involvement of the program. Similarly, in creating well-defined roles comprised of the following attending activities in the LGU and asking for instructions from the barangay to respond quickly. In this study, coordinating is used by the principals as part of their managerial strategies for this gave positive implications on the performance and contributed to the reputation they are starting to build. Emphasizing their work processes means having a clear path of vision to their work by providing a valid and systemized process of managing their school and the people working in it.

**Fostering Communication.** Novice principals practiced managerial communication when it comes to fostering communication. The efforts of principals in reaching out to their teachers and school staff can be manifested through various modalities. As for novice principals, they disseminated information on activities conducted in school through memorandums. KII\_1 3/23/2018 stated that,

*“I send memorandum or memo to the stakeholders, the PTA, the barangay officials and with internal stakeholders with the staff.”*

It can not be denied that novice principals are idealistic in terms of their work and how they present it in their colleagues, teachers, students and other stakeholders of the school. Being transparent in all activities such as posting of transparency boards signifies how the school and the money are handled by school authorities and that there is actually a clear vision for the parents and other stakeholders to look out. KII\_2 3/5/2018 narrated that,

*“No. I be transparent always, I have transparency board outside and also in my office for them to see and at the end of the school year I made tarpaulins to all projects accomplished in the fund raising, and all the projects per year level.”*

They maintain constant communication with the community through conducting assembly in order to inform stakeholders about plans and projects. KII\_8 3/5/2018 cited that,

*“During in the general assembly I always announce to them that we are open to their feedbacks and suggestions. To the parents we let them know about the plans and projects.”*

Furthermore, novice principals informed subordinates verbally if it is urgent but if it is lighter sending of memo is enough. FGD\_1 3/27/2018 expressed that,

*“In terms of instructing our principal gives us memos but if it’s urgent she just disseminate information verbally.”*

On the other hand, according to experienced principals that since parents entrust the welfare of their children to the school it is a must and that the school should provide substantial information to the parents about their children. Thus, managerial communication is required in this function. Experienced principals disseminated information conducted in school through text or fan page of the school. KII\_3 3/12/2018 stated that,

*“As to community I inform the parents because if there are activities from the teachers, learning might be hampered so inform them through text or fan page of the school.”*

Also, to keep the internal stakeholders attuned to the current situation in school, experienced principals make use of memorandum, invitation and school bulletins to give the necessary clear information. KII\_4 3/12/2018 added that,

*“Whatever activities in the school you should involve the barangay for example you have activity, you need to send an invitation.”*

Also, they encouraged involvement of stakeholders to various activities in school since they are the partners to succeed endeavors. KII\_7 3/19/2018 highlighted that,

*“Always, in all programs you have to encourage them through involved them in the meetings.”*

All the involved sectors in school processes have their own individual responsibilities. Yet with all the matters needed to be considered by different stakeholders, there were instances when they tend to disregard or simple forget the responsibility that rests upon their shoulders. Since this happens, school heads need to constantly remind the teachers, utility, and other stakeholders of what they should do. This includes involving the parents in all student activities by coordinating with the Parent-Teacher Association (PTA). KII\_4 3/12/2018 stressed that,

*“When we have our PTA meeting and I always remind the parents it is because if we are not going to remind them they will really forget.”*

Aside from meetings, experienced principals initiated programs for the parents to exercise their responsibilities in school since they were partners of the teachers on molding the children’s future. KII\_6 3/13/2018 emphasized that,

*“Aside from General PTA Meeting, we also have a program called “PLEDGE OF COMMITMENT” wherein parents and stakeholders were invited and altogether pledge on their responsibilities for the benefit of the school.”*

Also, KII\_7 3/19/2018 added that,

*“In our school, it’s not enough that you involved them in meetings instead we conducted activities in school like “TAGBO” to clean surroundings of the school we ensure the availability of their time because mostly have works. If they cannot come, we will give letter of conference and do home visitations.”*

The focus group discussion participants claimed that experienced principals tapped all the stakeholders in meetings for constant communication through reminding the responsibilities attached to them. FGD\_3 3/27/2018 cited that,

*“Based on policies there is meeting (general assembly), stakeholders involve...they really reminded of their obligations as needed.”*

Creating Well-Defined Roles. In creating well-defined roles of novice principals, managerial communication was present in this function. As part of the academe’s stakeholders, the community gives a big impact to the school by engaging different

activities and participating in school events. Thus, an established healthy community relationship is essential to express how these two entities relate and work with each other to be able to give the best kind of environment for learners. According to novice principals, being active in community immersion can strengthen this relationship and adhere to certain matters and issues revolving around the community where the school belongs. This implied that as the school supports community activities, the community also gives back to the school by supporting whatever programs conducted. KII\_5 3/12/2018 narrated that,

*“... we always join activities in the LGU whether private or public activities so that we will have a strong partnership with external stakeholders then the children also would be able to develop self-esteem and self-confidence.”*

It was also supported by KII\_1 3/23/2018 that,

*“We attend in the barangay meeting so that we could budget from them. Yes of course, it is part of the community because we need the support of the parents.”*

Novice principals established community relationship by encouraging internal stakeholders to support activities since they have major responsibilities on the performance of the learners. KII\_8 3/5/2018 expressed that,

*“I encourage them because they have the biggest responsibility to their children.”*

And to maintain constant communication with the community, KII\_8 3/5/2018 also highlighted that

*“To maintain constant communication with the stakeholders in the community, we do have General PTA Meeting to update on the status of the school. We also have home visitation to inform them the performance of the children and sometimes we join barangay session.”*

When there were some instances that issues of concerns needed immediate action and the division cannot decide at that moment, the novice principals have the right to coordinate with the barangay since it is the nearest local government unit. KII\_2 3/5/2018 cited that,

*“I told the barangay captain to give me the instruction to dismiss all the children in the school because whenever there are events like earthquake and armed conflict, the division could not decide on that matter but the LGU.”*

Sometimes the novice principals let the parent-teacher association (PTA) handle activity so that they will feel they have role and that they are important. Whenever there are barangay sessions, the informants support on it as away in giving back its support. FGD\_6 3/27/2018 discussed that,

*“The PTA is given the time to handle or host an activity and she gives appreciation in return we ask support from the LGU.”*

Instructing is one of the management functions hence it requires managerial communication to succeed. It includes fostering communication and creating well-defined roles. In fostering communication, novice and experienced principals had same practices in disseminating information on activities conducted in school. They have done it through conducting meetings and if it is urgent they sent memo and even text messages. It is one way to create strong partnership with the stakeholders. However, novice principals emphasized being transparent in all accomplishments of the school. They practiced posting in the transparency board and hanging of tarpaulin. They also maintained constant communication with the community by encouraging internal stakeholders to support activities since they have major responsibilities on the performance of the learners. On the other side, experienced principals encourage involvement of the stakeholders of the program by creating initiated programs for the parents to exercise their responsibilities in school since they were partners of the teachers on molding the children's future. In creating well-defined roles, novice principals attended activities in the LGU so that when time comes, local community also give back the support that the school is needed. They coordinated with the LGU especially in asking instructions or advise if there are some instances that needs immediate action and the division cannot decide at that moment since they prioritized the welfare of the learners.

A school is comparable to an organism. In order for the said individual to thrive in its environment and carry out the necessary processes needed for its survival, different body parts and organ systems must all work together. All organ systems

facilitate specific and varied bodily processes needed for a single task. If the heart was damaged, cells would not receive the needed amount of oxygen that is needed for metabolism, affecting energy production thus rendering the organism unconscious if the brain is remained deprived of oxygen. All of these systems are connected to everything else and without the small yet significant body parts, survival would be impossible. The same is true with a school. In analogy, a school is a complex system comprised of smaller interrelated systems that all work together to achieve the mission and goals mandated by the Department of Education. As stated in its mission statement, family and other sectors of society which are considered as stakeholders should be actively engaged in the development of learners. This implies that parents, since they are most responsible for their children, should be informed of their children’s academic standing and the upcoming activities. Through this personal and direct connection with the parents, the school heads can ensure the establishment of a stronger relationship. To build strong foundations with their stakeholders, school heads should attend to the needs of the community as well. Community involvement must also be maintained throughout all activities to develop and maintain trust between stakeholders and the school administration.

The table presented below showed the similarities and differences of novice and experience principals when it comes to coordinating in managerial communication practices.

**Table 5. Comparative views of Novice and Experienced Principals of Managerial Communication Practices on Coordinating**

Management Functions		Managerial Communication				
		Sender	Message	Channel	Message	Receiver
Coordinating	Fostering Communication	NP	Disseminate information on activities conducted in school	Send memo	Receive accurate and updated relevant information	Teachers, PTA, stakeholders and barangay officials
			Transparent in all accomplishments	Transparency board and tarpaulin	Aware of the accomplishments throughout the school year and give support	Teachers, PTA, stakeholders and barangay officials
			Maintain constant communication with the community	General PTA Meeting Home visitation Barangay sessions	Update on the status of the school	Stakeholders both internal and external, teachers, parents Stakeholders, parents, teachers
	Creating well-defined roles	EP	Disseminate information on activities conducted in school	Text or fan page of the school	Keep updated on the various activities in school	Stakeholders both internal and external, teachers, parents
NP		Encourage involvement of the program	Meetings	Manifest strong linkages	Stakeholders both internal and external, teachers, parents	
			Attend activities in the LGU	Community immersion	Strong partnership with external stakeholders	Teachers, barangay officials

			Ask instructions from the barangay to respond quickly	Barangay order/memo	in order for the children also to be able to develop self-esteem and self-confidence  Follow immediate instruction by the LGU	Teachers, barangay officials
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This section discussed the fifth and last emerging theme that was identified by the novice and experienced principals. Both categories surfaced same three (3) cluster themes. These cluster themes were: (a) measuring actual performance, (b) taking corrective actions and (c) setting performance standard.

**Emerging Theme 5: Controlling**

In controlling function of principals specifically in measuring actual performance, management communication practices include appreciating teachers on successfully accomplishing the task, monitoring outputs and resolving problem immediately and recognizing awards and achievements. Also, taking corrective actions consists of being consultative and open to suggestion, being democratic, soliciting and summing up all decisions to come up with consensus, quickly responding to any problem arises and giving final decision to all operation. In setting performance standard, principals allow teachers to be mentored and to practice peer coaching. In fact, communication in controlling is the best tool to use in order to have a functional environment within the school and the community. This provides a real-time interaction, verbally and non-verbally, to all the entities surrounding the academe. Internal communication brings about all aspects of good relationship for it builds understanding and respect in the work. This also provides the management’s appearance in dealing all matters involving the school, the staff and the students.

Measuring Actual Performance. Novice principals practiced managerial communication in measuring actual performance. This function is done by appreciating teachers whenever they accomplish task assigned to them. Novice principals highlighted the need to recognize subordinates when they successfully accomplished the task by giving certificates and incentives. It is a matter also of motivating them and uplifting self-morale. To those who did not they challenge them to do their best and proving their self-worth. KII\_2 3/5/2018 stated that,

*“I give them incentives and recognition every month.”*

Also, KII\_8 added that,

*“By thanking the teacher and then be recognized during the SLAC session, PTA meeting.”*

KII\_5 3/12/2018 expresses that,

*“Teachers who did their job well I recognize them during meetings and give certificate of recognition.”*

In order for the management to have updates on the progress of the teaching workforce in schools, output monitoring through verbal and non-verbal communication is practiced by the novice principals in schools to have a clear glimpse of the students’ progress in learning and teachers’ status in teaching. KII\_1 3/23/2018 cited that,

*“I usually monitor their outputs if there is problem I call them up... then I solve it immediately.”*

It was supported by the focus group discussion statements that informants conducted evaluation to check the assigned task and recognized best practices done by the subordinates. FGD\_8 3/27/2018 confirmed that,

*“There is evaluation but once or twice a year only and the teacher is also being called privately in the office.”*

Also, in the responses of FGD\_6 3/27/2018 stated that,

*“If she recognizes certain best practices or goods in you, every meeting she really gives recognition.”*

On the other hand, experienced principals measured actual performance of their subordinates by giving managerial communication. To ensure that the status of the performance of students and teachers would be progressive, experienced principals coordinated with different concerned individuals. This could be done verbally by actually saying it to the concerned individuals and non-verbally with the use of informative materials like leaflets, flyers, and tarpaulins and most importantly recognized subordinates who did their job well. KII\_6 3/13/2018 stated that,

*“We made fliers; we advertise in Facebook, we place tarpaulin for those who received awards.”*

They also appreciated teachers every time they successfully accomplished tasks. KII\_3 3/12/2018 cited that,

*“I also recognize the teacher and students’ effort, during culmination we have short program and aside from that we post tarpaulin.”*

If there was teacher who did not submit or accomplish the task, the experienced principals call the attention of that teacher for some conferences and asked some help of the grade heads to resolve such problem. FGD\_7 3/27/2018 confirmed that,

*“If she could not control the teacher who does not submit files she calls the attention of the teachers, sometimes in the group chat and tap the grade heads to pursue what must be pursued.”*

Taking Corrective Actions. To avoid problems that may arise taking corrective actions are needed together with managerial communication. It is also within the jurisdiction of a school manager to communicate with his/her subordinates to relay information properly and to easily deal manners in the most effective way. The people working under the authority of the principal are those who compose the internal body of the academe or the administration and the faculty which helps in the operation and progress of the school. According to novice principals, they are consultative and open to suggestion for them to come up with a good decision. KII\_1 3/23/2018 narrated that,

*“I am the kind of leader that is open to suggestion at the end of the day I am one who will decide.”*

They were open to any suggestions and considered the decisions of the majority. But the last decision comes from them as the leader and manager of the school. They were also democratic by soliciting ideas to sum up all and decisions to come up with consensus. KII\_8 3/5/2018 stated that,

*“I solicit decision from them and I also gave mine then we choose or we sum up all the decisions then we come up with consensus if they are okay and if not we are going to look for alternatives which is better.”*

It was evident that novice principals wanted that all subordinates were involved in implementing shared governance. FGD\_1 3/27/2018 confirmed that,

*“So far principal listens to the suggestion and consultative and democratic.”*

It was also supported by FGD\_2 3/27/2018 that,

*“Principal is very consultative, majority wins and he’s open-minded.”*

Some also were quick decision makers and possessed shifting kind of leadership as to what is needed in the situation. KII\_5 3/12/2018 expressed that,

*“Shifting kind of leadership...They were happy when you are going to listen to them.”*

They should be flexible enough to handle things in the working place. KII\_2 3/5/2018 added that,

*“I am also a quick decision maker for example during the armed conflict, I called the division but they do not have the power as a school leader you need to have a protocol.”*

Nevertheless, according to experienced principals, taking corrective actions of managerial communications were being consultative and open to suggestion of the subordinates. KII\_3 3/12/2018 narrated that,

*“More on consultative rather than skills but if you are the leader you need to possess the skills, managerial, supervisory but sometimes I consult.”*

They were also democratic and solicit ideas and sum up all decisions to come up and compromised. It was noted that experienced principals were more on consultative and democratic kind of leader. KII\_6 3/13/2018 stated that,

*“I am democratic type of leader. I let them vote and the decision of majority wins. I will let them explain about their reason.”*

They considered the decisions and actions of the subordinates however the final decision must come to them. KII\_7 3/19/2018 cited that,

*“In all operation I am the one giving the final decision.”*

Statements above were supported by the focus group discussions that informants consult the opinions of others and open to any suggestions before implementing such order. Hence, informants were fixed on their decisions. FGD\_5 3/27/2018

*“She’s more on consultative, she asks the teachers, she’s open-minded but when she decides, she’s firm.”*

Setting Performance Standard. As novice principals, they see to it that they have managerial communication especially in setting performance standard in order to have a clear objective and goals to achieve. Novice principals offer encouragement to their teachers to be able to build strong relationships and effective communication. As school heads, they empower their teachers through giving constructive feedback in a form of peer coaching. KII\_2 3/5/2018 cited that,

*“If there is certain teacher cannot do the output so he/she will be mentored with somebody or staff who knew already to mentor, so we just help each other.”*

KII\_5 3/12/2018 also added that,

*“This new innovative modes of instruction can use it in their instruction then I will ask for a feedback about it.”*

Encouraging teachers to join various seminars and trainings and pursue graduate studies were needed to empower colleagues and it was reflected by FGD\_6 3/27/2018 statement,

*“She encourages us to pursue studying, as for training if she sees the teacher has the capabilities, she will tap him/her, seeing he/she really has the potential.”*

In setting of performance standard of experienced principals, managerial communication includes allowing teachers to be mentored and practice peer coaching. One notable thing about experienced principals is that they encouraged their teachers to seek promotion and upgrading of their professional career. They wanted teachers to grow into better educators that would uphold the mission of educating and nurturing young minds. One way to facilitate this was through the conduct of specialized seminars and conferences that aim to improve and develop the skills of teachers. Also, school head if given a time conducted peer mentoring to boost the morale of their teachers. In these activities, peer coaching appeared to be the effective manner of empowerment since teachers adapt new and fresh techniques from their colleagues and learn new strategies from them. KII\_4 3/12/2018 narrated that,

*“Let them understand that you are just servant and we should not compete each other because the success of one is the success of all. You should have open communication with them. Helping each other, and mentor other teachers especially those newly hired teachers, there should be a harmonious relationship.”*

Moreover, it was supported by the statement by FGD\_5 3/27/2018 which confirmed that,

*“She familiarizes the teachers whatever is the teacher’s capacity then he/she will be given the task. She considers the strengths and weaknesses.”*

Controlling is a management function that allows principals to help in taking actions considering some practices in managerial communication when some unnecessary things may arise. When measuring actual performance of subordinates, both novice and experienced principals appreciated teachers who successfully accomplished task in time in order for them to motivate and more likely do their task. However, novice principals monitor outputs and suggest solutions if there are some problems along the way to prevent things complicated. While, experienced principals recognized awards and achievements in working place to encourage support from the stakeholders because of the accomplishment.

In taking corrective actions, both categories agreed that they were consultative and open to any suggestions from the group. They weigh things in proper perspective and come up with a good decision. They were also democratic and let subordinates give their opinions however decisions of majority were always prevail. However, novice principals highlighted the

need to respond quickly to any problem that may happen and find alternative solution. While experienced principals, even if they allow their subordinates involve in meetings and discussions still they have the final say and the authority in every programs and projects.

Lastly, both types of principals agreed on allowing teachers to be mentored especially those who were newly hired and conducted peer tutoring in order to guide teachers who needs assistance by their co-teachers and maintain good working relationship in the group.

As heads of their respective schools for many years, whether novice or experienced principals must have adapted to the environment inside which would require them to coordinate and communicate with the teachers under their supervision. One effective strategy observed was appreciating and recognizing teacher and student efforts. When teachers know that their works are noticed by their school head, they tend to perform better and get motivated in the process. The progress of both learners and educators should also be monitored on a regular basis. Principals should actively support remedial instruction for students who have difficulty in catching up with their lessons, as well as set time frames for the completion of tasks for the teachers. To effectively manage school personnel, principals must consult other knowledgeable individuals to achieve organizational goals. Each committee is given a specific task that is fit to their skills and abilities. The groupings are usually based on grade levels and teachers are often given the freedom to choose their group mates. The system imposed on the teachers is more of a democratic type. Furthermore, to empower the arsenal of the teaching force, these principals conduct and facilitate events and activities such as training and seminars wherein teachers could mentor their colleagues and instill better teaching strategies for effective learning to happen.

The table presented below showed the similarities and differences of novice and experienced principals when it comes to coordinating in managerial communication practices.

**Table 6.** Comparative views of Novice and Experienced Principals of Managerial Communication Practices on Controlling

Management Functions		Managerial Communication				
		Sender	Message	Channel	Message	Receiver
Controlling	Measuring Actual Performance	NP	Appreciate teachers on successfully accomplishing the task	SLAC session, PTA meeting	Encourage in doing the best in every task	Teachers
			Monitor outputs and resolve problem immediately	Call-up meeting	Submit report upon their accomplishment	Teachers and stakeholders
	EP	Appreciate teachers on successfully accomplishing the task	Meetings/ short program	Encourage full support and demonstrate positive behavior	Teachers	
		Recognize awards and achievements	Fliers, advertise in Facebook and tarpaulin	Take positive action on making of output	Stakeholders , teachers	
Taking Corrective Actions	NP	Be consultative and open to suggestion	Verbal and direct communication	Involved in implementing shared governance	Teachers and internal and external stakeholders	
		Be democratic and solicit and sum up all	Conference	Consider the decisions of the majority	Teachers	

			decisions to come up with consensus			and internal and external stakeholders
		EP	Quickly respond to any problem arises	Memo	Consider situations and life at stake	Teachers and internal and external stakeholders
		EP	Be consultative and open to suggestion	Direct instruction	Consult opinions and open to any suggestions before implementing such order	Teachers
			Be democratic and solicit and sum up all decisions to come up with consensus	Meetings and conferences	Exercise right and respect decisions of majority	Teachers and stakeholders
			Give final decision to all	Meetings	Respect decision of authority	Teachers and stakeholders
	Setting Performance Standard	NP	Allow teachers to be mentored and to practice peer coaching	Constructive feedback in a form of peer coaching	Remind in establishing working relationship through peer coaching	Teachers, master teachers, grade head
		EP	Allow teachers to be mentored and to practice peer coaching.	Conducted peer mentoring	Helping each other, and mentor other teachers especially those newly hired teachers and have a harmonious relationship to boost the morale of teachers	Teachers, master teachers, grade head

#### 4. DISSCUSSION

The managerial communication practices of novice and experienced principals revealed five (5) managerial communication themes that includes (a) planning, (b) organizing, (c) instructing, (d) coordinating and, (e) controlling which helps managers communicate within the organization. These communication practices are organized in each management function of principals by Henri Fayol (1916). Managerial communication practices are indispensable in being a principal. Managing people inside an ever-changing workplace is difficult task to do, Thus, principals take it more seriously to learn on the different management measures.

The above mentioned description was also stated by Akcil, Aksal, Mukhametzyanova & Gazi (2017) that managerial communication brings out the leadership to transform the workplace and the education system to a better, more improved version. These skills and abilities will bring the best in the academic workplace and make everything more efficient. Thus, vision, mission, goals and objectives of the school were easily accomplished by principals and other stakeholders. Through these practices, informing the school staff through different forms and measures can be brought out. Similarly, Wallace Foundation (2013) noted that school leaders are responsible, first and foremost, to their instructors and students. Teachers are clearly having an effect on only their students, while principals affect all students in a school. Increasing needs for accountability require leaders to make selections and preferences from many possible representations and this will lead to accountability and duty between main satisfactory and student outcomes.

As a matter of fact, Galdames, Montecinos, Campos, Ahumada & Leiva (2018) believed that novice principals have less experience than experience, veteran principals. They have the chance to work and improve on their managerial communication practices in the school and in the community. Novice principals tend to experience lots of challenges and trials in doing their best in managing an academic institution. They are often pressured by their obligation to mobilize change and raise the performance levels of the school. Novice principals must overcome these obstacles to become better leaders in their respective schools.

Principals must focus on the managerial style and effectively communicate to clientele and stakeholders since the most critical work of a principal is to convey timely and thoughtful communication to students, teachers, support staff, parents, and community. They must set up and communicate clear objectives and encourage the school continually toward attaining these objectives. Thus, principals must understand the application of managerial communication in the workplace and so with their colleagues. The school principals communicate for the purpose of sending and receiving information, of triggering the adequate answers and, implicitly, of influencing the receptors' decisions and their response to the transmitted messages. The efficient management of the communication process when acting as a contact person, who ensures interpersonal communication with the subordinates in the company, but also with the stakeholders, is a tough responsibility for a principal, and the way he/she fulfills it is decisive for the success of the school.

##### **Emerging Theme 1: Planning**

Managerial communication practices of principals in their planning functions of principals include setting of objectives, managerial communication practices include discussing and explaining of vision, mission and learning goals of DepEd to the stakeholders, emphasizing, reminding of VMGO especially the policies of the school, and laying down of plans and orienting stakeholders and subordinates in their roles and functions. Moreover, determining resources consists of planning and implementing of school improvement plan (SIP) highlighting its target, announcing unforeseen trainings and seminars, allocating and outsourcing of budget and creating and generating planning team and committee based on its coordinatorship.

The above practices of the informants on managerial communication on planning are supported by the theory of Chapman (2000) which explained that school principals have responsibility in four areas. One of these is school community relations involve working with community councils, community development associations, and parent-teacher associations (PTAs), parent groups, and other local organizations that have interest in the schools. The goal is often to encourage community support of the school such as by gaining donations for facilities construction and maintenance or teacher subsidies. Further, Yildiz (2017) supported that the communication skills and its processes play an essential role in the success of an institution or an organization. This signifies that basic things such as effective communication are necessary to carry out tasks, no matter its complexity. Principals, as leaders and prime movers of their own institution must master these communication techniques in order to properly manage and facilitate the activities in the school.

Moreover, Cottrell (2017) added that a person with analytical skills can deduce any situation and make changes in accordance to the newly acquired information. This ability in analysis can be so much of a help to those who lead. According to Collin, Helen and Peter (2011), coordination and channeling from different levels can lead to improvements on the plans pertaining to the achievement of each individual in the field of education workplace. This was emphasized on the findings of the study that meeting and conferences to different stakeholders for coordination can lead to school improvements and plans. In addition, the finding shows that this could be easily done because of the resources from channeling grassroots level. As

observed in previous studies, communication skills and its processes play an essential role in the success of an institution or an organization (Yildiz, 2017). This signifies that basic things such as effective communication is necessary to carry out tasks, no matter its complexity. Principals, as leaders and prime movers of their own institution must master these communication techniques in order to properly manage and facilitate the activities in the school. A person with analytical skills can deduce any situation and make changes in accordance to the newly acquired information. This ability in analysis can be so much of a help to those who lead. Furthermore, analysis of situations brings out the critical thinking skills of a person. These critical skills are needed to identify positions, arguments and conclusions, as well as, weighing up different perspectives in a conflict to choose the most suitable option for the given situation (Cottrell, 2017). With such skills, principals would have little to no trouble in handling obstacles in their day to day management.

Anticipating of situations brings out the important managerial communication skills of a person. Managerial communication skills are needed in creating plans and projects. With such skills, principals would have little to no trouble in handling obstacles in their day to day management. Lastly, principals must have strong foundation on managerial communications to become effective and successful in their endeavor. They should listen, transmit information, makes decisions and lead dialogues that will affect leadership and communication processes and ultimately the school outcomes. The different techniques and how individual skills are used in conversations can reveal the communicator's pre-understanding, values, knowledge and preparation.

Setting Objectives. Novice and experienced principals interlocked VMGO to stakeholders and clientele where all activities in the school were anchored on it. While novice principals reminded the stakeholders on the VMGO and involve them in laying down plans highlighting its roles and functions, the experienced principals let teachers and even students memorize VMGO to remind its importance in all activities carried out by the school.

The above mentioned theme was related to the study of Epstein et al. (2018) which highlighted that interactions among the members and the units of a group are necessary in aiming and achieving the common goal. Through this, every person would know their responsibilities and how they should act upon as presented by the various situations. Every unit would also move in unison, resulting into actions that are well-prepared and thought out. There are various ways in doing these interactions. Likewise, de Leon & McQuillin (2018) suggested that setting objectives can be made through personal and direct contact such as in meetings and conferences. However, it is not limited to such degree. Simple gatherings such as these can help relay information much faster. The quality of the information is also better since data is directly passed on. This would give way to a more responsive and a more engaging organization that can handle any trial through quick decision-making.

Based on the study of Phutela (2015) school planning is a crucial decision to make since it will reflect on the learnings and achievement of the students these leads for the Department of Education to organize programs that will help for the development and will be a path for improvements. On the organization of this programs, school heads need to communicate and share the vision, mission, core values, goals and objectives of DepEd and the school to its stakeholders to have common understanding of why and how the school operates. In the same way, Clinton (2016) includes the implementation of development activities integral to it are in the school such as projects under the Continuous Improvement Program (CIP), the creation and mobilization of Learning Action Cells (LACs), and the preparation of the School Report Card (SRC). These can be seen in the results that SIP seeks to provide those involved in school planning an evidence-based, systematic approach with the point of view of the learner as the starting point where internal and external stakeholders are encouraged to participate. Ultimately, it is envisioned to help schools reach the goal of providing access to quality education.

Indeed, Goodman, Korsunova & Halme (2017) emphasized that stakeholders and clientele are major constituents of an organization. Together with these beneficiaries, the principal can manage and direct the organization towards a better standpoint. The vision, mission, goals and objectives must also be carefully planned out for the plan to work in every step of the way. It also makes the image clearer for anyone that does positive work in carrying out the organizational activities. In addition, Pew (2017) gives importance on awareness which is the key in every effective and efficient operation. Without it, chaos and clusters will happen more often in the workplace. This can be quickly solved through correct information drives. Moreover, Xiao, Wu, Huang, Cheng & Wang (2017) stated that every unit must know and become aware of the surroundings and the situations that they are in. Thus, it is necessary for the leader to disseminate information effectively. This can be done in a variety of ways such as orientations and information drives. Orientations typically consist of several people and can also be seen like a seminar. Though these are traditional information drives that needs a lot of preparation time, newer methods such as involving online measures are now becoming a thing

A school principal needs to have a good interpersonal communication skill with their subordinates so that miscommunication will not happen especially on interlocking VMGO to the stake holders and clientele that helps in setting objectives. Thus, it is necessary for the school principal to disseminate information effectively. This can be done in a variety of ways such as orientations and information drives. The vision, mission, goals and objectives must also be carefully planned out for the plan to work in every step of the way. It also makes the image clearer for anyone that does positive work in carrying out the organizational activities. Principals must anchored all the programs and policies in the school to the VMGO. The function of school heads as educational leaders and managers are essential to the areas of management namely: the vision, mission, and

goals of the institution.

**Determining Resources.** Novice principals emphasized that to have resources one must need to plan SIP making considering its targeted plan since programs cannot stand without financial support. They also believed that when allocating of resources, one must consider the needs in teaching-learning process in planning and implementing school improvement plan (SIP) and announced unforeseen activities to be transparent on budgeted resources. On the contrary, experienced principals practiced outsourcing of budget since not all expenses will be shouldered from the MOOE by tapping of stakeholders and other linkages.

It was also highlighted by Department of Education (2015) that the School Improvement Plan (SIP) is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, will undertake within a period of three consecutive school years. It is anchored to the vision, mission and core values of the Department of Education and ultimately all the activities and plans reflected in the SIP is related to it to improve student learning.

In line with this, Destin (2017) pointed out that one of the main restricting factors of an establishment is its financial capabilities. There can only be a limited budget in things and that not all the desired platforms can be implemented due to this restriction. Thus, the management must make wise decisions in distributing and dispersing the funds. Also, Rees (2017) highlighted that proper allocation is a prerequisite for a correct implementation of programs and projects. Fair and even allocation must be implemented to have balanced and controlled resource dispersion. Every sector must be given the attention that they need. Even at the grassroots level in which things are bound to be simpler, resources must also be shared. Through concentrating and allotting such resource in the basic grassroots level, the management can see a larger impact in the bigger picture. Results also showed that without the budget support from the principal, school would not sustain. However based of the investigation National Association of School Business Management (2016), there are significant efficiency opportunities available to schools that have a higher allotted school budgets. This was also supported on the results of these study that there are allotted budgets for problems in the preminices of the school including the future activities in the school year. Through the identification of guidance, needs and problems of the school, the school heads can easily manage the budget allotted. These factors are the pathways in budgeting the appropriate amount to be used in a said activity. As a matter of fact, Drabek (2018) school heads that focus on how to manage the money intended for the school are more successful in achieving their goal for education that establishes the unity and cooperation that leads the student to learn more and efficiently.

On the other hand, the results indicate that good compositions of committee are those who collaborate with each member of the team. This was supported by the study of Day and Moore (2018) that states that the key factor to have a good plan in an activity or goal is to have a good colleagues that will able to help each other to achieve the common goals in short collaboration within a plan could lead to better outcomes. It also showed that feedbacks, strengthening the coordination of programs and activities and correcting the mistakes of previous activities can establish new system that will be implemented for the good of the outputs that will be predicted in the future. These results are consistent with the study of Clinton (2016) as he said that the future success can be predicted based on the current plans establish and the coordination of each individual made these possible. Continuous improvement is the primary the goal of every institution. Growth must be seen in every successful operation of the said organization. Accordingly, Parsons (2017) stongly believed that in an academic setting such as in schools, a principal together with the various stakeholders and staff must work together to achieve the common goal. However, Drabek (2018) pointed out that coordination is hard to achieve because there are lots of factors that come into play though it is considered as a basic requirement in a good organization. Varying attitudes and perspectives of the people involved can affect the coordination level.

Ultimately, it is advised for the different school stakeholders to set aside differences and to coordinate on the necessary reforms and platforms. An organization that moves in unison is an organization of efficiency. School principal must carefully plan on budgeting since it is hard to allocate funds especially when it is limited. It should be discussed by the stakeholders and subordinates for transparency. Today, principals are also facing challenges in budgetary reductions. Thus, in addition to effective instructional leadership skills, a principal's effectiveness during this new educational era will also require complex knowledge and skills related to organizational culture and management. Also, the school principal must consider the needs of the school and make an equal distribution on the resources since there can be a limited resources. They should carefully plan and make wise decision on that. Principals provide teachers with support and motivation and also resources to be successful in the classroom. Strong organizational leaders are effective in allocating budgets and resources and sustaining positive working climate and learning environments. Lastly, principals must consider the abilities and specialization of the teachers in creating group or committee to utilize the best points of each subordinate.

## **Emerging Theme 2: Organizing**

The practices of principals in managerial communication specifically in organizing functions include identifying and dividing work, tasking assignment and establishing relationship. The methods presented in the results help each principal to do his/her task easily without sacrificing the quality of education. This will enable the school to be a better workplace wherein the

entire teachers within the premise of the school head follow the same commitment, path and goal through good communication with each other.

The findings coincide on the study of Enyia and Orokor (2016) which stated that significant relationship existing between formal communication, affective commitment and continuance commitment that enhance the critical thinking skills of each individual in the workplace to work for the best. In line with this, Lamieri & Mangalaguio (2009) expressed that formal communication is through predefined channels set by organizations. They're generally sent from prime leadership to numerous departments that funnel all the way down to lower level workers. It's backed by structure procedure, and it's necessary to satisfy the goals of the organization. As shown in the results organizing is the way for school heads to maintain a managerial habit. Communication is very important in a group because it allows an individual to speak out the thoughts and ideas to greatly contribute in helping the organization. It gives way towards strengthening the connection that holds the group together.

Moreover, Quintanilla & Wahl (2018) added that communication gives way to strengthening the bonds in between coworkers in the workplace. It is a key for achieving workplace excellence. In the same way, Ferguson (2018) affirmed that communication also builds and strengthens relationships, be it formal or informal. In schools, relationships matter a lot. These connections will serve as a vital bond in reaching the end goals. Contrast between formal and informal relationships is also necessary for not all relationships are productive. Overall, schools must establish effective interpersonal communication so that the way to progress will become much quicker.

Maintaining an effective communication process in education depends on how the principals communicate with teachers, teachers communicate with students, and students communicate with each other. There are and have always been conversations about schools and how they should be managed and lead to achieve good results. Through communication, the principal leads and unifies his or her staff members in the work necessary for academic results and school improvement.

Identifying and Dividing Work. Identifying and dividing work in novice principals involves managerial communication such as place the teacher according to skills for they believed that teacher performs best if s/he has a background on the assigned task. So when novice principals identify members of the committee and set committee per learning areas they make sure that it is based on their coordinatorship and interest in that way they bring out the potential of every teachers.

It was also supported by Day & Moore (2018) that the committee must serve well for the school for it to become a better institution. An active committee is a productive committee that efficient in work. Schools, as spearheaded by the principals must act together and make the committee and staff becomes more participative towards the engagements in the workplace. Such additional effort would prove to be a great asset in improving the school setting. Likewise, Lawson, Durand, Wilcox, Gregory, Schiller & Zuckerman (2017) emphasized that memo and conventions can be done to engage the school committee and staff. These measures can bring out the best in them and let them go beyond their limits in serving the institution. This would also strengthen their communication and information drive about the necessary reforms and abrupt changes in tasks and activities. Ultimately, the partaking of personnel, given the proper measures, delivers positive impacts.

Lastly, in order to become effective principals and a school leader, they should considered the strength and weakpoints of the subordinates and so with the stakeholders in creating committee in order to deliver constructive outcome. It is also best avenue to bring out the best of the individuals. Sending memorandum is the proper way to give order to subordinates for the purpose of legality. The school heads usually do follow-up for checking on the tasks assigned in each member, this is another method that is anchored in the communication. Through this, the principals will be able to see the commitment and expertise of an educator that will allow the head to comment, criticize and give feedback that is useful for improvement.

Tasking Assignment. Tasking assignment was communicated by novice principals through setting deadlines. They assumed that when teachers are aware of the time-frame they can be effective in the committee. They also recognized and appreciated the teachers by giving of certificates, incentives and announced during meetings. On the other side, experienced principals practiced coordinate committee by tapping the coordinators and grade head to check the development of the assigned tasks. They assigned also somebody to lead the group who were an expert or have background on the given report and ask plans, problems even strategies in the group to monitor the process in doing the task.

This is strongly agreed by Liu, Wang, Shang, Li & Zhang (2018) that efficient task assignment brings lots of great positive impacts to the institution. Tasks and works can be easily accomplished through proper task assignment and work distribution. Principals must know about the importance of dispersing such work for it to be achieved in the shortest amount of time. They must also know about the different measures of doing the task assignment which is through memo, direct instruction and meeting. Moreover, Gai, Qiu & Zhao (2018) pointed out that there are also direct ways of task assignments which requires personal and face to face contact. Things like this can ensure quality information and proper relay, but this usually takes a lot of time especially when response is quickly needed in a large organization. On the other hand, Xiao, Wu, Huang, Cheng & Wang, 2017 cited that there are also indirect ways which can be accomplished through technological and digital measures. Phones can be utilized to deliver memos so that meetings and conferences with long preparation times are no longer needed. In the end, it is

up to the principal to choose the correct task assignment method. The principal must ensure the proper relay in the shortest time possible.

Also, Gulam (2014) stated that the task within a workplace can easily be done through verbal communication like memo's and convention facilitated by the heads. In the field of education school heads are the one who initiate these strategies. Effective communication is a key element in every organization of humans all over the world and it is relied upon in ensuring that predetermined outcomes are achieved. The school heads usually do follow-up for checking on the tasks assigned in each member, this is another method that is anchored in the communication. Through this the principals can able to see the commitment and expertise of an educator that will allow the head to comment, criticize and give feedback that is useful for improvement. This was supported by Johnson (2015) on his study about informal and formal communication networks as said in the findings that feedbacks is the factor that gives improvement to an individual because within this factor constructive criticism can able to push an educator to its limit and to bring out the best of it.

The school heads usually do follow-up for checking on the tasks assigned in each member, this is another method that is anchored in the communication. Through this the principals can able to see the commitment and expertise of an educator that will allow the head to comment, criticize and give feedback that is useful for improvement.

**Establishing Relationship.** Managerial communication of both novice and experienced principals specifically in establishing relationship followed the hierarchy of communication. Hierarchies are present in every institution and consider everytime when giving information to give clear and direct action thus being systematic in giving instructions to subordinates also observed. However, experienced principals highlighted the need to discuss information coming from the higher ups handled down to the subordinates for the purpose of informing and updating subordinates on the new system and policies.

The findings show that in the field of education the ideas and strategies involved in each classroom were handed down starting from district supervisor to the principal until it reaches to designated teachers in each school. This is what we call top-down communication approach. According to Lister (2017), top down communication approach emphasizes social control hierarchy and also the organized transfer of knowledge from the best levels within the organization to company's workers and one amongst the advantages of top-down communication is that leadership will use it to judge however well their staff use the communication the corporate provides to them.

Moreover, Beare, Caldwell, & Millikan (2018) highlighted that hierarchies exist in an institution for a reason. Those people situated on the higher portions of the ladder have greater power accompanied with a much greater responsibility. In schools, a principal is the highest authority which can be achieved. They have the obligation of conveying tasks and distributing work among the staff and the authorized personnel. There must be formal mechanisms to link the people from the upper portions and the people from the bottom portions.

In the Department of Education, top-down communication approach can be seen in passing ideas through meetings and conferences done by the committees that include the heads. One of the advantage of this approach is a good output will be achieved in the end of the communication process since the idea is from high-level of educator it is planned well and it was enhanced by different level of authority until it reaches the low level of educators wherein the idea is scrutinize well. As said by Stark (2017), top-down communication allows leadership to manage the flow of data and ensures that every employment level has solely the knowledge necessary to complete relevant tasks. This keeps every employment level targeted and reduces the chance that staff can specialise in details. There must be a proper process in conveying tasks. According to Kiekel, Gorman, & Cooke (2017) that in the school scenario, top-down communication is a proven way of correct information dissemination. This gives way to a work dispersion that is aligned to the goals, values and objectives of the higher-ups. In this kind of communication, the sake of the ones in the bottom of the hierarchy must also be considered. Ultimately, the top-down communication process brings wonders to a school led by an outstanding principal.

In contrast, there is a negative effect of top-down communication to principals' managerial communication. According to Sofo et al. (2012), the principals still rely on the instructions and orders from their superiors in the school districts. As a consequence the principals are not able to take initiatives to make necessary changes they need in order to develop their schools.

Good communication is the crucial component of making goals reachable. The results shows that coordinators handles these task, assignments and instruction through communicating by conducting meeting wherein disseminating of instructions and ideas are done. These allow the flow of communication to strengthen and evaluate the improvement of task. Also, Kinsey (2019) stated that clear communication is communicating with teammates when you are not able to complete your tasks, so the team can come up with solutions before the situation escalates and the team process breaks down that helps in maintaining efficiency under a variety of circumstances and conditions. Indeed, Cain and Haque (2016) emphasized that proper communication boost-up the intellectual behavior and coping up with problems in a workplace because as shown in the result principals acts along and build the committee and workers to increase the engagement within the geographical point. Such further effort would influence be an excellent quality in rising the college setting. Wherein an educational organization's

progress will be set in processes through accomplishments, set of individuals or alternative resources out there to perform those processes, and interaction between them could be a good asset in achieving success.

Alternatively, effective communication processes are some of the reasons why principals can earn trust between themselves and their subordinates in the working place so that changes may occur. The use of proper communication skills by school leaders, communication processes in a school improvement environment are effective in empowering others. Thus, communication is a key to establishing an environment of caring, collaboration, and change in schools and that communication is the foundation of transformational leadership. At this point, principals need to follow the process in communication. This is one way of preventing misleading informations and conflicts among subordinate and stakeholders. The principal sends information to the members of the organization and the partners, and their response influences his/her decisions and behaviour. The quality of the communication channels, formal or informal, depends on the functionality of the communication system.

### **Emerging Theme 3: Instructing**

The managerial communication practices of principals in instructing function include getting agreement, providing feedback, exploring alternatives and getting commitment. Getting agreement includes organize subordinates through coordinatorship, take the lead in implementing the target, tap coordinators in agreeing on tasks and reports, identify potential and assign responsibilities based on specialization. In providing feedback, managerial communications practiced by principals are give direct instructions, conduct request and feedback on the project and feedbacking and evaluation to identify weak and strong points. Exploring alternatives comprises check learning outcomes, having confirmation and post-observation, tap knowledgeable person in taking over, give comments and corrections and conduct informal visit in monitoring. And in getting commitment, principals introduce new trends of education.

The following practices were strongly believed by Gainfort, Latimer-Cheung, Athanasopoulos, Moore, and Ginis (2014), people who are connected interpersonally can be innovative or adopt an innovation compared to those who have less connection. Innovation promotes progress in any organization and body for it scrutinizes ideas and brings it to life for the betterment of all. Furthermore, Lunenberg (2010) believed that communication is very important especially on the administration for its every function or endeavor requires direct and indirect information dissemination. In terms of managerial communication, the administrators communicate with and through other people in order to create stronger work-related relationship. However, Brun, 2010; Summers, 2010 in Lunenberg (2010) implied that communication deeply affects personal and organizational effectiveness in any work-place with the leaders and the subordinates.

As school heads, principals have the great responsibility of nurturing the learners enrolled in their respective institutions as well as monitor the well-being of the teaching staff under their supervision. In order to achieve the targets set by the school, information must be shared through interpersonal means between the concerned individuals. In fact, Rogers (2006) highlighted that interpersonal communication is a unique type of communication since it focuses more on how the receiver receives, encodes, and interprets the message. This means that in this communication model, non-verbal communication is utilized such as gestures, facial expressions, tone, and body language. This non-verbal nuances help the communication process go on smoothly. In line with this, Lennox (2018) revealed that schools hold a lot of information about their learners. It is beneficial for school administrators and their constituents to share this information, with consent of course, to support the welfare of the children under their care and help another school to evaluate and oversee dangers because of a history of student misconduct. This statement highlights how important information exchange is in the context of academic management.

Thus, principals need to enact strategies to improve interpersonal communication when it comes to instruction that could lead to positive work consequences. Effective interpersonal communication is needed for management to develop and sustain a competitive advantage for organizational performance and improvement. Effective communication between leaders and employees is critically important for the potential success of a company. As principals, they have the great responsibility of nurturing the learners enrolled in their respective institutions as well as in monitoring the well-being of the teaching staff under their supervision. In order to achieve the targets set by the school, information must be shared through interpersonal means between the concerned individuals.

**Getting Agreement.** Managerial communication of novice principals on getting agreement organized teachers based on the coordinatorship this is for the welfare of the teachers and easily done of task. They took lead in the implementation of the program in guiding the group to meet the set standard and tapped the coordinators in agreeing task and reports. On the other hand, experienced principals identified potentials in making a committee to so that teachers can do well if work is related to their skills and specialization and they motivated to accomplish the task.

The study of Butchibabu, Sparano-Huiban, Sonenberg & Shah (2016) proved that coordination strategies are the key for effective team communication. Effectiveness of a job can be correlated with proper delegation and coordination of the people leading to better performance. Also, the study of Chen and Aryee (2007) implied that delegation enhances the self-concept of the workers, leading to positive work outcomes. Moreover, Luthans & Youseff (2004) stressed that managers can develop the

willingness to accept delegated task through effective psychological capital strategies such as mastery experiences, vicarious learning, positive feedback and social recognition. Thus, when principals delegate coordinatorship to the committee heads, the work becomes easier and more manageable.

Getting agreement is directly issued from memorandums of schools released by the school heads. Thibodeaux (2019) stated that memorandum is effective tool of communication within the workplace. It was elaborated that the use and benefits of memos can vary widely: Inexpensive to Create, Transparency of Communication, Record of Operations, Less Disruptive than Phone Calls, Fast and Efficient Delivery, and Encourages Critical Thinking. With these agreement will be easier and faster that will promote coordination within the team or group of teachers and staff in the academe. The success of a school is never achieved single-handedly. Although principals may have the greatest responsibility in making sure that all processes in the school continue to work effectively, it does not necessarily mean that the school head should carry all the weight in his shoulders. Work becomes more efficient when responsibility is delegated to other people. Yet, it should be remembered that their skills and qualifications should be considered before delegating coordinatorship with them.

As a result, principals informed all the subordinates through sending memorandum or any means of communication were they can easily perceive information about the tasks that need to be accomplished in getting agreement. Giving of clear instructions and the expected outcome on the coordinatorship will help subordinates understand. Nevertheless, if the manner of getting agreement is vague then work will impede its progress and conflict may arise. Although principals may have the greatest responsibility in making sure that all processes in the school continue to work effectively, it does not necessarily mean that the school head should carry all the weight in his shoulders. Work becomes more efficient when responsibility is delegated to other people and set an agreement. Yet, it should be remembered that their skills and qualifications should be considered before delegating coordinatorship with them.

Providing Feedback. Managerial communication of both types of principals on providing feedback expressed the same practices. They gave direct instruction to subordinates so that clear and accurate instructions were given. They conducted request and feedback on the project to check what are needed and the things to improve and areas to sustain in order for the project to succeed. Feedbacking and evaluation is necessary in implementing of programs and projects.

It was also supported by Lavoie (2019) that principals emphasize the need for transparency and clarity in giving out orders and instruction. Statistics show that managers do not convey goals the way they should since 71% of employees feel that their managers do not communicate objectives in a clear and transparent manner. Correspondingly, companies with higher levels of engagement are observed to have progressive values of productivity. With goal transparency, teacher would know how valuable they are to the school. Principals ensure that teachers, faculty, and staff know what their goals and how they are important in achieving those goals.

As part of the instructional leadership and principal visibility, Whitaker (2012) emphasized the importance of feedbacking from the school heads to the teachers using observational data reflected on various avenues such as memorandums and electronic mails. Direct instruction, on the other hand provide interpersonal communicative evaluation to gain real-time feedback on certain academic and non-academic agenda. Moreover, Smith and Andrews (1989) in Whitaker (2012) identified instructional resource as a strategic interaction conducted by instructional leaders to ensure better achievements within the school. This signifies the importance of principals identifying good teaching and providing feedback for professional growth.

In any case, evaluators and stakeholders regularly evaluate the nature of synergistic elements and the benefits of communitarian structures. Gajda and Koliba (2007) conceived that the use of feedback from stakeholders about their encounters with the assessment procedure has been the driving force behind the decisions about what to change, keep up, or dispose in their respective institutions. This statement highlights the importance of feedback from stakeholders if school administrators want to further improve and commit to focus on achieving the goals they have set.

In maintaining order inside the school, principal must have collaboration as it is needed. Thus effective communication is therefore the transfer of message, followed by feedback, from the receiver to the sender, indicating an understanding of the message. Both principal and teacher must exchange information with regard to the main technical, economic and social problems of the school, to the management techniques and methods that need to be used to increase the efficiency of the activity. Thus, effective communication is needed for management to develop and sustain a competitive advantage for organizational performance and improvement. Leaders need to enact strategies to improve communication that could lead to positive work consequences. Improvements in supervisor-subordinate feedbacking will assist organizations toward the goal of managing diversity by promoting equality and integration in the workplace.

**Exploring Alternatives.** Managerial communications on exploring alternatives includes both novice and experience principals on conducting clinical supervision as an alternative way to mentor teachers and give technical assistance for the purpose of checking the learning outcome of the learners during observations. However, novice principals highlighted pre and post evaluation. But sometimes, novice principals cannot execute this due to overlapping schedule and tapped somebody (either master teacher or grade head) to take over. On the other hand, experienced principals give comments and corrections privately

to assist immediately on teachers needed technical assistance. Also if they are busy, they just take informal visit and just roam around.

In support, Horng, Klasik, and Loeb (2010) stated that the time of effective principals can also be a one-on-one interaction with the faculty and staff. The principal's time use and school effectiveness can be reflected in various means but should be focused in conducting classroom observations. Meanwhile, classroom observations are the basically the basis for clinical supervision. The points to be enhanced or improved and maintained are noted for future purposes. In fact, Falender (2014) discussed clinical supervision as a distinct professional practice and also an alternative in discovering strength and weakpoints of the teachers. This competency-based supervision has gained considerable traction internationally that enhances accountability and is compatible with evidence-based approaches. It can be seen as an explicit identification of knowledge, skills and attitudes comprising each clinical competency, determining specific learning strategies, and monitoring and evaluating the development of those.

With this, Tustin (2019) discovered that in this competency-based era principals tend to monitor the performance of teachers and students to ensure quality education. It defined as the practice of experienced educators in the field coaching young and inexperienced teachers in order to improve their teaching ability. This is practiced by experience and novice principals to help those teachers who have difficulty in teaching their students while maintaining order. To effectively do this, principals conduct formal and informal observations and evaluations. They could casually show up in class and observe the activities without the mentee knowing ahead of time to make sure that the mentee is an effective educator. Lastly, Jordan (2017) pointed that with the use of clinical supervision, many teachers have undergone major improvements in their practice and as a result have seen progress in their students' work and output. It is a process wherein a teacher receives direct and individualized support and coaching to improve the learning process for all students.

As principals practicing managerial communication practices, clinical supervision is an opportunity to develop teaching styles of the teachers especially those who are struggling and also an alternative way to discover strong and weak points of the principals in the teaching-learning process. Principals can provide input that can help in developing learning style. As instructional leaders, they seem to encounter some problems in guiding and monitoring the teachers. As a result, the need for accountability in school leadership has arisen. Clinical supervision is an avenue to discuss vague and confusions with regards teaching-learning process. They can monitor subordinates who need technical assistance. Instructional supports can make a difference in a classroom and it relates to principals' capacity for providing instructional supervision and professional development.

**Getting Commitment.** Getting commitment of both types of principals have the same managerial communications such as introducing new trends in education in order for the teachers to keep updated, send teachers for professional growth and encourage continuing schooling and earned higher degree in education. However, novice principals mentor teachers based on their needs for the betterment of the learners.

In the Philippines, the School-based Learning Action Cell (SLAC), according to the DO 35, s. 2016 is a K-12 Basic Education Program school-based continuing professional development strategy for the development of teaching and learning. Through this policy, the DepEd fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and DepEd's commitment to the development of teachers potential aimed towards their success in the profession. Likewise, this can be done by Department of Education (2016) through the school-based LAC, which primarily functions as a professional learning community for teachers that will help them improve practice and learner achievement. Moreover, Kennedy (2016) emphasized that as a part of professional development, sending teachers to trainings and seminars can enhance effectiveness for the learning outcomes of students and teaching outcomes of educators

According to the results of the study of Boudersa (2016), one of the possible solutions for teaching quality improvement lies on the hands of school heads. Teacher training and professional development programs should be created and introduced by administrators. They also need to make sure that these would be consistent and regular to ensure positive results. In order to mitigate this existing problem in the workplace, principals create an avenue for novice teachers to adapt effective practices from other mature educators by conducting seminars and conferences. Based on the results of the interview, schools in Panabo City provide mentors to help out novice teachers.

Aside from conducting observations that would supervise how teachers would teach their students, principals also strengthen professional growth by facilitating seminars, trainings and learning action cell sessions. Mizell' (2010) book stated that new educators need support for professional growth to take place. When newly-hired teachers have experience problems such as issues in room management, giving-out instruction, test preparation and administration, relationship to parents, and collegial interaction, counterproductive behaviors develop among them when they are left alone to fend for themselves. Among all other existing factors affecting education, Erdam & Koç (2016) discovered teachers have more salient work in ensuring the effectiveness of the teaching process. Teachers' professional development is a subject that directly affects the teaching process. Recent researches on the development of teaching profession validate the importance professional training for better education and better schools programmes

Moreover, as instructional leaders, principals seem to encounter some problems in guiding and monitoring the teachers. Thus, school needs the adequate leadership of principals, otherwise performance of schools will decrease. Therefore the principal has to exercise strong instructional leadership for the success and effectiveness of the school. The schools need only putting the right person in the position but training them on competencies that will enhance and sustain an environment of efficient and effective leadership and management.

#### **Emerging Theme 4: Coordinating**

The managerial communication practices in the coordinating function of principals include fostering communication and creating well-defined roles. For fostering communication, involves disseminate information on activities conducted in school, transparent in all accomplishments, maintain constant communication with the community and encourage involvement of the program. In creating well-defined roles, engage in attending activities in the LGU and ask instructions from the barangay to respond quickly.

This is supported by Bosworth (2016) that school heads, are the ones who do most of the managerial works particularly coordinating stakeholders in their schools, need to maintain the school system as well as upgrade areas that need improvement. All parts and areas must work together harmoniously to achieve the goals set. Since technological advancements have been upgrading information dissemination methods, memorandums in-print would not be the only way that administrators could utilize to spread information among the faculty and staff. Messaging and social networking applications could be utilized to amplify the level of awareness among the involved sectors. According to Warsi (2018), the role of stakeholders is very important in the development of an academic empire. Through regular and constant communication, together with consistency in the school's part, stakeholders would be reminded of their roles and responsibilities to improve the school's performance.

Coordination is always to be dealt with principals. To be able to highlight those requires values-based leadership to become role models to the teachers and even other principals. Warwas (2015) argued that concepts of this values-based leadership signifies the professional practice that will result to coherent purposeful activities of working processes of principals. It was noted by the research of Robertson (2017), that strategies regarding working process of teachers and principals are needed in an effective approach. The benefits that can be acquired from effective and efficient working procedures can be highly beneficial towards the overall context of the academic institution. Ultimately, this implies that the emphasis of working processes can greatly help procedures done by the principal as the head of his or her own organization.

To achieve harmony, all sectors and stakeholders must engage in an open communication with the school administrators since communication maintains strong working relationships and increases productivity. One way to do this is by community engagement. Through technology, information could be sent to the concerned individuals in a moment's notice. No longer will announcements be limited to printed memorandums but they can now reach every person in a tap away. Moreover, community engagement should be a must if school heads aim an ensemble of working processes.

**Fostering Communication.** Managerial communication practices of both novice and experienced principals with regards to fostering communication denotes same practices in disseminating information on activities conducted in school. They have done it through conducting meetings and if it is urgent they send memo and even text messages. However, novice principals emphasized being transparent in all accomplishments of the school by posting in the transparency board and hanging of tarpaulin and maintained constant communication with the community by encouraging internal stakeholders to support activities. On the other side, experienced principals encourage involvement of the stakeholders of the program by creating initiated programs for the parents to exercise their responsibilities in school.

This was highlighted by Anthony (2018), information is very important especially in decision making. However, its essence is based on how information has been disseminated. Accordingly, Thibodeaux (2019) stated that it was discussed earlier that memos are effective instrument used in communicating and promotes transparency of communication. Meetings and conferences, on the other hand, provide big impact for it deals with many reasons such as troubleshoot problems, develop solutions, generate ideas, and make decisions. Also, Lehmann-Willenbrock, Rogelberg, Allen & Kello, (2018) believed that since it is also a site for many organization phenomena such as leadership influence, principals in academic institutions conduct meetings and conferences in order to disseminate information and deal matters within the faculty and staff.

On the other hand, Filmer (2011) highlighted that proper and organized dissemination of information is useful in improving learning outcomes. It can also advance interest in the field since data can shake up the conviction that execution is sufficient, prodding guardians and others to activity. One of the aims of school heads is to attend to the needs of the students, as well as the communities around them. This is evident in the responses of KII4 where community engagement was highlighted in their years as principals. On the other hand, the school heads must be prepared and aware of all the possible negative feedback from the community. KII6 shares that they are prepared for negative criticism since they lack classrooms. However, activities are done regularly to maintain and strengthen the bond between the school, the community, and its stakeholders. This would later on develop into a strong partnership between the school and community. It was supported by U.S. Department of Education (2009) that school leaders can frequently connect with other staff to create better outcomes for the time being. Thus,

whether it might be through text or printed material, it is necessary for stakeholders to be informed about the status of the school and the activities that would enrich community engagement.

Moreover, since governments and administrations have access to vast amounts of information, one way to disseminate it thoroughly is through the use of transparency boards. This is important so that the stakeholder, such as parents in schools, have a visual basis for various information and operations done in an institution (OECD Programme on Public Management and Governance, n.d.). As a result, Gross (2015) cited that school-community partnerships have a salient role in successful schools. This relationship provides support and resources to the staff, family and students needs that will go beyond what is available through school. Reciprocally, communities also have benefits in this relationship including gaining knowledge of the schools' inclusive operations, processes, and culture.

Consequently, community immersion, meeting and conferences are part of the school principals' role in establishing professional learning community in schools. In the research of Balyer, Karatas, and Alci (2015), professional learning communities develops full capacity that improves student's learning at school for it promotes motivation, skills development, learning, positive organizational culture and support mechanisms.

One of the challenging requirements of the principal in the school is to convey communication at the right place at the right time to students, teachers, support staff, parents, and community. It was also found out that effective principals set up and communicate clear information and encourage the school continually towards school's progress. Principals need to provide for systematic communication process with subordinates involving stakeholders regarding the achievement standards and the improvement goals of the school, establish supports and implements activities that in-line with the visions and learning goals of students, develop and uses communication channels with parents to clearly discuss the school objectives. In fact, communication as a means through which the task and the resources needed to carry out an assignment, the roles and duties and the expected results are made known to the subordinates. Principals must encourage participation of stakeholders to build strong linkages. Stakeholder involvement must be maintained to make sure that all goals would be realized. Finally, since government and administrations have access to vast amounts of information, one way to disseminate it thoroughly is through the use of transparency boards. This is important so that the stakeholder, such as parents in schools, have a visual basis for various information and operations done in an institution.

**Creating Well-defined Roles.** Creating well-defined roles of novice principals surfaced managerial communication such as attended activities in the LGU in building strong partnership. They do coordinate with the LGU especially in asking instructions or advise if there are some instances that needs immediate action and the division cannot decide at that moment since they prioritized the welfare of the learners.

It was stated by U.S. Department of Education (2009) that there are two distinct types of stakeholders: the internal which are those who work within the school in a regular basis and the external which foster a solid enthusiasm for school results yet who don't straightforwardly figure out what goes into delivering those results. All stakeholders have their own distinct responsibilities that only they can fulfil. They are bestowed with this great responsibility since schools belong to the families who want their children be educated, the taxpayers whose revenue support the schools, and the businesses who hire the graduates.

Also, Ministry of Education Guyana (2017) believed that stakeholder involvement must be maintained to make sure that all goals would be realized. Constant reminders to stakeholders were done by experienced principals because parents usually forget their responsibility to attend parent-teacher conferences. The parents need to work hand-in-hand with the school and work with training establishments and educational committees as well as prepare materials, financing, and specialized help from partners. Hence, involving all concerned stakeholders in school matters would result to better outcomes.

In addition, communication is very important in every process or procedure. Through strategic communication, every organization can produce positive results and also be an instrument for change. As a result, Abu Naser, Al Shobaki & Ammar (2017) proved that proper communication has done significant impacts on information and internal control in universities and schools. It also plays a large role in getting feedback and the necessary responses. This can greatly help the institution especially in an academic setting where principals are in charge. As stated by Tuytens and Devos (2017), feedback during teacher evaluations can lead to school improvement. Principals would have an easier time in managing his or her vicinity due to the constant communication practices that are happening.

Moreover, community immersion, meeting and conferences are part of the school principals' role in establishing professional learning community in schools. It contributes to increase participation of the community towards school activities and projects. Also, school leaders' roles are essential in adapting culture of change and managing the school to react positively yet critically to the rapid changes. This can create such atmosphere that inspires school members to be actively involved.

## Emerging Theme 5: Controlling

Managerial communication practices of principals in controlling function include measuring actual performance, taking corrective actions and setting performance standard. For measuring actual performance, management communication practices consists of appreciating teachers on successfully accomplishing the task, monitoring outputs and resolving problem immediately and recognizing awards and achievements. Taking corrective actions embraces being consultative and open to suggestion, being democratic and solicit and sum up all decisions to come up with consensus, quickly respond to any problem arises and give final decision to all operation. Moreover, allow teachers to be mentored and to practice peer coaching.

It was reflected by the paper of Welch and Jackson a fresh point of view from which to think about interior correspondence. The Internal Communication Matrix proposed in the above-mentioned study could be utilized to enhance different types of interior situational examinations and as an investigative instrument which might be connected to the vital examination, arranging and assessment of internal communication. The inner corporate correspondence idea offers a focal point through which communicators can think about correspondence technique and strategies. Effective internal communication in controlling is critical for its durable working and guaranteeing straightforwardness over various offices and is important for effective associations as it influences the capacity of key directors to connect with representatives and accomplish destinations.

According to Chmielecki (2015), controlling is influence greatly in managerial work, thus, internal communication practices will eventually lead to the enhancement of organizational performance. In addition, controlling is seen as a knowledge and information delivery that greatly concerns the organization and its existing processes. Finally, Mäkelä (2018) controlling can be identified as a trigger that enables knowledge management and sharing.

In addition, the typical school leader must be a master of many trades with communication skills being near the top of the list. Since the administrator is the educational focal point within the school or local community, he or she must be able to effectively communicate any concerns, ideas, or news within and between the two realms. Effective internal communication of principal is critical for its durable working and guaranteeing straightforwardness over various offices and is important for effective associations thus it influences the capacity of key directors to connect with representatives and accomplish destinations.

**Measuring Actual Performance.** Managerial communication practices of both novice and experienced principals on measuring actual performance of subordinates engrossed in appreciating teachers who successfully accomplished task in time. However, novice principals monitored outputs and suggested solutions if there are some problems along the way to prevent things complicated. Also, experienced principals recognized awards and achievements in working place to encourage support from the stakeholders because of the accomplishment.

In fact, in the study of Leithwood, Aitken, & Jantzi (2001) guaranteed that the status of the execution of understudies and educators would be dynamic, experience principals arrange with various concerned people. This should be possible verbally by really saying it to the concerned people and non-verbally with the utilization of enlightening materials like flyers, flyers, and canvases. Key arranging, responsibility, and rebuilding endeavors frequently compound focused on issues on the grounds that the exact data required for progress is inaccessible. Though verbal and nonverbal communications are different in context, they both possess characteristics to be able to build interaction between people. According to Parikh, Esposito and Searock (2014), Verbal communication because of direct instruction, can significantly improved performance and reduce perceived workload. On the other hand, Phutela (2015) identified nonverbal communication with different types such as body language, hand movement, facial expressions, and eye contact. Also, Walker & Trimboli (2006) pointed out that effective relay of message can be sometimes be made from complex combinations of words and cues, thus verbal and nonverbal channels to communicate thoroughly and present oneself in various ways.

Output monitoring of principals can be expressed using these two major arenas of communication, making monitoring more effective with proper messages being relayed. Output monitoring, as a part of the school's outcomes is under the jurisdiction of school heads. Bohlmark, Gronqvist, and Vlachos (2016) stated that school management of principals comes with the school outcomes by monitoring the school policies, working conditions and even student outcomes. This substantive impact may dictate and characterize management success. With the use of communication, headmasters can be able to interact with the faculty and staff to be able to monitor and observe operations within the school grounds.

In managerial communication, verbal and non-verbal communications help a lot convey meaning. Principals must be aware on this and encourage applying it in communicating people to help in conveying meaning. Although, oral communication is frequently considered to be the most personal, immediate, and influential form of relating information, other means of communication can be extremely valuable. Principals must monitor output given to each committee to ensure that tasks are successfully done and achieve the targeted goal. It helps also in taking actions when problem arises.

**Taking Corrective Actions.** Taking corrective actions of both categories as managerial communication practices includes being consultative and open to any suggestions from the group, being democratic and let subordinates gave their

opinions however decisions of majority were always prevail. Novice principals responded quickly to any problem that may happen and find alternative solution. Experienced principals allowed subordinates involve in meetings and discussions but still they have the final say and the authority in every programs and projects.

It was firmly affirmed by Mitrofan & Bulborea (2013), an efficient workplace often comprised of communication of a manager to its subordinates. This primarily affects the success of failure in an organization. Moreover, Luo, Song, Gebert, Zhang & Feng (2016) emphasized that effective leader communication style will promote staff's or subordinate's commitment in an endeavor within the workplace. This effective manner of management communication of principals to the subordinates can also demonstrate the competence and job and communication satisfaction for both the school head and the faculty and staff. In the research conducted by Steele and Plenty (2014), the subordinates eventually will show communication and satisfaction phenomena due to the interactive nature of supervisor-subordinate relationships.

To be mindful pioneers of their schools, experienced school heads get things done methodically. A portion of their objectives are accomplished through arranging dependent on focused objective. Information becomes useless if not shared. Communication assumes a critical job in data sharing. People cooperating in a similar association need to address each other to keep themselves side by side with the most recent improvements in the association. On the same hand, Juneja (2018) stressed that managerial communication is a capacity which enables supervisors to speak with one another just as with workers inside the association. Lastly, Hanushek & Wößmann (2007) as cited by Dowling (2008) that the accentuation on responsibility through outer testing is driven by the developing acknowledgment that training is a main consideration in monetary improvement and the resulting understanding that it is the nature of training that is most imperative. Through monitoring the tangible and intangible results of learning, principals can decide what to improve or what to change in their system.

To create a positive working environment, principals must open to suggestions and allow corrections if necessary. They can earn respects and trusts from their subordinates. Improvements in supervisor-subordinate communication will assist organizations toward the goal of managing diversity by promoting equality and integration in the workplace. Managerial communication is a capacity which enables supervisors to speak with one another just as with workers inside the association. Through monitoring the tangible and intangible results of learning, principals can decide what to improve or what to change in their system.

**Setting Performance Standard.** Managerial communication practices of both types principals in setting performance standard includes allowing teachers to be mentored especially those who were newly hired and conducted peer tutoring in order to guide teachers who need assistance by their co-teachers and maintain good working relationship in the group.

For teachers to be able to attain professional growth, principals tend to have collegial empowerment aside from sending them off to trainings and seminars. According to Owen (2014), contrived collegiality of leaders may result to collegial learning and professional growth of their subordinates. In this case, novice principals encourage their teachers in their work and share experiences and learnings for the betterment of their teaching performances. As such, Waddell & Dunn (2005) believed that when teachers developed difficulty in acquiring new knowledge, peer coaching offers a solution to this problem by properly facilitating the transfer of, knowledge and skill into classroom teaching strategies. Principals can find various avenues in doing so, may be informal or not. Experienced principals need educators to develop into better teachers that would maintain the mission of instructing and supporting youthful personalities. One approach to encourage this is through the lead of specific workshops and gatherings that plan to improve and build up the aptitudes of instructors. In these exercises, peer instructing seems, by all accounts, to be the successful way of strengthening since instructors adjust new methods from their associates and take in new procedures from them.

In the study of Kohler, Crilley, Shearer, and Good (2012), the educators under observation rolled out couple of improvements or alterations in their instructional methodology amid the underlying standard condition. They concentrated on various parts of their methodology amid peer instructing and made procedural refinements that fit their area of focus. Finally, the educators communicated differing degrees of concern and fulfillment with the development. The implications of these outcomes for advancing educator change and skill in the study hall stresses out the importance of collegial empowerment for progressive teaching outcomes. Finally, peer coaching should always be practiced for there was anecdotal evidence. According to the study of Ford, Downs, McDowell, and Bedford (2018), that coaching of principals to their teachers results to higher confidence in teaching.

As a matter of fact, principals need to recognize the needs of teachers and help them achieve their own performance goals. They also encourage and acknowledge teachers' good work. Highly effective principals have a positive impact on teacher morale, leading to increased teacher effort, which has a positive impact on student performance. Moreover, principals can influence teachers' motivation, including their levels of devotion, sense of efficiency, self-esteem, job achievement and levels of stress. Finally, the educators communicated differing degrees of concern and fulfillment with the development. The implications of these outcomes for advancing educator change and skill in the study hall stresses out the importance of collegial empowerment for progressive teaching outcomes.

## CONCLUSION

Based on the significant findings of the study, the following conclusions are drawn.

As contribution to knowledge, this study explores on managerial communication practices of principals which are organized in each management functions such as planning, organizing, instructing, coordinating and controlling (Fayol, 1916). The findings indicated that whether novice or experienced principals, always consider some factors such as the receiver and the channel when communicating to teachers and stakeholders. Managerial communication can be a great tool for the principals in their administrative leadership. As such, principals took into consideration the proper way of communicating for a successful working relationship. Lastly, this study adds to the existing ideas by divulging the managerial communication practices that help principals in directing school towards development.

As contribution to practice, this study contributes to the DepEd Officials in formulating training design in facilitating training-workshop, programs and activities for principals to enhance managerial communication. Moreover, findings and output of this study would be a great help to school principals in realizing the advocacy and pedagogy in the field and develop their managerial communication practices in school as part of their communicative leadership. Also, it would provide teachers a sense of trust and respect to their principal and his/her managerial communication practices and help to attain goals for the benefit of the students.

## RECOMMENDATIONS

Based on the foregoing results and conclusions, the following are recommended:

As contribution to knowledge, this study recommends that principals should enhance and strengthen managerial communication practices which are organized in each managerial communication (planning, organizing, instructing, coordinating, controlling). Purposely, further research pursuing this topic using quantitative research is highly recommended. Thus, future researchers must develop instrument to describe extent of agreement in the managerial communication practices. In order to test the reliability of the tool, quantitative method will be used. In doing so, findings and interpretations that surfaced that may lead to identifying other managerial practices that that would contribute to the leadership style of principals.

As contribution to practice, this study also recommends that DepEd Officials should develop and facilitate training-workshop to enhance managerial communication practices of principals. Principals must observe effective communication in dealing with teachers and stakeholders in the field to avoid miscommunications and conflicts. By doing so, it will create a positive working environment and establish good human relations. Also, this study promotes that principals should value the partnership and working relationship between school and stakeholders. This would lead to successful managerial administration.

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