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The Effect Of Communication Styles Of School Heads On Communication Satisfaction Among Teachers: On Developing An Interactive Model Of Communication

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Abstract — This study describes the school heads' extent of use of aggressive communication style, assertive communication style, open communication style, and inclusive communication style. This study also describes the teachers' communication satisfaction along personal feedback, supervisor communication, horizontal communication, organizational integration, organizational perspective, communication climate, and media quality. The extent of use of communication styles of school heads were correlated with the level of satisfaction of teachers. Descriptive and correlational analysis were used in the study through the use of survey questionnaires. The respondents of the study were the twenty-two (22) secondary school heads, five hundred seven (507) secondary regular teachers in the first congressional district, schools division of Zamboanga del Norte. Two research instruments were used in this study. One instrument was used to gather information about the profile of school heads and their communication styles. The second instrument was used to determine the communication satisfaction among teachers.
Descriptive analysis were made by classifying the respondent groups according to demographic profile. Correlational analysis were used to determine the relationship between the variables. The statistical methods used to analyze and interpret the results were the frequency, percent, weighted mean, standard deviation, Mann-Whitney U Test, Kruskal-Wallis H Test, and the Spearman Rank-Order Correlation Coefficient. The school heads used several communication styles to effectively lead their teachers. They used aggressive communication style to a very slight extent and assertive communication style to a high extent. The school heads applied open communication style and inclusive communication style to a very high extent. The teachers were much satisfied with the way their school heads communicate in leading them. It can be inferred that the school heads' communication styles used highly affects the teachers' communication satisfaction in all aspects of communication. The present researcher encourages all school heads of the division of Zamboanga del Norte to adopt and implement the newly proposed interactive model of communication to achieve a high level of communication satisfaction among teaching and non-teaching personnel in their learning institutions.

Keywords — Communication, Principals communication styles, Communication satisfaction, and Interactive model of communication.

I. Introduction

Communication is a basic need for human life. It happens every day, everywhere in peoples' lives. People communicate for a variety of reasons one of which is to create common understandings Richard (1998). The world is uninteresting without communication. In the real world even the mute communicates by means of sign language. "Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviors," (Communication," 2013). Furthermore, communication is the transmission of facts, ideas, opinions, attitudes, and feelings that enables humans to develop awareness and to learn Ibrahim & Mahmoud (2017). It is also a process by which meanings are perceived and understanding are reached among human beings. An individual has to communicate to express his feelings, pass on information to the other human beings and share his thoughts and feelings Junega, (2015).

According to Stephen (2011), communication is a critical factor in directing and mobilizing the workforce towards the accomplishments of the organizational goals and objectives. It is a vehicle through which the basic management and administrative functions are carried out. It can therefore be said that without effective communication between and among schools' internal stakeholders, the achievement of goals and objectives of such school could be impossible.

Moreover, communication bridges the gap between individuals and groups through flow of information and understandings between them. Information is the most vital aspect for communication. It is the information which is transmitted, studied, analyzed and interpreted and stored. The school manager therefore has to spare time to collect, analyze and store information for decision-making and routine day to day activity. As an essential thing in organization, communication serves two essential functions. First, it disseminates the information needed by employees to get things done and build relationship of trust and commitment. Second, it also helps to build relationship and facilitates achievement of goals. http://educationportal.com/academy/lesson/workplace-communication-importance-strategies-examples. Further, communication is used in management for getting things done through others. People working the organization must be informed not only about the work assigned to them but communicate everything in the organization. Zibuda, (as cited by Tuazon and Padiernos 2016) expounded, that all organizations must communicate within themselves and with the surroundings, otherwise, organizational goals will never be achieved.

Based on the aforementioned communication styles, undoubtedly, effective communication styles is essential for a school administrator to be successful in the attainment of the school's goals, vision and mission. Others revealed that administrators must avoid aggressive communication style and practices because it did not help the subordinates to have good performance. Instead, practice two-way communication process. Open and democratic or inclusive communication leads to a non-stressful work culture which contributed to the success of the organization. Being assertive empowers individuals to present their ideas without fear. Obviously,

a friendly and caring communication style is associated with higher communication satisfaction among teacher Naypa, Sy, & Coming (2018).

However, in some cases, particularly in the school environment of most schools in the first congressional district of the division of Zamboanga del Norte, as a specific social environment, it is assume that communication within school is both directly and indirectly affected by many factors. Among them, is the school heads communication practices. There are some practices of school heads in terms of communication that has been outdated and prone of increasing conflict. It can absolutely fires up communication dissatisfaction among teachers. Conflict usually arises because teachers cannot adapt this old practices and get tired of it. They will go against it that could make them uncooperative to schools heads plans for the school's improvement. Their work performance is greatly affected because of their communication dissatisfaction. Another is the communication culture, sometimes it came out to be chaotic. Communication styles between teachers and school heads as well, just like communication practices of school heads, some of its communication styles could also developed informal networks, and this grapevine usually becomes a root cause of miscommunication among teachers and school heads. This actually hampers implementation of school programs, projects, and activities. Whenever obstruction had been developed within the work environment or school environment, employees' or teachers' communication satisfaction depletes, so then, it will shake the working relationship between school managers and subordinates and definitely achievement of school goals will be immensely affected.

Therefore, with this above mentioned situation, the researcher believed that it is timely and relevant to pursue this study to provide data with regards to the effect of school heads' communication styles on teachers' communication satisfaction within the first congressional district, division of Zamboanga del Norte.

LITERATURE REVIEW

Communication is valuable for humans. People with communication skills are able to convey their thoughts, knowledge, ideas, etc., effectively to other people. As in all dimensions of social life, in educational organizations, good communication is crucial. For an active, qualified, and productive education, effective communication skills are needed among school managers and teachers, both in the school environment and outside of it. Communication in educational administration includes manager-employee, student –employee, teacher-teacher, and teacher-student relationships.

The exchange of information between people is an essential function of communication. The word communication is derived from the Latin word "Communicare" meaning to share. Communication can therefore be defined as the process of sharing information, ideas, images, attitude, feelings and facts between the source (the sender)) who conveys desired meaning to the

receiver and causes desired response behavior Okotoni & Samuel (2018). It was also defined by Kenya (2011) as the process of transmitting information and common understanding from one person to another. Communication therefore is transmission of information, meaning from one individual or group namely a sender to another known as receiver.

Bisen and Priya (as cited by Bamuhiga and Mziray, 2020) viewed communication as a life blood of an organization purposely to effect change and influence action. Furthermore, Ors (as cited by Schuller, 2020) argued that communication is one of the most important tools for an organization to exchange information, build a network and guarantee a smooth running workflow within a firm or organization. It is at the heart of education. School heads communicate with teachers, and teachers communicate with students and students communicate with each other. (Rowicki, 1999). It actually plays a significant role in informative transmission within organization Cogollo and Viado, (2020). Thus, communication is a powerful tool in a multicultural organization which does not only comprises reciprocity of information but also a collaborative trust and good relationship among employees can be built and maintained.

Downs & Hazen, 1972 & Muchinsky, 1977 (as cited by De la Torre, 2016), discussed employees communication satisfaction with their managers. In early studies on organizational communication, an open communication which is one of the communication style, its described environment and the immediacy in which managers responded to employees' needs were determined to be the most important factors in determining an employee's communication satisfaction at the workplace. Muchinsky, 1977 & Walther, 1988 (as cited by De laToree, 2016) discussed that studies also showed that employees were more satisfied with communication within their organization if they had direct access to their managers when receiving crucial information, and when the organization's communication properties and practices were aligned with employees' expectation. Moreover, the success of every higher education institution is manifested by its quality of teaching, high performance of students, institutional achievements, and continual improvement which are interdependent to the institutional collaborative efforts or interconnection among members of the school community in providing quality control, effective communication and management system (Luza-Tabiolo, 2018).

According to Landry, (2019) in order to become an effective leader you need to excel in communication that can lead to communication satisfaction among employees. She identified eight (8) essential communication skills for leaders that can help enhance subordinates communication satisfaction namely: ability to adapt your communication style, active listening, transparency, clarity, ability to ask open-ended questions, empathy, open body language, receiving and implementing feedback.

In the research of Usadolo, Usadolo & Makwambeni, 2019, elucidated that the leader-member exchange has a direct significant effect on teachers' communication satisfaction and turnover intention as examined in the Vocational colleges in the Eastern Cape Province, South Africa. It was believed that there is a big impact of workplace relationships on teacher's attitudes

and behaviors, especially supervisor-subordinate relationships. It implies that these are related to the management of teachers at vocational education.

Oktora, Asmony, & Sakti (2019) analyzed the influence of the organizational communication climate and communication satisfaction variables on affective commitment. Study showed that 1.) Organizational communication climate has no significant effect on affective commitment. 2.) Communication satisfaction has no significant effect on affective commitment, 3.) Organizational communication climate has a significant effect on job satisfaction.4.) Communication satisfaction has a significant effect on job satisfaction. 5.) Job satisfaction has a significant effect on affective commitment. 6.) Employee job satisfaction can strengthen the influence of organizational communication climate in increasing affective commitment. According to Sherman (2015): "The aggressive communicator puts other down, does not ever think they are wrong, bossy, know-it-all attitude, and does not show appreciation. The assertive communicator operates from choice, action-oriented, firm, fair, and just, consistent, takes appropriate action toward getting what she wants without denying rights of others."

II. Methodology

This chapter presents the research design which was utilized in the study, the research environment, research respondents and sampling, research instrument and validity, the data gathering procedure, and the statistical treatment for the analysis and interpretation of data.

Research Design

The descriptive survey or correlational methods of research was used in the study with the aid of the questionnaire checklist developed by De Vries for communication styles of School Heads and Downs and Hazen for communication satisfaction of teachers that were all used in gathering the data for the study. A correctional analysis was performed to determine the significant relationship between the variables in the study.

Research Environment

School heads good communication styles are factors that contributes teachers' communication satisfaction within a school environment. In this study, the investigation focuses on assessing effect of school heads' communication styles on teachers communication satisfaction that was conducted in the twenty-three (23) public secondary schools within the division of Zamboanga del Norte particularly schools located in the localities of the first Congressional District of Zamboanga del Norte which comprises of Mutia, Pińan. La libertad, Polanco, Rizal, Sibutad, and Sergio Osmeńa.

Research Respondents and Sampling

This endeavor will assess the school heads communication styles and its effect on teachers' communication satisfaction as how they (teachers) are satisfied with communication styles that school heads have been practicing in their workplace. This study focuses on twenty – two (22) secondary school heads and five hundred seven (507) classroom teachers to answer specific questions that will lead to the discussion with regards to the school heads communication styles and communication satisfaction. These number of teachers and school leaders from selected secondary schools within the division of Zamboanga del Norte with their respective schools and number of teaching staff.

Research Procedures

This study executed two ways in achieving its desired output in a specific and prescribed manner. First, data gathering was undertaken by the researcher, all twenty-three (23) secondary schools, five hundred seven (507) secondary school heads and teachers within the first congressional district division of Zamboanga del Norte, was given ample time in answering all questionnaires to prevent from having null answers and hustle. Right after retrieving all questionnaires, data treatment followed to analyze properly all results and come up with important conclusion regarding the study hypothesis.

Gathering of Data

The questionnaire was handed to five hundred thirty (530) respondents namely, five hundred seven (507) classroom teachers who were the school's direct subordinates of the respondent – principal and twenty – two (22) secondary school principals within the twenty – three (23) schools of the first congressional district, schools division of Zamboanga del Norte.

Scoring Procedure

To draw out the responses of the respondents along the status of communication styles of school heads, sixty-three (63) items were developed and distributed in two parts. First presents five items to identify each kind of school heads' communication styles; aggressive, assertive, open, inclusive. Each item was meant to find out the level of practice of the school heads' communication style. The second part is a list of items to measure the level of communication satisfaction among teaching faculty respondents.

To draw out the responses of the teaching faculty respondents in terms of practiced communication styles of school heads of the first congressional district of the division of Zamboanga del Norte, the five point Likert scale format is employed as follows:

5 – Strongly Agree. A rating given to statement when the item described is highly practiced.

4 – Agree. A rating given to statement when the item described is practiced.

3 – Moderately Agree. A rating given to statement when the item described is somewhat practiced.

2 – Disagree. A rating given to statement when the item described is rarely practiced.

1 – Strongly Disagree. A rating given to statement when the item described is not practiced.

Scoring was done by multiplying "highly practiced" by 5; "practiced" by 4; "somewhat practiced" by 3; "rarely practiced by 2; and "not practiced" by 1. Weighted mean was described based on the Study of Antiquina (2012) as cited by Tabiolo, C.D. L. (2016) as follows:

Scale	Range	Description	Interpretation
5	4.21 – 5.00	Strongly Agree	Highly Practiced
4	3.41 – 4.20	Agree	Practiced
3	2.61 – 3.40	Moderately	Somewhat Practiced
2	1.81 – 2.60	Disagree	Rarely Practiced
1	1.00 – 1.80	Strongly Agree	Not Practiced

On the other hand, to draw out the responses of the respondents on the communication satisfaction of the teaching faculty of the first congressional district of the division of Zamboanga del Norte, the five-point Likert Scale format was employed as follows:

5 – Excellent. This is a rating given to indicate very satisfied in school heads' communication style.

4 – Very Satisfactory. This is a rating given to indicate satisfied.

3 – Satisfactory. This is a rating given to statement where provisions are moderately exercised or performed.

2 – Fair. This is a rating given to statement where provisions are exercised or performed below the moderate level.

1 – Poor. This is a rating given to statement where provisions are not exercised or performed.

Scoring was done by multiplying "excellent" by 5; "very satisfactory" by 4; "satisfactory" by 3; "fair" by 2; and "poor" by 1. Weighted mean was described as follows:

Scale	Range of the Mean	Description	Interpretation
5	4.21 – 5.00	Excellent	Very Satisfied
4	3.41 – 4.20	Very Satisfactory	Satisfied
3	2.61 – 3.40	Satisfactory	Moderately Satisfied
2	1.81 – 2.60	Fair	Poorly Satisfied
1	1.00 – 1.80	Poor	Never Satisfied

Statistical Treatment of Data

The following statistical tools were used in the study: frequency, percentage, rank, weighted mean, Mann Whitney – U test, Kruskal-Wallis H Test, and Spearman Rank-Order Correlation Coefficient

III. Results and Discussion

This study describes the school heads' extent of use of aggressive communication style, assertive communication style, open communication style, and inclusive communication style. This study also describes the teachers' communication satisfaction along personal feedback, supervisor communication, horizontal communication, organizational integration, organizational perspective, communication climate, and media quality. The extent of use of communication styles of school heads were correlated with the level of satisfaction of teachers.

The researcher specifically sought answers to the following questions:

1. What is the profile of school heads in terms of

    1.1 age;

    1.2 sex;

    1.3 length of service of school heads; and

    1.4 no. of training attended on Organizational Communication?

2. What are the communication styles used by school heads and to what extent?

3. Is there a significant difference in the extent of communication styles used by school heads when grouped according to profile?

4. What is the level of communication satisfaction of teachers?

5. Is there a significant relationship between the extent of use of communication styles of school heads and the level of communication satisfaction of teachers?

6. What interactive model of communication may be proposed?

Data analysis were made to summarize the data and to discover correlations between the variables used in this study. A survey questionnaire was used to gather data from the respondents for descriptive and inferential analysis. The findings in this study will be used to make a proposed interactive model of communication.

The research used two instruments in this study. One instrument was used to gather information about the profile of school heads. The second instrument was used to determine the communication styles used by school heads and teachers' communication satisfaction.

Descriptive analysis were made by classifying the respondents according to profile and summarized their responses. Correlational analysis were used to determine the relationship between the variables. The statistical methods used to analyze and interpret the results were the frequency, percent, weighted mean, standard deviation, Mann-Whitney U Test, Kruskal-Wallis H Test, and the Spearman Rank-Order Correlation Coefficient.

FINDINGS

The summarized data revealed the following results:

1. **On the profile of school heads**

Twelve (12) or 54.5% of the school heads were 51 years old or over, six (6) or 27.3% were 41 – 50 years old, four (4) or 18.2% were 31 – 40 years old, and no school head was 30 years old or below. Majority of the school heads were at middle age group range (41 – 50 years old and 51 years old or over).

Thirteen (13) or 59.1% of the school heads were males and nine (9) or 40.9% were females. The data shows that there were more male than female school heads who responded in this study.

Nine (9) or 40.9% of the school heads served as a leader for 5 years or below, one (1) or 4.5% served for 6 – 10 years, four (4) or 18.2% served for 11 – 15 years, two (2) or 9.1% served for 16 – 20 years, and six (6) or 27.3% served for 21 years or over. Most of the school heads were new in the position.

Three (3) or 13.6% of the school heads have attended seminars/training on organizational communication for 0 – 2 times and also three (3) or 13.6% of them have attended for 3 – 4 times. Six (6) or 27.3% of the school heads have attended 5 – 6 six, four (4) or 18.2% have attended 7 – 8 times, and six (6) or 27.3% have attended 9 times or more. An aggregate of six (6) or 27.3%

have attended seminars/training on organizational communication for 0 – 4 times showed that many of them were new in the position.

2. On the communication styles used by school heads

The school heads used aggressive communication style to a very slight extent. The school heads used assertive communication style to a high extent. The school heads used open communication style to a very high extent. The school heads used inclusive communication style to a very high extent.

3. On the difference in the extent of use of communication styles of school heads when grouped according to profile

There was a significant difference in the extent of use of communication styles of school heads when grouped according to age. There was a significant difference in the extent of use of assertive and open communication styles of school heads when grouped according to sex. There was no significant difference in the extent of use of assertive and inclusive communication styles of school heads when grouped according to sex. There was a significant difference in the extent of use of communication styles of school heads when grouped according to length of service. There was a significant difference in the extent of use of assertive, open, and inclusive communication styles of school heads when grouped according to number of seminars/training attended in organizational communication. There was no significant difference in the extent of use of aggressive communication style of school heads when grouped according to number of seminars/training attended on organizational communication.

4. On the level of communication satisfaction of teachers

The teachers' level of communication satisfaction along personal feedback, supervision satisfaction, horizontal communication, organizational integration, organizational perspective, communication climate, and media quality were all 'much satisfied'. According to the study of Luza-Tabiolo (2018) it is important to note that faculty commitment would be stronger when it is based on human communication and moral values and also when it has taken place as a result of conscious selection. Because doing affairs under compulsion and imposition work in opposite direction of commitment.

5. On the relationship between the extent of use of communication styles of school heads and level of communication satisfaction of teachers

There was a significant relationship between the extent of use of communication styles of school heads and level of communication satisfaction of teachers.

IV. Conclusion

1. Majority of the school heads in the first congressional district of the division of Zamboanga del Norte belong to the middle age group and many are new in the position;

2. Majority of the school heads avoid the use of aggressive communication styles however applied other basic communication styles like assertive communication style, open communication style, and inclusive communication style to a very high or high extent;

3. The extent of communication styles used by school heads manning the secondary learning institution in the first congressional district of Zamboanaga del Norte vary according to age, length of service, and number of seminars/training attended on organizational communication;

4. The teachers were contented with the communication styles used by their school heads be it aggressive communication style, open communication style, inclusive communication style, and assertive communication style; and,

5. The communication styles used by school heads significantly affects the communication satisfaction of teachers.

V. Recommendations

After a thorough examination of the findings and conclusions, the following recommendations are given to enhance effective leadership communication of secondary school heads in the division of Zamboanga del Norte:

1. School heads of the division of Zamboanga del Norte must adopt and implement this newly proposed interactive model of communication to achieve a high level of communication satisfaction among teaching and non-teaching personnel in their learning institutions.

2. School administrators in the first congressional district of the division of Zamboanga del Norte should sustain the current communication satisfaction of teachers through a constant adaptation of inclusive communication style, open communication style, and assertive communication style.

3. Teachers must practice proper feed backing as an upward communication practices to give off accurate responses needed by the school heads in doing his or her job as managers of the educational environment.

4. Other researchers must look into same variables in broader perspective to validate results of this investigation.

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