

Communication Management Practices of School Heads and Organizational Climate in District I Schools Division of Quezon City: Basis for Sustainable Plan for Positive Change

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ABSTRACT

Effective communication management plays a crucial role in establishing a positive organizational climate and enhancing school performance. This study examined the communication management practices of School Heads and their influence on the organizational climate in District I, Schools Division of Quezon City. Specifically, it assessed communication practices, determined differences in stakeholders' assessments, examined the relationship between communication management and organizational climate, identified communication-related challenges, and developed an intervention program. A descriptive-correlational research design was employed involving supervisors, teachers, and School Parent-Teacher Association (SPTA) officers. Data were analyzed using weighted

mean, Analysis of Variance (ANOVA), and multiple regression analysis. Findings revealed that communication management practices were highly evident, with an overall weighted mean of 4.42, while organizational climate was also rated highly evident, with a composite mean of 4.40. Significant differences were found among respondents' assessments across communication variables. Regression analysis showed a strong positive relationship between communication management and organizational climate ($R = 0.903$, $R^2 = 0.816$), indicating that communication practices significantly influence organizational effectiveness. Work satisfaction and communication emerged as significant predictors, whereas other variables were not statistically significant. Communication-related challenges were moderately encountered, highlighting areas requiring continuous improvement. Based on the findings, a structured intervention program was developed to strengthen clarity, responsiveness, transparency, stakeholder engagement, and leadership communication. The program was evaluated as highly acceptable by the respondents, demonstrating its practicality and potential to enhance organizational climate and administrative effectiveness. The study concludes that effective communication management is a key driver of positive organizational climate and sustainable school improvement.

Keywords: *communication management, organizational climate, school heads, educational leadership, descriptive-correlational research, stakeholder perception, organizational effectiveness, intervention program, school administration, communication practices*

INTRODUCTION

Effective communication management becomes the critical foundation upon which organizational cohesion and effectiveness can be sustained. In the education sector, the role of communication management

becomes that of the “glue” which holds together administrators, teachers, learners, and other parties within the organization towards common objectives. It forms the primary pillar of organizational culture in educational institutions because an excellent organizational climate is achieved through sound communication management.

Communication becomes the essence of any educational institution in terms of information flow, expectations, and policy formation. School administrators or principals become some of the major drivers of communication management within educational institutions. The capacity of these leaders to communicate in a coherent, transparent, and empathic manner greatly determines the organizational climate within the organization. School heads operate as instructional leaders who facilitate administrative efficiency and the creation of a supportive organizational climate that enables teachers to perform their duties effectively and facilitate learner success.

Organizational climate is defined as the collective attitude and experience of members of an organization concerning policies, procedures, and the environment in general. The concept of organizational climate is essential in educational settings as it helps to determine the actions and motivation of teachers, staff, and students. The organizational climate that can be considered positive includes characteristics such as effective communication, mutual respect, cooperation, and good leadership. With ongoing changes in educational environments caused by various factors including developments in technology, it becomes even more vital to explore organizational climates.

While there may be various characteristics of effective leaders that are important, communication management becomes a process whose practices must be structured towards achieving institutional objectives.

Additionally, the identification of communication gaps is another crucial component of effective leadership. Educational administrators should constantly monitor communication strategies within their organizations and identify any areas that may require improvements. They can then devise ways to bridge the identified gaps, thereby improving communication, fostering relationships within the organization, and ultimately creating a conducive school environment.

The role of communication management in effective leadership in education has been extensively researched, the effect of certain communication practices of educational leaders on organizational climate aspects, especially through the eyes of other key stakeholders, such as supervisors, teachers, and SPTA officers, needs to be thoroughly studied. Such research will help in formulating evidence-based strategies for enhancing leadership skills and organizational productivity.

Consequently, the current study seeks to explore the communication management practices of the school heads in District I, Schools Division of Quezon City, Philippines. The study focuses on the communication strategies of the school heads, their effectiveness, and how they influence various aspects of the organizational climate, such as work satisfaction, motivation, professional development, and interpersonal relations. Finally, the study aims to explore the existing communication problems in the school heads' communication practices and formulate an intervention program based on the findings.

Theoretical Framework

The research is based on Transformational Leadership Theory and Distributed Leadership Theory, which offer a solid theoretical basis for exploring how communication management conducted by school heads influences organizational climate.

The first theory postulates that a leader can motivate and encourage their subordinates to perform better through inspiring visions, innovation, and addressing personal needs (Saleem et al., 2020). The application of this theory to the education field shows that school heads who practice transformational leadership contribute to the creation of a conducive environment for enhancing teachers' job satisfaction and professional development. It becomes possible when leaders use effective communication characterized by empathy, clarity, and meaningful purposes to change attitudes and build healthy relationships.

At the same time, the second theory states that leadership should be considered an activity carried out

not by one person but by many members of the organization. Thus, leadership roles are shared between school heads, teachers, and other participants. Concerning the management of communication in schools, this theory supports the approach that communication should happen horizontally, vertically upward, and vertically downward.

Combining both theories will provide an adequate perspective when it comes to analyzing the research. First, transformational leadership addresses the significance of the influence of the school head on the vision and motivational aspect, while distributed leadership talks about communication and collaboration processes that should take place at school. Combining both theories allows for understanding how the communication management process through which the clarity of messages, responsiveness, and proper use of communication channel influence the school atmosphere.

The research is based on relevant legal foundations that speak of school leadership and communication as important aspects of school development in the Philippines. The law known as Republic Act No. 9155, Governance of Basic Education Act of 2001, stresses the importance of school head's work at schools because he/she must ensure quality education by effective leadership and communication. Besides, the Philippine Professional Standards for School Heads (PPSSH) emphasizes such aspects of school leadership as communication, collaboration, and stakeholder engagement.

Anchored on the above theoretical and legal framework, the research is conducted to explore how the communication management strategies adopted by the school administrators affect the climate within District I, Schools Division of Quezon City. Moreover, these theoretical and legal frameworks are used to pinpoint areas where there are communication problems and form the foundation for developing a proposed intervention program.

Conceptual Framework

The study will utilize conceptual paradigm which depicts the study's conceptual framework, which is derived from the idea of Input-Process-Output (IPO) model as shown in Figure 1.

The **Input** contains references such as books, journals/periodicals, theses/dissertation, legal materials, and other online sources; survey results on the communication management practices of the school heads; level of organizational climate; problems encountered by the respondents relative to communication management practices of school heads; acceptability of the proposed intervention program; and respondents of the study.

The **Process** includes the data gathering through survey questionnaire as to assessment on the communication management practices of school heads in terms of content knowledge and pedagogy, learning environment, diversity of learners, clarity of communication, responsiveness and timeliness, consistency and transparency, feedback mechanisms and, use of appropriate channels; assessment on the level of organizational climate as to family relationship and support, work satisfaction, professional satisfaction, motivation, communications, salary/compensation, efficiency and effectiveness at work; assessment on the problems encountered by the respondents; assessment on the acceptability of the proposed intervention program; statistical treatment of data and data analysis.

Finally, the **Output** of the study is the proposed Intervention Program.

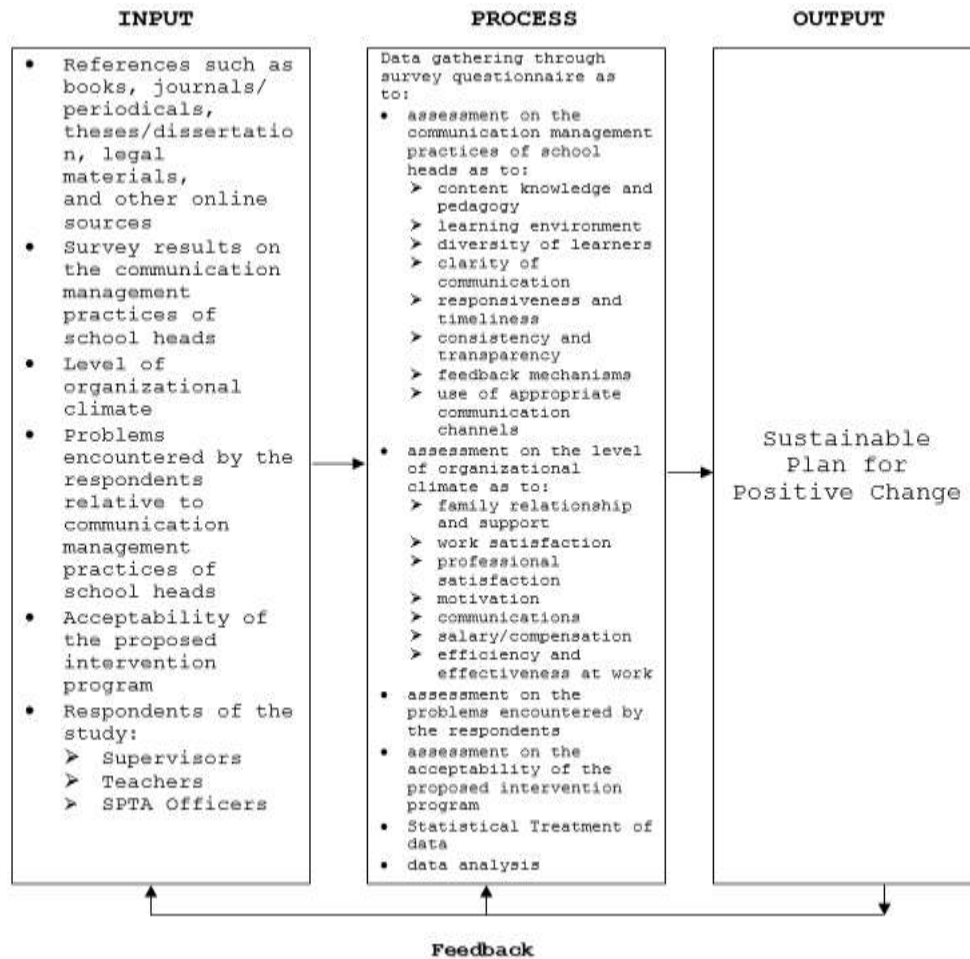


Figure 1. *The Research Paradigm of the Study*

Statement of the Problem

This study aims to determine the Communication Management Practice of School Heads and Organizational Climate in District I, Schools Division of Quezon City as Basis for an Intervention Program.

Specifically, it sought to answer the following sub-problems:

1. How do supervisors, teachers, and SPTA officers assess the communication management practices of School Heads in terms of:

- 1.1 Content Knowledge and Pedagogy;
- 1.2 Learning Environment;
- 1.3 Diversity of Learners;
- 1.4 Clarity of communication;
- 1.5. Responsiveness and timeliness;
- 1.6. Consistency and transparency;
- 1.7. Feedback mechanisms; and
- 1.8. Use of appropriate communication channels;

2. Is there a significant difference in the assessment of the three groups of respondents as to the aforementioned variables?

3. What is the level of organizational climate as to:
 - 3.1. Family relationship and support;
 - 3.2. Work satisfaction;
 - 3.3. Professional satisfaction;
 - 3.4. Motivation;
 - 3.5. Communications;
 - 3.6. Salary/compensation; and
 - 3.7. Efficiency and effectiveness at work
4. Is there a significant relationship between the communication management practices of school heads and organizational climate?
5. What are the problems encountered by the respondents relative to the communication management practices of school heads?
6. Based on the findings, what intervention program may be proposed?
7. How acceptable is the proposed intervention program?

Literature Review

Local Literature

The communication management practices of school administrators are highly important in determining the organizational culture in schools. In the Philippine educational sector, effective communication is important in establishing cooperation, trust, and goal alignment among different individuals involved in the learning process. School heads who adopt an effective communication strategy are bound to create a favorable work environment for both the teachers and learners. As stated by Kantos et al. (2023), ethical leadership complemented by effective communication contributes to the creation of an efficient school identity and responsibility, hence enhancing performance.

Secondly, communication is instrumental in promoting teacher job satisfaction and productivity. The communication management strategies adopted by school heads are very important in creating a sense of value and empowerment among teachers. As a result, they will be highly committed and productive at work. This was pointed out by Hallinger & Heck (2020).

Additionally, communication management plays an important role in the psychological welfare of students. Educational institutions that foster openness and transparency generally have a nurturing environment. According to Wong et al. (2021), pupils who believe there is a positive school climate display more resilience and psychological stability, which emphasizes the significance of communication from the leader regarding the students' experiences.

Moreover, communication management encourages educational inclusiveness and equity. Through the dissemination of information and dialogue, school leaders can ensure congruence between the organization's objectives and activities. Leithwood et al. (2020) highlighted that communication management during transformational leadership positively influences school efficiency and engagement.

Lastly, continuous improvement initiatives necessitate effective communication. Fullan (2020) stated that constant communication builds organizational capability and ensures sustainable school growth. Therefore, communication management practices are important in sustaining a productive organizational climate.

Foreign Literature

Around the world, communication management has been identified as an essential element of good school administration. School principals act as mediators between policy and practice through efficient, effective, and open communication. Communication leads to the reduction of conflicts, misunderstanding, and facilitates agreement among the involved parties. According to Soroño and Quirp (2023), good communication practices play an important role in creating a favorable learning atmosphere and better

teacher effectiveness.

Furthermore, communication fosters a more positive organizational climate through cooperation and collective decision making. By communicating with stakeholders through two-way communication, school leaders foster a culture of trust and inclusiveness. Masudi et al. (2023) suggested that open communication helps build relationships and aligns with organizational objectives.

Communication plays an instrumental part in instructional leadership. Leaders who communicate effectively enhance instructional leadership through their ability to develop appropriate strategies. Liu and Hallinger (2022) argued that instructional leadership contributes significantly towards teacher development and organizational effectiveness.

In the same way, communication becomes an important consideration in transforming people through transformational leadership. According to (Sliwka et al., 2023) transformational leaders engage in communicative activities such as sharing vision, innovating, and fostering organizational commitment.

Leadership is also extended to commitment among teachers, one of its important dimensions, which indicates measures of quality in instruction and student outcomes. Committed teachers tend to stay in their positions, participate in professional learning, and give their best in classrooms. Leadership practices that acknowledge and support teacher efforts contribute to such commitment. In addition, teachers tend to implement improved practices when they really perceive their efforts valued and their voices heard (Castro & Jimenez, 2022).

School leadership and families are important in sustaining a positive organizational climate. According to Ovaningsih et al. (2023), communication and organizational climate have a significant relationship with parental involvement in education, leading to improved family engagement through strong communication by heads. On the other hand, it emphasizes advocacy for family engagement and the community as immeasurable measures in establishing and sustaining a positive school climate through the active involvement of schools in the framework of valuing input and culture specific to families. From the above discussion, it is clear that communication management practices would help in creating a lot of exciting things in the school-family relation, which would then bring about a friendly school environment in return.

Local Studies

From the local studies, communication management techniques from school heads contribute immensely towards shaping organizational climate. Communication is critical in bringing together school objectives and encouraging cooperation between all the stakeholders. According to Castro & Jimenez (2022), good communication creates trust and reduces conflicts in schools.

Moreover, communication practices determine the motivation levels and job satisfaction of teachers. Sulastry et al. (2023) indicated that teachers who get precise directions and immediate feedback tend to perform excellently due to increased motivation levels.

Communication strategies contribute towards quality instruction delivery in schools. As argued by Mofoka & Mokhampanyane (2024), school heads with good communication skills can improve teachers' performances and learning outcomes for their students.

Furthermore, transformational leadership styles encourage collaboration and innovations within schools. Osman & Alias (2023) found out that school leaders who communicate visions and motivate all the stakeholders ensure adaptive and resilient learning environments.

Additionally, communication strategies promote shared leadership and participation in decision-making processes. In line with this, Castro & Jimenez (2022) highlighted that good communication encourages organizational transparency and team spirit.

Transformational leadership helps education leaders create effective professional learning communities among teachers, where collaboration, reflection, and sharing of strategies will enhance student learning. Professional learning communities encourage shared goals, accountability, and positive school culture. Teacher participation enhances teacher-student relationship, which in turn improves student performance (Mardhani et al., 2023).

On the other hand, instructional leadership faces several challenges due to the complexity of the educational environment. This challenge is overcome through transformational leadership, where educators are motivated towards working towards the school's mission. Improved communication builds trust, thus reducing any resistance during the reform process (Mofoka & Mokhampanyane, 2024).

In general, the local studies indicate that communication management techniques play a fundamental role in shaping organizational climates through cooperation and professional development.

Foreign Studies

Foreign research also proves the connection between communication management and organizational climate. Efficient leadership communication creates the conditions for cooperation, trust, and joint responsibility. Heenan et al. (2023) revealed that transformational leadership positively affected teacher satisfaction and organizational climate.

Effective communication management also develops PLCs. According to Osman and Alias (2023), communication promotes cooperation and continuous professional development of teachers.

Another concept of leadership, shared leadership, also results in an efficient organizational climate. Grant (2022) stated that shared leadership contributed to efficient communication and inclusiveness of schools.

The participatory leadership style based on communication also helps develop efficient organizational climate. Specifically, Adams et al. (2021) showed that collaborative decision-making promoted teachers' commitment to schools.

Efficient communication is necessary in difficult situations, such as crises. As noted by Netolicky (2020), adaptive communication strategies help maintain stable conditions in challenging circumstances.

Finally, communication management is vital for the well-being and performance of teachers. Gurr et al. (2020) revealed that efficient communication increased teachers' motivation.

Synthesis

Both foreign and local literature have found that the management of communication practices by principals is critical in the formation of organizational climate. It is clear from all these resources that clarity, responsiveness, transparency, and feedback are important parts of good communication practices.

In addition, from the available literature, it is evident that better communication practices are associated with more satisfied, motivated, and high-performing teachers. All these qualities will create a good organizational climate.

On the other hand, there is a clear indication from the literature on the importance of certain types of leadership, such as instructional and transformational leadership, in improving communication practices in schools. These leadership styles depend greatly on communication for effective functioning.

Finally, both foreign and local literature have indicated that communication is a process that not only influences teachers but students and parents as well.

Still, there are still some deficiencies in the continuous application of these communication strategies, especially in relation to timeliness, transparency, and feedback methods. It is through these deficiencies that the need for an intervention program becomes evident.

This research will try to fill these deficiencies by investigating the communication management strategies used by school heads in relation to their organizational climate in the District I Schools Division of Quezon City. The results will be used to formulate an intervention program designed to improve communication strategies and school climate.

METHODS

Research Design

The research will adopt the descriptive-correlational research design to explore the communication management practices of school heads as well as the extent of the organizational climate of District I, Schools Division of Quezon City, as the foundation for developing an intervention program.

Descriptive research is defined as a scientific approach that involves describing the traits, behaviors, and circumstances of a certain population or phenomenon. As per Pritha Bhandari (2023), it aims to answer inquiries concerning what, who, where, and how using systematic data gathering techniques like questionnaires, interviews, observations, and archival research. For this investigation, the descriptive framework will be utilized in order to evaluate the extent of communication management practices of school heads based on different dimensions including content knowledge and pedagogy, learning environment, diversity of learners, communication clarity, responsiveness, consistency, feedback systems, and communication channels. This framework will also be utilized to evaluate the extent of organizational climate in terms of interpersonal relations, job satisfaction, motivation, communication, compensation, and work productivity.

To supplement this, the research was adopt the use of the correlational method in establishing the extent of relationship between communication management practices and organizational climate.

Moreover, the comparative aspect will also be considered to identify if there are any differences in the evaluations of the supervisors, teachers, and SPTA officials concerning the communication management practices of the school heads.

The data gathering process will involve the use of a valid and reliable questionnaire to be answered by the selected respondents. Frequency, percentage, weighted mean, and standard deviation will be used in describing the data, while ANOVA will be applied in testing the difference among the groups. The Pearson correlation coefficient will be employed in assessing the relationship between variables.

The results obtained from the study will form the foundation in developing an intervention program that is responsive to the specific context being considered. The intervention program will then be tested based on its acceptability among the respondents.

Population and Sampling

The total population of the respondents were composed of 822 teachers, 100 SPTA Officers, and 3 supervisors. Upon using the slovin's formula and stratified sampling, the respondents of the study shall comprise of 352 individuals, comprising of 3 school supervisors, 269 teachers, and 80 SPTA officers, all belonging to District I, Schools Division of Quezon City. The selected individuals will serve as representatives for the respondents because they are very instrumental in the evaluation of the school heads' communication management practices and in determining the organizational climate in schools.

Purposive sampling is the sampling strategy to be used in selecting school supervisors. Purposive sampling, also known as judgmental sampling, is a type of non-probability sampling wherein the researchers select participants based on certain traits that make them appropriate for the research. In this particular case, it can be noted that the school supervisors have very important roles in evaluating the performance of school heads; therefore, they would make appropriate respondents for the survey.

On the other hand, the teachers and SPTA officers will be selected using stratified sampling. Stratified Sampling This is one of the forms of probability sampling where the population is categorized into different groups referred to as strata to ensure that all significant subpopulations are sampled equally and accurately. The grouping may be based on factors like supervisors, SPTA Officers, and Teachers. In the paper "Sampling Techniques for Quantitative Research," Sharma (2021) has elaborated on the concept of stratified sampling as a viable technique for achieving data representativeness within quantitative research. According to the author, when the researcher divides the population into various subgroups to ensure their homogeneity, it is easier to have these segments proportionately represented in the research process. Stratified sampling appears

to be very effective in the field of education and sociology.

The study will focus on the schools found in District I, Schools Division of Quezon City. The Division of Schools of Quezon City is part of the Department of Education. There are many public schools in this division ranging from public elementary schools to public secondary schools.

This district is comprised of various demographics in terms of students, teachers, and other parties interested in the educational sector like the administrators, supervisors, SPTA officers, and others. Moreover, the schools in District I have differing organizational climates and modes of communication, making this area a perfect venue to conduct research.

Table 1. *Population and Sample*

Respondents	N	N	%
Supervisors	3	3	10.00
Teachers	822	269	32.73
SPTA Officers	100	80	80.00
Total	925	352	38.05

Table 1 presents the population and sample distribution of the respondents in the study. The total population consists of 925 respondents, of which 352 were selected as the sample, representing 38.05% of the total population.

Among the groups, all 3 supervisors were included in the sample, representing 10.00 percent of the total population. For teachers, 269 out of 822 were selected, accounting for 32.73 percent. Meanwhile, 80 out of 100 SPTA officers were included, representing 80.00 percent of their group.

This indicates that the study utilized a proportionate representation of respondents, with full participation of supervisors and a substantial inclusion of teachers and SPTA officers, ensuring adequate data for analysis and reliable results.

Table 2. *Respondents by School*

School	Supervisor			Teachers			SPTA Officers			Total		
	(N)	(n)	(%)	(N)	(n)	(%)	(N)	(n)	(%)	(N)	(n)	(%)
Balingasa High School	—	—	—	62	20	32.26	10	8	80.00	72	28	38.89
Ernesto Rondon High School	—	—	—	70	23	32.86	10	8	80.00	80	31	38.75
E. Rodriguez Jr. High School	—	—	—	120	39	32.50	10	8	80.00	130	47	36.15
Judge Juan Luna High School	—	—	—	83	27	32.53	10	8	80.00	93	35	37.63
Masambong High School	—	—	—	47	15	31.91	10	8	80.00	57	23	40.35
Pugad Lawin High School	—	—	—	59	19	32.20	10	8	80.00	69	27	39.13
Quezon City Science High School	3	3	100.00	94	31	32.98	10	8	80.00	107	42	39.25
San Jose High School	—	—	—	26	9	34.62	10	8	80.00	36	17	47.22
San Francisco High School	—	—	—	205	68	33.17	10	8	80.00	215	76	35.35
Sergio Osmeña High School	—	—	—	56	18	32.14	10	8	80.00	66	26	39.39
Total	3	3	100.00	822	269	32.73	100	80	80.00	925	352	38.05

Table 2 presents the distribution of respondents by school, including supervisors, teachers, and SPTA officers. The study involved 10 public high schools under the Schools Division of Quezon City, with a total population of 925 respondents and a sample size of 352 or 38.05 percent of the total population.

All 3 supervisors (100 percent) were included in the study, representing full participation across all schools. For teachers, 269 out of 822 were selected, with each school contributing approximately 31.91 percent to 34.62 percent of their respective teacher populations. Meanwhile, 80 SPTA officers were included, representing 80 percent of the total SPTA population, with equal representation of 8 respondents per school.

This distribution shows that respondents were proportionately and systematically selected across all schools, ensuring balanced representation of stakeholders. It further indicates that the study gathered data from a wide range of school contexts, strengthening the reliability and generalizability of the findings.

Respondents of the study

The supervisors, teachers, and SPTA Officers from District I Schools Division of Quezon City was the respondents of the study. They were described according to their classification in terms of age, sex, civil status, educational attainment and number of years in service as presented in the following tables:

Table 3 presents the respondents' age distribution among supervisors, teachers, and SPTA officers. The total sample

Table 3. *Respondents as to Age*

Age	Supervisors		Teachers		SPTA Officers		Total	
	F	%	F	%	F	%	f	%
51 years old and above	1	33.33	17	6.32	11	13.75	29	8.24
46-50 years old			64	23.79	12	15.00	76	21.59
41-45 years old			31	11.52	14	17.50	45	12.78
36-40 years old	1	33.33	43	15.99	12	15.00	56	15.91
31-35 years old	1	33.33	42	15.61	10	12.50	53	15.06
26-30 years old		100	51	18.96	11	13.75	62	17.61
25 years old and below			21	7.81	10	12.50	31	8.81
Total	3		269	100	80	100	352	100

consists of 352 respondents, representing 100% of the study participants.

For supervisors, all three respondents are evenly distributed across the age categories of 51 years old and above, 46–50 years old, and 41–45 years old, each accounting for 33.33 percent. For teachers, the largest group belongs to 46–50 years old (23.79 percent), followed by 26–30 years old (18.96 percent), while the smallest group is 25 years old and below (7.81 percent). For SPTA officers, the highest proportion falls under 41–45 years old (17.50 percent), while the lowest is 31–35 years old (12.50 percent).

Overall, the data indicate that respondents are distributed across a wide range of age groups, with a concentration in middle to late career stages, particularly among teachers and SPTA officers. This suggests that the study reflects the perspectives of experienced personnel, contributing to the depth and reliability of the findings.

Table 4. *Respondents as to Sex*

Sex	Supervisors		Teachers		SPTA Officers		Total	
	F	%	f	%	F	%	f	%
Male	1	33.33	114	42.38	32	40.00	147	41.76
Female	2	66.67	155	57.62	48	60.00	205	58.24
Total	3	100	269	100	80	100	352	100

Table 4 presents the distribution of respondents as to sex among supervisors, teachers, and SPTA officers. The percent total sample consists of 352 respondents, representing 100 of the study participants.

Among supervisors, 66.67 percent are female, while 33.33 percent are male. For teachers, the majority are female (57.62 percent), while 42.38 percent are male. Likewise, among SPTA officers, 60.00 percent are female, and 40.00 percent are male.

Overall, the data indicate that female respondents outnumber male respondents across all groups. This

suggests that the study is predominantly represented by female personnel, reflecting the general gender distribution in the educational setting.

Table 5 presents the distribution of respondents as to civil status among supervisors, teachers, and SPTA officers. The total sample consists of 352 respondents, representing 100 percent of the study participants.

Table 5. *Respondents as to Civil Status*

Civil Status	Supervisors		Teachers		SPTA Officers		Total	
	F	%	f	%	F	%	f	%
Single	2	66.67	68	25.28	20	25.00	90	25.57
Married	1	33.33	151	56.13	56	70.00	208	59.09
Widow/Widower		100	50	18.59	4	5.00	54	15.34
Total	3		269	100	80	100	352	100

Among supervisors, 66.67 percent are single, while 33.33 percent are married. For teachers, the majority are married (56.13 percent), followed by single (25.28 percent), and widow/widower (18.59 percent). Among SPTA officers, most are married (70.00 percent), while 25.00 percent are single and 5.00 percent are widows/widowers.

Overall, the data indicate that most respondents are married across the three groups. This suggests that the study is largely composed of individuals with family responsibilities, which may influence their perspectives and experiences in the educational setting.

Table 6 presents the distribution of respondents as to the highest educational attainment among supervisors, teachers, and SPTA officers. The total sample consists of 352 respondents, representing 100 percent of the study participants.

Table 6. *Respondents as to Highest Educational Attainment*

Educational Attainment	Supervisors		Teachers		SPTA Officers		Total	
	F	%	f	%	F	%	f	%
Doctorate Degree								
With a Doctorate Units			18	6.69			18	5.11
Master's Degree	1	33.33	51	18.96	6	7.50	58	16.48
With Master's Units	1	33.33	99	36.80	18	22.50	118	33.52
Bachelor's Degree	1	33.33	101	37.55	56	70.00	158	44.89
Total	3	100	269	100	80	100	352	100

Among supervisors, the distribution is evenly divided, with 33.33 percent each having a doctorate degree, a master's degree, and a master's degree. For teachers, the largest group has bachelor's degrees (37.55 percent), followed by master's degrees (36.80 percent), with smaller proportions having master's units (18.96 percent) and doctorate-level education (6.69 percent). Among SPTA officers, most are bachelor's degree holders (70.00 percent), while 22.50 percent have master's degrees and 7.50 percent have master's degrees.

Overall, the data show that most respondents are highly educated, particularly at the bachelor's and master's levels. This indicates that the study is composed of academically qualified participants, which enhances the credibility and reliability of the responses gathered.

Table 7. Respondents as to Number of Years in Service

Number of Years in Service	Supervisors		Teachers		SPTA Officers		Total	
	F	%	f	%	F	%	f	%
36 years and above	1	33.33	6	2.23			7	1.99
31-35 years			22	8.18			22	6.25
26-30 years			18	6.69			18	5.11
21-25 years			33	12.27	10	12.50	43	12.22
16-20 years			36	13.38	8	10.00	44	12.50
11-15 years	2	66.67	39	14.50	12	15.00	53	15.06
6-10 years	3	100	49	18.22	14	17.50	63	17.90
5 years below			66	24.54	36	45.00	102	28.98
Total			269	100	80	100	352	100

Table 7 presents the distribution of respondents as to the number of years in service among supervisors, teachers, and SPTA officers. The total sample consists of 352 respondents, representing 100% of the study participants.

Among supervisors, 66.67 percent have been in service for 11–15 years while 33.33 percent have served for 36 years and above. For teachers, the highest proportion belongs to those with 5 years and below (24.54 percent), followed by 6–10 years (18.22 percent), while the lowest is 31–35 years (8.18 percent). Among SPTA officers, most have 5 years or less of service (28.98 percent), while the smallest group is 26–30 years (5.11 percent).

Overall, the data show that supervisors are generally highly experienced, while teachers and SPTA officers are distributed across both early and mid-level years of service. This indicates a diverse range of professional experience among respondents, contributing to a broad perspective in the study.

Research Instrument

Survey Questionnaire. It was specifically designed to provide useful information in relation to the research objectives and goals. The design and development of this instrument involved the item generation from the research variables, the advice and recommendation from the research adviser, and the validation of the instrument conducted by experts.

To establish the validity of content of the survey questionnaire, the tool was validated by three different experts in the field of educational management, research methodology, and communication. All their comments and suggestions were integrated into the questionnaire. This is done to make sure that all the items have good content validity and can properly measure what they are supposed to measure.

The questionnaire was first tested among a pilot sample prior to its use for the actual data gathering. Pilot testing was done to identify ambiguous questions and to gauge the estimated time needed for completing the entire survey tool.

The instrument was tested through statistical analysis to measure its reliability based on the results gathered from the pilot test. Cronbach's alpha coefficient will be used to check the internal consistency of the tool. The researcher will accept a reliability coefficient of 0.70 or above, which indicates that the instrument can be relied upon to measure the variables in the study.

Below are the parts included in the final questionnaire.

Part I. Profile of the Respondents

This part of the questionnaire collects demographic data such as the age, sex, civil status, educational attainment, and length of service of the respondents.

Part II. Assessment on the Communication Management Practices of School Heads

This part of the questionnaire measures the perception of the respondents on how school heads communicate their content knowledge and pedagogical skills, learning environment, diversity of the learners, clarity of communication, responsiveness and timeliness, consistency and transparency, feedback, and appropriateness of communication channel.

Part III. Assessment on the Organizational Climate

This part of the questionnaire measures the degree of organizational climate in terms of family relations, job satisfaction, professional satisfaction, motivation, communication, salary/ compensation, and efficiency/ effectiveness in performing work.

Part IV. Assessment on the Problems Encountered by the Respondents

This portion highlights the problems faced by the respondents regarding the communication management system of school principals.

Part V. Assessment on the Acceptability of the Proposed Intervention Program.

This portion analyzes the degree of acceptability of the suggested intervention program considering the results of the research.

Data Gathering Procedures

The following steps were undertaken in gathering the needed data in the study.

1. Approval was sought from the office of the Schools Division Superintendent and the school heads in the School Division of Quezon City.
2. After the approval, the survey questionnaire was distributed to the selected respondents, with some conducted face to face and others administered through an online platform via Google Forms.
3. Retrieved the survey questionnaires, sorted, and tallied the data gathered.
4. Subjected the gathered data to statistical measurement, interpretation and analysis.
5. Presented the data in textual and tabular form to ensure quality and comprehensive.

Statistical Treatment of Data

The collected data were meticulously arranged, tabulated, analyzed, and interpreted in relation to the issues addressed by the study. Statistical techniques were utilized to guarantee precision, objectivity, and valid interpretation of findings.

The following was utilized in the statistical treatment of data:

1. **Percentage.** The use of percentage was employed to define the demographic composition of the respondents based on their age, gender, civil status, level of education, and years of service. Percentage is the ratio of the respondents' composition in a particular category out of the total respondents.
2. **Weighted Mean.** This is defined as a means where each observation is weighted according to its relative importance, with the weight reflecting the varying levels of significance of the different data points (Newbold, et al. 2019). This will be used to answer sub-problem numbers 1,3,5 & 7.

$$\text{Formula: } WM = \frac{\sum (W_1f_1 + W_2f_2 \dots + W_nf_n)}{N}$$

Where:

WM= Weighted Mean
f1= frequency of first cell
W1= weight of first cell
f2= frequency of second cell
W2= weight of second cell
N= number of cases

Five-Point Likert Scale. The five-point Likert scale was utilized for gauging the agreement level or perception of the respondents. The use of Likert scales in research on education and society is common practice (Likert, 1932). The legend presented will be used as follows:

2.1 Assessment on the Communication Management Practices of School Heads in District I, Schools Division of Quezon City.

Scale	Range	Verbal Interpretation	Symbol
5	4.20 – 5.00	Highly Evident	HE
4	3.40 – 4.19	Evident	E
3	2.60 – 3.39	Moderately Evident	ME
2	1.80 – 2.59	Least Evident	LE
1	1.00 – 1.79	Not Evident	NE

2.2 Assessment on the Level of Organizational Climate.

Scale	Range	Verbal Interpretation	Symbol
5	4.20 – 5.00	Highly Evident	HE
4	3.40 – 4.19	Evident	E
3	2.60 – 3.39	Moderately Evident	ME
2	1.80 – 2.59	Least Evident	LE
1	1.00 – 1.79	Not Evident	NE

2.3 Assessment on the Problems Encountered

Scale	Range	Verbal Interpretation	Symbol
5	4.20 – 5.00	Highly Encountered	HE
4	3.40 – 4.19	Encountered	E
3	2.60 – 3.39	Moderately Encountered	ME
2	1.80 – 2.59	Least Encountered	LE
1	1.00 – 1.79	Not Encountered	NE

2.4 Assessment on the Acceptability of the Proposed Intervention Program.

Scale	Range	Verbal Interpretation	Symbol
5	4.20 – 5.00	Highly Acceptable	HA
4	3.40 – 4.19	Acceptable	A
3	2.60 – 3.39	Moderately Acceptable	MA
2	1.80 – 2.59	Least Acceptable	LA
1	1.00 – 1.79	Not Acceptable	NA

3. Analysis of Variance (ANOVA). The Analysis of Variance (ANOVA) was applied to establish whether there are any statistically significant differences in the judgments of supervisors, teachers, and SPTA members. ANOVA (Analysis of Variance) is a statistical method that can be used to see if there are any significant differences between the means of three or more groups. ANOVA does this by comparing the differences between group means against the differences within groups to see if any differences are significant or not. ANOVA refers to a set of techniques which can be used for the analysis of data obtained from at least three different independent groups by comparing their means (Peck, Olsen, & Devore, 2019). According to Kalemis (2022) in his research work “Anova Regression Correlation Analysis: A Portfolio of Work in Statistical Techniques with SPSS”, ANOVA is a vital statistical tool that is used to examine complicated data sets. This was used to answer sub-problem number 2.

$$\text{Formula: } F = \frac{MSB}{MSW}$$

Where: MSB= Mean Square Between
 MSW= Mean Square Within

4. Slovin's Formula. It is used to calculate the minimum sample size needed to estimate a statistic based on an acceptable margin of error.

Slovin's Formula is calculated as:

$$n = N/(1+Ne^2)$$

Where:

n = sample size needed

N = population size

E = Acceptable margin of error

5. Pearson r. It is a measure of the strength of the linear relationship between two variables that have been measured on interval or ratio scale. It can only be used to measure the relationship between two variables which determine whether there was a significant relationship between the Communication Management Practices of School Heads and Organizational Climate (Mu & Zhang, 2018). Pearson's r was described as among the most common tools in statistics employed to analyze correlation between two variables by Chee (2023) in "Pearson's Product-Moment Correlation: Sample Analysis". This was used to answer sub-problem number 4.

Guide in Interpreting Coefficient Correlation
$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Range	Verbal Interpretation	Symbol
1.00	Perfect Correlation	PC
0.80 - 0.99	Very Strong Correlation	VSC
0.60 - 0.79	Strong Correlation	SC
0.40 - 0.59	Moderate Correlation	MC
0.20 - 0.39	Weak Correlation	WC
0.01 - 0.19	Negligible Correlation	NC

RESULTS AND DISCUSSION

Subproblem No. 1. How do supervisors, teachers, and SPTA officers assess the communication management practices of School Heads?

Content Knowledge and Pedagogy

Table 8 presents the assessment on the content knowledge and pedagogy in the communication management practices of School Heads, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.53, 4.29, and 4.78. Generally, the respondents assessed the content knowledge and pedagogy in the communication management practices of School Heads as highly evident.

Broadly, the highest-rated indicator is "The school head communicates academic priorities clearly" (4.64, Rank 1), followed by "The school head provides regular updates on curriculum changes and instructional strategies to ensure all staff are informed and aligned" (4.60, Rank 2), and "Instructional

concerns are addressed using pedagogical understanding” (4.54, Rank 3). This is succeeded by “The school head facilitates discussions on best practices in teaching and learning, encouraging collaboration and sharing of innovative instructional approaches among staff” (4.46, Rank 4) and “Professional development opportunities are communicated effectively, focusing on enhancing teachers' content knowledge and pedagogical skills” (4.44, Rank 5).

Table 8. *Assessment on the Content Knowledge and Pedagogy*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The school head communicates academic priorities clearly.	4.67	HE	4.35	HE	4.89	HE	4.64	HE	1
2. Instructional concerns are addressed using pedagogical understanding.	4.67	HE	4.29	HE	4.67	HE	4.54	HE	3
3. Professional development opportunities are communicated effectively, focusing on enhancing teachers' content knowledge and pedagogical skills.	4.33	HE	4.32	HE	4.67	HE	4.44	HE	5
4. The school head provides regular updates on curriculum changes and instructional strategies to ensure all staff are informed and aligned.	4.67	HE	4.23	HE	4.89	HE	4.60	HE	2
5. The school head facilitates discussions on best practices in teaching and learning, encouraging collaboration and sharing of innovative instructional approaches among staff.	4.33	HE	4.27	HE	4.78	HE	4.46	HE	4
Overall Weighted Mean	4.53	HE	4.29	HE	4.78	HE	4.53	HE	

Option	Range	Interpretation
5	4.20 – 5.00	highly Evident (HE)
4	3.40 - 4.19	Evident (E)
3	2.60 – 3.39	Moderately Evident (ME)
2	1.80 – 2.59	Least Evident (LE)
1	1.00 – 1.79	Not Evident

This means that the content knowledge and pedagogy in the communication management practices of School Heads are highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.53.

The findings imply that school heads demonstrate strong competence in communicating instructional priorities, curriculum updates, and pedagogical practices, ensuring alignment among teachers and stakeholders. The high ratings reflect effective instructional communication and leadership in promoting teaching and learning excellence. However, relatively lower rankings in professional development communication and collaborative discussions suggest the need to further enhance engagement in continuous learning opportunities and strengthen collaborative professional dialogue. Overall, sustaining effective

communication anchored on content knowledge and pedagogy is essential in improving instructional quality and achieving desired learning outcomes.

Learning Environment

Table 9 portrays the assessment on the learning environment in the communication management practices of School Heads, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.67, 4.24, and 4.58. Generally, the respondents assessed the learning environment in the communication management practices of School Heads as highly evident.

Table 9. *Assessment on the Learning Environment*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The school head promotes a safe and supportive learning environment.	4.67	HE	4.33	HE	4.44	HE	4.48	HE	4
2. Communication about student discipline is clear and consistent.	5.00	HE	4.26	HE	4.56	HE	4.61	HE	1
3. The school head regularly shares updates on school policies and initiatives to ensure transparency and foster trust within the school community.	4.67	HE	4.21	HE	4.67	HE	4.51	HE	3
4. The school head effectively communicates the vision and goals of the school, aligning them with the needs and aspirations of the students and staff.	4.67	HE	4.23	HE	4.67	HE	4.52	HE	2
5. Feedback from teachers, students, and parents is actively sought and valued, promoting a culture of open communication and collaboration	4.33	HE	4.17	E	4.56	HE	4.35	HE	5
Overall Weighted Mean	4.67	HE	4.24	HE	4.58	HE	4.50	HE	

Predominantly, the highest-rated indicator is “Communication about student discipline is clear and consistent” (4.61, Rank 1), followed by “The school head effectively communicates the vision and goals of the school, aligning them with the needs and aspirations of the students and staff” (4.52, Rank 2), and “The school head regularly shares updates on school policies and initiatives to ensure transparency and foster trust within the school community” (4.51, Rank 3). This is succeeded by “The school head promotes a safe and supportive learning environment” (4.48, Rank 4) and “Feedback from teachers, students, and parents is actively sought and valued, promoting a culture of open communication and collaboration” (4.35, Rank 5).

This demonstrates that the learning environment in the communication management practices of School Heads is highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.50. The findings imply that school heads effectively communicate policies, discipline procedures, and school goals, contributing to a structured, transparent, and supportive learning environment. The strong ratings indicate that communication practices help maintain order and alignment within the school community. However, the relatively lower rating on feedback mechanisms suggests a need to further strengthen participatory communication and stakeholder engagement to promote inclusivity and collaboration. Overall, enhancing open communication channels and valuing stakeholder

input remain essential in sustaining a positive and responsive learning environment.

Diversity of Learners

Table 10 shows the assessment on the diversity of learners in the communication management practices of School Heads, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.80, 4.23, and 4.64. Generally, the respondents assessed the diversity of learners in the communication management practices of School Heads as highly evident.

On the whole, the highest-rated indicator is “The school head encourages the use of differentiated instruction strategies in communication with teachers, emphasizing the importance of meeting the varied needs of all students” (4.66, Rank 1), followed by “The school head actively promotes awareness of cultural diversity and its impact on learning through regular communication with staff and the community” (4.62, Rank 2). This is succeeded by “The school head values and respects individual differences when communicating” (4.51, Rank 3.5) and “Communication regarding student support services is clear and accessible, ensuring that all families understand the resources available for diverse learners” (4.51, Rank 3.5). The lowest-rated indicator is “Messages are inclusive of diverse learner needs” (4.49, Rank 5).

Table 10. *Assessment on the Diversity of Learners*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The school head values and respects individual differences when communicating.	4.67	HE	4.21	HE	4.67	HE	4.51	HE	3.5
2. Messages are inclusive of diverse learner needs.	4.67	HE	4.24	HE	4.56	HE	4.49	HE	5
3. The school head actively promotes awareness of cultural diversity and its impact on learning through regular communication with staff and the community.	5.00	HE	4.18	E	4.67	HE	4.62	HE	2
4. Communication regarding student support services is clear and accessible, ensuring that all families understand the resources available for diverse learners.	4.67	HE	4.21	HE	4.67	HE	4.51	HE	3.5
5. The school head encourages the use of differentiated instruction strategies in communication with teachers, emphasizing the importance of meeting the varied needs of all students.	5.00	HE	4.32	HE	4.67	HE	4.66	HE	1
Overall Weighted Mean	4.80	HE	4.23	HE	4.64	HE	4.56	HE	

This signifies that the diversity of learners in the communication management practices of School Heads is highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.56.

The findings imply that school heads demonstrate strong commitment to inclusive education by promoting differentiated instruction, cultural awareness, and equitable communication practices. The high ratings indicate that communication strategies are generally responsive to the varied needs of learners and

stakeholders. However, the comparatively lower rating on message inclusivity suggests the need to further enhance the consistency and depth of inclusive communication to ensure that all learner needs are fully addressed. Overall, sustaining inclusive and culturally responsive communication practices is essential in supporting diversity and fostering equitable learning opportunities for all students.

Clarity of communication

Table 11 affirms the assessment on the clarity of communication in the communication management practices of School Heads, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.60, 4.20, and 4.82. Generally, the respondents assessed the clarity of communication in the communication management practices of School Heads as highly evident.

Table 11. *Assessment on the Clarity of Communication*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Instructions and announcements from the school head are easy to understand.	4.67	HE	4.31	HE	4.89	HE	4.62	HE	2
2. Communication avoids ambiguity or confusion.	4.67	HE	4.17	E	4.78	HE	4.54	HE	4
3. The school head provides clear and concise information regarding school events and policies, ensuring that all stakeholders are well-informed.	4.67	HE	4.20	HE	4.89	HE	4.58	HE	3
4. Communication channels are clearly defined, making it easy for staff and parents to know how to reach the school head with questions or concerns.	5.00	HE	4.15	E	4.78	HE	4.64	HE	1
5. Feedback from the schoolhead is specific and actionable, allowing staff to understand expectations and areas for improvement.	4.00	E	4.17	E	4.78	HE	4.32	HE	5
Overall Weighted Mean	4.60	HE	4.20	HE	4.82	HE	4.54	HE	

Typically, the highest-rated indicator is “Communication channels are clearly defined, making it easy for staff and parents to know how to reach the school head with questions or concerns” (4.64, Rank 1), followed by “Instructions and announcements from the school head are easy to understand” (4.62, Rank 2), and “The school head provides clear and concise information regarding school events and policies, ensuring that all stakeholders are well-informed” (4.58, Rank 3). This is succeeded by “Communication avoids ambiguity or confusion” (4.54, Rank 4) and “Feedback from the school head is specific and actionable, allowing staff to understand expectations and areas for improvement” (4.32, Rank 5).

This indicates that the clarity of communication in the communication management practices of School Heads is highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.54.

The findings imply that school heads are effective in delivering clear, structured, and accessible communication, particularly in establishing well-defined communication channels and ensuring that instructions and policies are easily understood. The high ratings indicate that stakeholders are generally well-

informed and able to engage with school leadership efficiently. However, the relatively lower rating on providing specific and actionable feedback suggests the need to further strengthen feedback mechanisms to enhance understanding of expectations and support continuous improvement. Overall, maintaining clarity while improving the quality of feedback is essential in fostering effective communication and organizational effectiveness.

Responsiveness and Timeliness

Table 12 presents the assessment on the responsiveness and timeliness in the communication management practices of School Heads, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.27, 4.12, and 4.73. Generally, the respondents assessed the responsiveness and timeliness in the communication management practices of School Heads as highly evident.

For the most part, the highest-rated indicators are “Communication is timely and does not cause delays” (4.51, Rank 1.5) and “Updates regarding important decisions or changes are communicated swiftly to all stakeholders, minimizing uncertainty and disruption” (4.51, Rank 1.5). These are followed by “The school head regularly checks in with staff and students to gather feedback and address issues proactively, demonstrating a commitment to responsiveness” (4.42, Rank 3), and “The school head acknowledges receipt of inquiries or concerns from staff and parents in a timely manner, ensuring they feel heard and valued” (4.26, Rank 4). The lowest-rated indicator is “The school head responds to concerns promptly” (4.17, Rank 5).

Table 12. *Assessment on the Responsiveness and Timeliness*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The school head responds to concerns promptly.	3.67	E	4.16	E	4.67	HE	4.17	E	5
2. Communication is timely and does not cause delays.	4.67	HE	4.07	E	4.78	HE	4.51	HE	1.5
3. The school head acknowledges receipt of inquiries or concerns from staff and parents in a timely manner, ensuring they feel heard and valued.	4.00	E	4.11	E	4.67	HE	4.26	HE	4
4. Updates regarding important decisions or changes are communicated swiftly to all stakeholders, minimizing uncertainty and disruption.	4.67	HE	4.10	E	4.78	HE	4.51	HE	1.5
5. The school head regularly checks in with staff and students to gather feedback and address issues proactively, demonstrating a commitment to responsiveness.	4.33	HE	4.15	E	4.78	HE	4.42	HE	3
Overall Weighted Mean	4.27	HE	4.12	E	4.73	HE	4.37	HE	

This denotes that the responsiveness and timeliness in the communication management practices of School Heads are highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.37.

The findings imply that school heads are generally effective in ensuring timely dissemination of information and updates, which helps reduce uncertainty and supports smooth school operations. The strong

ratings indicate that communication systems are in place to deliver prompt and relevant information to stakeholders. However, the comparatively lower ratings on immediate responses to concerns and acknowledgment of inquiries suggest the need to further enhance promptness and consistency in two-way communication. Overall, strengthening responsiveness mechanisms and ensuring timely engagement with stakeholders are essential to improving trust, satisfaction, and overall communication effectiveness.

Consistency and Transparency

Table 13 indicates that the assessment on the consistency and transparency in the communication management practices of School Heads, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.20, 4.14, and 4.76. Generally, the respondents assessed the consistency and transparency in the communication management practices of School Heads as highly evident.

Table 13. *Assessment on the Consistency and Transparency*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Policies and decisions are communicated consistently.	4.00	E	4.19	E	4.67	HE	4.29	HE	4
2. The school head is transparent about school issues.	4.67	HE	4.16	E	4.78	HE	4.54	HE	1.5
3. The school head consistently shares information regarding decision-making processes, ensuring that all stakeholders understand the rationale behind key choices.	4.67	HE	4.18	E	4.78	HE	4.54	HE	1.5
4. Communication from the school head aligns with the school's mission and values, reinforcing a unified message across all platforms.	4.00	E	4.18	E	4.78	HE	4.32	HE	3
5. Regular updates on school performance and progress are provided, fostering a culture of accountability and trust within the school community.	3.67	E	3.99	E	4.78	HE	4.15	E	5V
Overall Weighted Mean	4.20	HE	4.14	E	4.76	HE	4.37	HE	

Collectively, the highest-rated indicators are “The school head is transparent about school issues” (4.54, Rank 1.5) and “The school head consistently shares information regarding decision-making processes, ensuring that all stakeholders understand the rationale behind key choices” (4.54, Rank 1.5). These are followed by “Communication from the school head aligns with the school's mission and values, reinforcing a unified message across all platforms” (4.32, Rank 3), and “Policies and decisions are communicated consistently” (4.29, Rank 4). The lowest-rated indicator is “Regular updates on school performance and progress are provided, fostering a culture of accountability and trust within the school community” (4.15, Rank 5).

This states that the consistency and transparency in the communication management practices of School Heads are highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.37.

The findings imply that school heads demonstrate strong transparency in communicating school issues and decision-making processes, which helps build trust and understanding among stakeholders. The high ratings indicate that efforts are made to maintain openness and clarity in leadership communication. However, comparatively lower ratings in the consistency of policy communication and regular performance updates suggest the need to further strengthen systematic information sharing and accountability practices. Overall, enhancing consistency and sustaining transparent communication are essential in reinforcing stakeholder trust and promoting effective school governance.

Feedback mechanisms

Table 14 presents the assessment on the feedback mechanisms in the communication management practices of School Heads, which yielded moderate results, evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 3.73, 3.98, and 4.76. Generally, the respondents assessed the feedback mechanisms in the communication management practices of School Heads as evident.

Across the board, the highest-rated indicator is “The school head implements changes or improvements based on feedback received, showcasing a commitment to continuous improvement and responsiveness to community needs” (4.48, Rank 1), followed by “Feedback provided to the school head is communicated back to stakeholders, demonstrating that their voices are valued and taken into account” (4.23, Rank 2), and “The school head regularly solicits input from staff, students, and parents through surveys or forums, ensuring diverse perspectives are captured” (4.20, Rank 3). This is succeeded by “Feedback from stakeholders is acknowledged and considered” (3.95, Rank 4), while the lowest-rated indicator is “There are effective channels for giving feedback to the school head” (3.92, Rank 5).

Table 14. *Assessment on the Feedback mechanisms*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. There are effective channels for giving feedback to the school head.	3.00	ME	3.97	E	4.78	HE	3.92	E	5
2. Feedback from stakeholders is acknowledged and considered.	3.00	ME	3.97	E	4.89	HE	3.95	E	4
3. The school head regularly solicits input from staff, students, and parents through surveys or forums, ensuring diverse perspectives are captured.	4.00	E	3.93	E	4.67	HE	4.20	HE	3
4. Feedback provided to the schoolhead is communicated back to stakeholders, demonstrating that	4.00	E	3.92	E	4.78	HE	4.23	HE	2

their voices are valued and taken into account.									
5. The school head implements changes or improvements based on feedback received, showcasing a commitment to continuous improvement and responsiveness to community needs.	4.67	HE	4.10	E	4.67	HE	4.48	HE	1
Overall Weighted Mean	3.73	E	3.98	E	4.76	HE	4.16	E	

This exhibits that the feedback mechanisms in the communication management practices of School Heads are evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.16.

The findings imply that while school heads demonstrate a willingness to act on feedback and promote continuous improvement, the systems and channels for gathering and managing feedback are not yet fully optimized. The lower ratings indicate challenges in establishing effective, accessible, and consistent feedback mechanisms, as well as in ensuring that stakeholder inputs are consistently acknowledged and utilized. Overall, strengthening structured feedback systems and enhancing stakeholder engagement are essential to foster a more participatory, responsive, and improvement-oriented communication environment.

Use of appropriate communication channels

Table 15 presents the assessment on the use of appropriate communication channels in the communication management practices of School Heads, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.00, 4.25, and 4.80. Generally, the respondents assessed the use of appropriate communication channels in the communication management practices of School Heads as highly evident.

In aggregate, the highest-rated indicator is “Communication tools used (e.g., memos, meetings, digital platforms) are appropriate” (4.77, Rank 1), followed by “The school head maximizes technology to ensure effective communication” (4.50, Rank 2), and “Communication regarding urgent matters is delivered through immediate channels (e.g., text alerts or phone calls) to ensure timely awareness among stakeholders” (4.23, Rank 3). This is succeeded by “The school head provides information in multiple languages or formats to accommodate the diverse linguistic needs of the school community” (4.13, Rank 4.5) and “The school head encourages the use of collaborative platforms (e.g., shared documents or discussion boards) to facilitate ongoing dialogue and engagement among staff” (4.13, Rank 4.5).

Table 15. Assessment on the Use of Appropriate Communication Channels

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Communication tools used (e.g., memos, meetings, digital platforms) are appropriate.	5.00	HE	4.41	HE	4.89	HE	4.77	HE	1`
2. The school head maximizes technology to ensure effective communication.	4.33	HE	4.28	HE	4.89	HE	4.50	HE	2
3. The school head provides	3.67	E	4.15	E	4.56	HE	4.13	E	4.5

information in multiple languages or formats to accommodate the diverse linguistic needs of the school community.									
4. Communication regarding urgent matters is delivered through immediate channels (e.g., text alerts or phone calls) to ensure timely awareness among stakeholders.	3.67	E	4.23	HE	4.78	HE	4.23	HE	3
5. The school head encourages the use of collaborative platforms (e.g., shared documents or discussion boards) to facilitate ongoing dialogue and engagement among staff.	3.33	ME	4.16	E	4.89	HE	4.13	E	4.5
Overall Weighted Mean	4.00	E	4.25	HE	4.80	E	4.35	HE	

This sets forth that the use of appropriate communication channels in the communication management practices of School Heads is highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.35.

The findings imply that school heads effectively utilize various communication tools and technologies to ensure efficient information dissemination and stakeholder engagement. The high ratings indicate that appropriate channels are selected for both routine and urgent communication, contributing to clarity and timeliness. However, comparatively lower ratings in multilingual communication and the use of collaborative platforms suggest the need to further enhance inclusivity and interactive communication practices. Overall, optimizing diverse communication channels and strengthening digital and collaborative engagement are essential to improving overall communication effectiveness.

Table 16 illustrates the summary of the assessment of the communication management practices of School Heads, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.35, 4.18, and 4.73. Generally, the respondents assessed the communication management practices of School Heads as highly evident.

In broad terms, the highest-rated criteria is “Diversity of Learners” (4.56, Rank 1), followed by “Clarity of Communication” (4.54, Rank 2), and “Content Knowledge and Pedagogy” (4.53, Rank 3). This is succeeded by “Learning Environment” (4.50, Rank 4), while “Responsiveness and Timeliness” (4.37, Rank 5.5) and “Consistency and Transparency” (4.37, Rank 5.5) share the next rank. Lower-ranked indicators include “Use of Appropriate Communication Channels” (4.35, Rank 7) and “Feedback Mechanisms” (4.16, Rank 8).

Table 16. *Summary on the Assessment of the Communication Management Practices of School Heads*

Criteria	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
Content Knowledge and Pedagogy"	4.53	HE	4.29	HE	4.78	HE	4.53	HE	3
Learning Environment"	4.67	HE	4.24	HE	4.58	HE	4.50	HE	4
Diversity of Learners"	4.80	HE	4.23	HE	4.64	HE	4.56	HE	1
Clarity of Communication"	4.60	HE	4.20	HE	4.82	HE	4.54	HE	2

Responsiveness and Timeliness	4.27	HE	4.12	E	4.73	HE	4.37	HE	5.5
Consistency and Transparency"	4.20	HE	4.14	E	4.76	HE	4.37	HE	5.5
Feedback Mechanisms	3.73	E	3.98	E	4.76	HE	4.16	E	8
Use of Appropriate Communication Channels"	4.00	E	4.25	HE	4.80	E	4.35	HE	7
Overall Weighted Mean	4.35	HE	4.18	E	4.73	HE	4.42	HE	

This marks that the communication management practices of School Heads are highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.42.

The findings imply that school heads demonstrate strong competence in managing communication, particularly in addressing learner diversity, ensuring clarity of information, and applying content knowledge and pedagogy in their communication practices. The high ratings indicate that communication systems are generally effective in supporting instructional leadership and school operations. However, comparatively lower ratings in feedback mechanisms, use of communication channels, and aspects of responsiveness and transparency suggest areas that require further strengthening. Overall, enhancing participatory feedback systems, improving consistency in communication, and optimizing the use of diverse communication channels are essential to achieving more responsive, inclusive, and effective school communication management.

Additionally, the communication management practices of school administrators are highly important in determining the organizational culture in schools. In the Philippine educational sector, effective communication is important in establishing cooperation, trust, and goal alignment among different individuals involved in the learning process. School heads who adopt an effective communication strategy are bound to create a favorable work environment for both the teachers and learners. As stated by Kantos et al. (2023), ethical leadership complemented by effective communication contributes to the creation of an efficient school identity and responsibility, hence enhancing performance.

Subproblem No. 2. Is there a significant difference in the assessment of the three groups of respondents as to the aforementioned variables?

Table 17 presents the comparison among the assessments of the respondents on the communication management practices of School Heads in terms of Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Clarity of Communication, Responsiveness and Timeliness, Consistency and Transparency, Feedback Mechanisms, and Use of Appropriate Communication Channels using one-way ANOVA. For Content Knowledge and Pedagogy, the computed F-value is 18.2630 ($p = 0.0002$, $MS_{\text{between}} = 0.2977$, $MS_{\text{within}} = 0.0163$), leading to the acceptance of the null hypothesis, indicating no significant difference among respondents. For Learning Environment, the F-value is 11.1271 ($p = 0.0018$, $MS_{\text{between}} = 0.2554$, $MS_{\text{within}} = 0.0230$), resulting in the rejection of the null hypothesis, indicating a significant difference.

Table 17. Comparison among the assessments of the respondents on the communication management practices of School Heads

Content Knowledge and Pedagogy

Source	SS	df	MS	F-value	p-value	Decision	VI
Between	0.5954	2	0.2977	18.2630	0.0002	Reject Ho	Significant
Within	0.1956	12	0.0163				

Learning Environment

Source	SS	df	MS	F-value	p-value	Decision	VI
Between	0.5109	2	0.2554	11.1271	0.0018	Reject Ho	Significant
Within	0.2755	12	0.0230				

Diversity of Learners

Source	SS	df	MS	F-value	p-value	Decision	VI
Between	0.8695	2	0.4347	34.3567	1.0800e-05	Reject Ho	Significant
Within	0.1518	12	0.0127				

Clarity of communication

Source	SS	df	MS	F-value	p-value	Decision	VI
Between	1.0004	2	0.5002	10.6129	0.0022	Reject Ho	Significant
Within	0.5656	12	0.0471				

Responsiveness and timeliness

Source	SS	df	MS	F-value	p-value	Decision	VI
Between	1.0391	2	0.5195	8.0292	0.0061	Reject Ho	Significant
Within	0.7765	12	0.0647				

Consistency and transparency

Source	SS	df	MS	F-value	p-value	Decision	VI
Between	0.9554	2	0.4777	6.6865	0.0112	Reject Ho	Significant
Within	0.8574	12	0.0714				

Feedback mechanisms

Source	SS	df	MS	F-value	p-value	Decision	VI
Between	2.6214	2	1.3107	7.2352	0.0087	Reject Ho	Significant
Within	2.1739	12	0.1812				

Use of appropriate communication channels

Source	SS	df	MS	F-value	p-value	Decision	VI
Between	1.6881	2	0.8440	5.3230	0.0221	Reject Ho	Significant
Within	1.9028	12	0.1586				

Critical value @ .05 = 3.89

For Diversity of Learners, the computed F-value is 34.3567 ($p = 1.0800e-05$, $MS_{\text{between}} = 0.4347$, $MS_{\text{within}} = 0.0127$), leading to rejection of the null hypothesis, indicating a significant difference. For Clarity of Communication, the F-value is 10.6129 ($p = 0.0022$, $MS_{\text{between}} = 0.5002$, $MS_{\text{within}} = 0.0471$), also resulting in rejection of the null hypothesis, indicating a significant difference. For Responsiveness and Timeliness, the F-value is 8.0292 ($p = 0.0061$, $MS_{\text{between}} = 0.5195$, $MS_{\text{within}} = 0.0647$), likewise leading to rejection of the null hypothesis, indicating a significant difference.

For Consistency and Transparency, the computed F-value is 6.6865 ($p = 0.0112$, $MS_{\text{between}} = 0.4777$, $MS_{\text{within}} = 0.0714$), resulting in the rejection of the null hypothesis, indicating a significant difference. For Feedback Mechanisms, the F-value is 7.2352 ($p = 0.0087$, $MS_{\text{between}} = 1.3107$, $MS_{\text{within}} = 0.1812$), also showing a significant difference among respondents. Lastly, for Use of Appropriate Communication Channels, the F-value is 5.3230 ($p = 0.0221$, $MS_{\text{between}} = 0.8440$, $MS_{\text{within}} = 0.1586$), likewise resulting in a significant difference. The critical value at the 0.05 level of significance is 3.89.

Overall, the computed F-values for all variables are as follows: Content Knowledge and Pedagogy (18.2630), Learning Environment (11.1271), Diversity of Learners (34.3567), Clarity of Communication (10.6129), Responsiveness and Timeliness (8.0292), Consistency and Transparency (6.6865), Feedback

Mechanisms (7.2352), and Use of Appropriate Communication Channels (5.3230), all exceeds the critical value of 3.89 at a five percent level of significance with 2 and 12 degrees of freedom, indicating a significant differences across variables.

The findings imply that while respondents generally have similar perceptions in most areas of communication management practices, significant differences exist in Learning Environment, Consistency and Transparency, Feedback Mechanisms, and Use of Appropriate Communication Channels. These differences suggest that stakeholder experiences vary depending on their roles and interactions within the school system. Therefore, strengthening alignment, standardization, and consistency in communication practices is necessary to ensure shared understanding and more effective implementation across all groups.

Also, communication management plays an important role in the psychological welfare of students. Educational institutions that foster openness and transparency generally have a nurturing environment. According to Wong et al. (2021), pupils who believe there is a positive school climate display more resilience and psychological stability, which emphasizes the significance of communication from the leader regarding the students' experiences.

Table 18 presents the post-hoc pairwise comparison on the assessment of the respondents as to the communication management practices of School Heads using the Tukey-Kramer test at 0.05 level of significance with a critical value of 3.673.

For Content Knowledge and Pedagogy, all pairwise comparisons are significant: Supervisors–Teachers (Tk = 4.2384), Supervisors–SPTA Officers (Tk = 4.3085), and Teachers–SPTA Officers (Tk = 8.5469), indicating significant differences among all groups. For Learning Environment, Supervisors–Teachers (Tk = 6.3165) and Teachers–SPTA Officers (Tk = 5.0178) are significant, while Supervisors–SPTA Officers (Tk = 1.2987) is not significant.

For Diversity of Learners, Supervisors–Teachers (Tk = 11.3307) and Teachers–SPTA Officers (Tk = 8.2694) are significant, while Supervisors–SPTA Officers (Tk = 3.0613) is not significant. For Clarity of Communication, Supervisors–Teachers (Tk = 4.1404) and Teachers–SPTA Officers (Tk = 6.4270) are significant, while Supervisors–SPTA Officers (Tk = 2.2865) is not significant.

Table 18. *Post-Hoc Pairwise Comparison on the Assessment of the Respondent as to the Communication Management Practices of School Heads*

Content Knowledge and Pedagogy

Groups	Tk-Test	Verbal Interpretation
Supervisors – Teachers	4.2384	Significant
Supervisors – SPTA Officers	4.3085	Significant
Teachers – SPTA Officers	8.5469	Significant

Learning Environment

Groups2	Tk-Test	Verbal Interpretation
Supervisors – Teachers	6.3165	Significant
Supervisors – SPTA Officers	1.2987	Not Significant
Teachers – SPTA Officers	5.0178	Significant

Diversity of Learners

Groups	Tk-Test	Verbal Interpretation
Supervisors – Teachers	11.3307	Significant
Supervisors – SPTA Officers	3.0613	Not Significant
Teachers – SPTA Officers	8.2694	Significant

Clarity of communication

Groups	Tk-Test	Verbal Interpretation
Supervisors – Teachers	4.1404	Significant
Supervisors – SPTA Officers	2.2865	Not Significant
Teachers – SPTA Officers	6.4270	Significant

Responsiveness and timeliness

Groups	Tk-Test	Verbal Interpretation
Supervisors – Teachers	1.3186	Not Significant
Supervisors – SPTA Officers	4.1139	Significant
Teachers – SPTA Officers	5.4325	Significant

Consistency and transparency

Groups	Tk-Test	Verbal Interpretation
Supervisors – Teachers	0.3681	Not Significant
Supervisors – SPTA Officers	4.6515	Significant
Teachers – SPTA Officers	4.2834	Significant

Feedback mechanisms

Groups	Tk-Test	Verbal Interpretation
Supervisors – Teachers	2.6898	Not Significant
Supervisors – SPTA Officers	5.3796	Significant
Teachers – SPTA Officers	2.6998	Not Significant

Empowerment and Distributed Leadership

Groups	Tk-Test	Verbal Interpretation
Supervisors – Teachers	1.3814	Not Significant
Supervisors – SPTA Officers	4.5035	Significant
Teachers – SPTA Officers	3.1222	Not Significant

Tukey-Kramer Pairwise Comparisons Critical Value (.05, 3, 15) = 3.673

For Responsiveness and Timeliness, Supervisors–Teachers (Tk = 1.3186) is not significant, while Supervisors–SPTA Officers (Tk = 4.1139) and Teachers–SPTA Officers (Tk = 5.4325) are significant. For Consistency and Transparency, Supervisors–Teachers (Tk = 0.3681) is not significant, while Supervisors–SPTA Officers (Tk = 4.6515) and Teachers–SPTA Officers (Tk = 4.2834) are significant.

For Feedback Mechanisms, Supervisors–Teachers (Tk = 2.6898) and Teachers–SPTA Officers (Tk = 2.6998) are not significant, while Supervisors–SPTA Officers (Tk = 5.3796) is significant. Lastly, for Empowerment and Distributed Leadership, Supervisors–Teachers (Tk = 1.3814) and Teachers–SPTA Officers (Tk = 3.1222) are not significant, while Supervisors–SPTA Officers (Tk = 4.5035) is significant.

Overall, the post-hoc results show that most significant differences occur between Supervisors–SPTA Officers and Teachers–SPTA Officers comparisons, while Supervisors–Teachers comparisons are often either significant in instructional-related variables or not significant in leadership-related dimensions.

The findings imply that perceptions of communication management practices vary significantly depending on the respondent group, particularly between teachers and SPTA officers and between supervisors and SPTA officers. These differences suggest that stakeholder roles influence how communication practices are experienced and evaluated within the school system. Therefore, there is a need to strengthen alignment, shared understanding, and inclusive communication strategies to reduce perceptual gaps and improve consistency in school communication management practices.

Moreover, communication management encourages educational inclusiveness and equity. Through the dissemination of information and dialogue, school leaders can ensure congruence between the organization's objectives and activities. Leithwood et al. (2020) highlighted that communication management during transformational leadership positively influences school efficiency and engagement.

Subproblem No. 3. What is the level of organizational climate?

Table 20 presents the assessment on the family relationship and support as a dimension of organizational climate, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.73, 4.17, and 4.78. Generally, the respondents assessed the family relationship and support within the organizational climate as highly evident.

Family relationship and support

In a general context, the highest-rated indicator is “Communication from the school regarding student progress and well-being is regular and constructive, ensuring families feel informed and supported in their children's academic journey” (4.73, Rank 1), followed by “The school provides resources and support for families to help them engage in their children's education, such as workshops or informational sessions” (4.67, Rank 2), and “The school promotes a culture of mutual support and care” (4.55, Rank 3). This is succeeded by “The school actively fosters partnerships with families by inviting them to participate in school events and decision-making processes, enhancing community involvement” (4.47, Rank 4), while the lowest-rated indicator is “Colleagues treat each other like family” (4.39, Rank 5).

Table 19. *Assessment on the Family relationship and support*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The school promotes a culture of mutual support and care.	4.67	HE	4.20	HE	4.78	HE	4.55	HE	3
2. Colleagues treat each other like family.	4.33	HE	4.05	E	4.78	HE	4.39	HE	5
3. The school actively fosters partnerships with families by inviting them to participate in school events and decision-making processes, enhancing community involvement.	4.67	HE	4.19	E	4.56	HE	4.47	HE	4
4. The school provides resources and support for families to help them engage in their children's education, such as workshops or informational sessions.	5.00	HE	4.12	E	4.89	E	4.67	HE	2
5. Communication from the school regarding student progress and well-being is regular and constructive, ensuring families feel informed and supported in their children's academic journey.	5.00	HE	4.29	HE	4.89	E	4.73	HE	1
Overall Weighted Mean	4.73	HE	4.17	E	4.78	HE	4.56	HE	

This means that family relationships and support as components of the organizational climate are highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.56.

The findings imply that schools effectively cultivate strong partnerships with families and maintain consistent communication regarding student progress and well-being. The high ratings indicate a supportive environment that encourages family involvement and provides resources to strengthen home-school collaboration. However, the comparatively lower rating on collegial relationships suggests the need to further enhance interpersonal connections among staff to foster a more family-like internal culture. Overall, strengthening both external family engagement and internal collegial support is essential in sustaining a positive and inclusive organizational climate.

Work satisfaction

Table 20 reflects the assessment on work satisfaction as a dimension of organizational climate, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.00, 4.18, and 4.89. Generally, the respondents assessed work satisfaction within the organizational climate as highly evident.

Table 20. Assessment on the Work Satisfaction

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. I feel satisfied with my current job role.	4.00	E	4.30	HE	4.89	E	4.40	HE	2
2. The school provides fulfilling professional experiences.	4.33	HE	4.21	HE	4.89	HE	4.48	HE	1
3. Staff members feel valued and recognized for their contributions to the school, fostering a positive work environment.	4.00	E	4.15	E	4.89	HE	4.35	HE	4
4. There are opportunities for professional development and growth, allowing staff to enhance their skills and advance in their careers.	4.00	E	4.19	E	4.89	HE	4.36	HE	3
5. The school promotes a healthy work-life balance, with policies and practices that support staff well-being and job satisfaction.	3.67	E	4.05	E	4.89	HE	4.20	HE	5
Overall Weighted Mean	4.00	E	4.18	E	4.89	HE	4.36	HE	

Taken together, the highest-rated indicator is “The school provides fulfilling professional experiences” (4.48, Rank 1), followed by “I feel satisfied with my current job role” (4.40, Rank 2), and “There are opportunities for professional development and growth, allowing staff to enhance their skills and advance in their careers” (4.36, Rank 3). This is succeeded by “Staff members feel valued and recognized for their contributions to the school, fostering a positive work environment” (4.35, Rank 4), while the lowest-rated indicator is “The school promotes a healthy work-life balance, with policies and practices that support staff well-being and job satisfaction” (4.20, Rank 5).

This confirms that work satisfaction as a component of organizational climate is highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.36.

The findings imply that the school provides a generally positive and fulfilling work environment, where staff experience professional satisfaction and opportunities for growth. The high ratings indicate that employees perceive their roles as meaningful and professionally rewarding. However, comparatively lower ratings in work-life balance suggest the need to further strengthen policies and practices that support employee well-being and reduce work-related stress. Overall, sustaining professional fulfillment while enhancing wellness and balance initiatives is essential in maintaining a healthy and productive organizational

climate.

Professional satisfaction

Table 21 depicts the assessment on professional satisfaction as a dimension of organizational climate, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.47, 4.07, and 4.71. Generally, the respondents assessed professional satisfaction within the organizational climate as highly evident.

Table 21. *Assessment on the Professional Satisfaction*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Opportunities for career growth are communicated and accessible.	4.67	HE	4.08	E	4.67	HE	4.47	HE	2
2. Teachers receive appreciation for professional contributions.	4.00	E	4.04	E	4.78	HE	4.27	HE	5
3. Staff members feel that their opinions and ideas are respected and considered in decision-making processes within the school.	4.33	HE	4.03	E	4.78	HE	4.38	HE	4
4. There is a strong sense of collaboration and teamwork among staff, contributing to a supportive and cohesive work environment.	4.67	HE	4.06	E	4.78	HE	4.50	HE	1
5. The school provides adequate resources and support for staff to effectively perform their duties, leading to increased job satisfaction and effectiveness.	4.67	HE	4.13	E	4.56	HE	4.45	HE	3
Overall Weighted Mean	4.47	HE	4.07	E	4.71	HE	4.41	HE	

In the majority of cases, the highest-rated indicator is “There is a strong sense of collaboration and teamwork among staff, contributing to a supportive and cohesive work environment” (4.50, Rank 1), followed by “Opportunities for career growth are communicated and accessible” (4.47, Rank 2), and “The school provides adequate resources and support for staff to effectively perform their duties, leading to increased job satisfaction and effectiveness” (4.45, Rank 3). This is succeeded by “Staff members feel that their opinions and ideas are respected and considered in decision-making processes within the school” (4.38, Rank 4), while the lowest-rated indicator is “Teachers receive appreciation for professional contributions” (4.27, Rank 5).

This accounts for the fact that professional satisfaction as a component of organizational climate is highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.41.

The findings imply that the school fosters a collaborative and supportive professional environment where teamwork, access to growth opportunities, and provision of resources are evident. The high ratings indicate that staff generally experience a positive sense of professional engagement and workplace support. However, the comparatively lower rating on recognition and appreciation suggests the need to further strengthen acknowledgment systems to enhance motivation and morale. Overall, sustaining collaboration while improving recognition and participatory decision-making is essential in reinforcing professional satisfaction within the school environment.

Motivation

Table 22. *Assessment on the Motivation*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The school recognizes and rewards individual and team achievements, fostering a culture of motivation and encouragement among staff.	4.33	HE	4.09	E	4.67	HE	4.36	HE	4
2. School leadership fosters motivation through recognition.	4.67	HE	4.13	E	4.67	HE	4.49	HE	2
3. Staff members feel motivated to contribute to the school's goals and mission, demonstrating a strong sense of purpose in their roles.	4.33	HE	4.21	HE	4.78	HE	4.44	HE	3
4. There are clear pathways for career advancement within the school, motivating staff to pursue professional growth and development.	4.67	HE	4.14	E	4.78	HE	4.53	HE	1
5. Opportunities for leadership and involvement in school initiatives are available, empowering staff to take initiative and drive positive change within the school.	4.33	HE	4.02	E	4.67	HE	4.34	HE	5
Overall Weighted Mean	4.47	HE	4.12	E	4.71	HE	4.43	HE	

Table 22 presents the assessment on motivation as a dimension of organizational climate, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.47, 4.12, and 4.71. Generally, the respondents assessed motivation within the organizational climate as highly evident.

The highest-rated indicator is “There are clear pathways for career advancement within the school, motivating staff to pursue professional growth and development” (4.53, Rank 1), followed by “School leadership fosters motivation through recognition” (4.49, Rank 2), and “Staff members feel motivated to contribute to the school's goals and mission, demonstrating a strong sense of purpose in their roles” (4.44, Rank 3). This is succeeded by “The school recognizes and rewards individual and team achievements, fostering a culture of motivation and encouragement among staff” (4.36, Rank 4), while the lowest-rated indicator is “Opportunities for leadership and involvement in school initiatives are available, empowering staff to take initiative and drive positive change within the school” (4.34, Rank 5).

This establishes that motivation as a component of organizational climate is highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.43.

The findings imply that the school effectively promotes motivation through recognition systems, clear career advancement pathways, and alignment of staff roles with institutional goals. The high ratings indicate that employees feel driven to contribute meaningfully to school objectives. However, comparatively lower ratings on leadership opportunities and participatory involvement suggest the need to further enhance empowerment initiatives and expand staff engagement in decision-making processes. Overall, strengthening recognition systems and increasing opportunities for leadership involvement are essential in sustaining a motivated and high-performing organizational climate.

Communications

Table 23 presents the assessment on communications as a dimension of organizational climate, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.13, 4.15, and 4.82. Generally, the respondents assessed communications within the organizational climate as highly evident.

Table 23. Assessment on the Communications

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Internal communication is open and respectful.	4.00	E	4.17	E	4.78	HE	4.32	HE	4
2. Communication in the school strengthens teamwork.	4.33	HE	4.18	E	4.89	HE	4.47	HE	1
3. The school head regularly holds open forums or town hall meetings to facilitate transparent communication and address staff concerns and suggestions.	4.00	E	4.05	E	4.78	HE	4.28	HE	5
4. Communication between administration and staff is characterized by clarity and respect, promoting a positive and collaborative organizational climate.	4.33	HE	4.13	E	4.78	HE	4.41	HE	2
5. Staff members receive timely updates on school policies, changes, and initiatives through various communication channels, ensuring everyone is informed.	4.00	E	4.23	HE	4.89	HE	4.37	HE	3
Overall Weighted Mean	4.13	E	4.15	E	4.82	HE	4.37	HE	

In a general context, the highest-rated indicator is “Communication in the school strengthens teamwork” (4.47, Rank 1), followed by “Communication between administration and staff is characterized by clarity and respect, promoting a positive and collaborative organizational climate” (4.41, Rank 2), and “Staff members receive timely updates on school policies, changes, and initiatives through various communication channels, ensuring everyone is informed” (4.37, Rank 3). This is succeeded by “Internal communication is open and respectful” (4.32, Rank 4), while the lowest-rated indicator is “The school head regularly holds open forums or town hall meetings to facilitate transparent communication and address staff concerns and suggestions” (4.28, Rank 5).

This portrays that communications as a component of organizational climate are highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.37.

The findings imply that communication practices within the school effectively promote teamwork, clarity, respect, and timely dissemination of information, contributing to a positive organizational climate. The high ratings indicate that communication systems generally support collaboration and ensure that stakeholders are well-informed. However, comparatively lower ratings on the conduct of open forums and structured dialogue suggest the need to further strengthen participatory communication mechanisms. Overall, enhancing inclusive and interactive communication practices is essential in sustaining a transparent, collaborative, and supportive school environment.

Salary/compensation

Table 24. *Assessment on the Salary/Compensation*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Compensation is fair relative to my workload.	4.00	E	4.05	E	4.44	HE	4.16	E	5
2. The school provides clear information about salary scales, benefits, and compensation policies, ensuring transparency for all staff members.	4.67	HE	4.16	E	4.33	HE	4.39	HE	2
3. Staff members feel that their salary and compensation packages are competitive compared to similar positions in other schools or educational institutions.	4.33	HE	4.05	E	4.33	HE	4.24	HE	4
4. Staff members believe that their compensation reflects their experience, qualifications, and contributions to the school community.	4.33	HE	4.10	E	4.44	HE	4.29	HE	3
5. Opportunities for additional compensation, such as bonuses or stipends for extra duties, are available and communicated effectively to staff.	4.67	HE	4.14	E	4.44	HE	4.42	HE	1
Overall Weighted Mean	4.40	HE	4.10	E	4.40	HE	4.30	HE	

Table 24 presents the assessment on salary/compensation as a dimension of organizational climate, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.40, 4.10, and 4.40. Generally, the respondents assessed salary/compensation within the organizational climate as highly evident.

From a general perspective, the highest-rated indicator is “Opportunities for additional compensation, such as bonuses or stipends for extra duties, are available and communicated effectively to staff” (4.42, Rank 1), followed by “The school provides clear information about salary scales, benefits, and compensation policies, ensuring transparency for all staff members” (4.39, Rank 2), and “Staff members believe that their compensation reflects their experience, qualifications, and contributions to the school community” (4.29, Rank 3). This is succeeded by “Staff members feel that their salary and compensation packages are competitive compared to similar positions in other schools or educational institutions” (4.24, Rank 4), while the lowest-rated indicator is “Compensation is fair relative to my workload” (4.16, Rank 5).

This reflects that salary/compensation as a component of organizational climate is highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.30.

The findings imply that compensation practices are generally perceived as transparent and supported by clear communication of benefits and additional incentives. The high ratings indicate that staff recognize the presence of structured compensation policies and opportunities for supplemental remuneration. However, comparatively lower ratings on perceived fairness relative to workload suggest the need to further review workload distribution and compensation alignment. Overall, strengthening equity in workload and ensuring

continued transparency in compensation policies are essential in sustaining a fair and supportive organizational climate.

Efficiency and effectiveness at work

Table 25 underscores the assessment on efficiency and effectiveness at work as a dimension of organizational climate, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.13, 4.17, and 4.71. Generally, the respondents assessed efficiency and effectiveness at work within the organizational climate as highly evident.

In aggregate, the highest-rated indicator is “The school encourages a culture of continuous improvement, where staff are motivated to identify and implement best practices to enhance their work performance” (4.47, Rank 1), followed by “The work environment supports high performance” (4.42, Rank 2), and “There is a clear alignment between individual roles and the school's overall goals, enabling staff to understand how their work contributes to the school's success” (4.29, Rank 3). This is succeeded by “Regular assessments of staff performance and school initiatives are conducted, providing valuable insights that lead to improved efficiency and effectiveness in achieving educational outcomes” (4.27, Rank 4), while the lowest-rated indicator is “Staff members feel that the school's processes and procedures are streamlined, allowing them to focus on their core responsibilities without unnecessary bureaucratic hurdles” (4.24, Rank 5).

Table 25. *Assessment on the Efficiency and effectiveness at work*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Staff members feel that the school's processes and procedures are streamlined, allowing them to focus on their core responsibilities without unnecessary bureaucratic hurdles.	4.00	E	4.16	E	4.56	HE	4.24	HE	5
2. The work environment supports high performance.	4.33	HE	4.16	E	4.78	HE	4.42	HE	2
3. There is a clear alignment between individual roles and the school's overall goals, enabling staff to understand how their work contributes to the school's success.	4.00	E	4.22	HE	4.67	HE	4.29	HE	3
4. Regular assessments of staff performance and school initiatives are conducted, providing valuable insights that lead to improved efficiency and effectiveness in achieving educational outcomes.	4.00	E	4.14	E	4.67	HE	4.27	HE	4
5. The school encourages a culture of continuous improvement, where staff are motivated to identify and implement best practices to enhance their work performance.	4.33	HE	4.19	E	4.89	HE	4.47	HE	1
Overall Weighted Mean	4.13	E	4.17	E	4.71	HE	4.34	HE	

This makes it apparent that efficiency and effectiveness at work as a component of organizational

climate are highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.34.

The findings imply that the school fosters a productive work environment characterized by continuous improvement, goal alignment, and supportive performance systems. The high ratings indicate that staff are generally motivated to enhance their work performance and contribute to institutional goals. However, comparatively lower ratings on streamlined processes suggest the need to further improve administrative efficiency and reduce bureaucratic constraints. Overall, strengthening process efficiency while sustaining a culture of continuous improvement is essential in enhancing organizational effectiveness and productivity.

Table 26 highlights the summary on the assessment of the level of organizational climate, which yielded favorable results, highly evident as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 4.33, 4.14, and 4.72. Generally, the respondents assessed the organizational climate as highly evident.

Table 26. *Summary on the Assessment of the level of organizational climate*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
Family Relationship and Support	4.73	HE	4.17	E	4.78	HE	4.56	HE	1
Work Satisfaction	4.00	E	4.18	E	4.89	HE	4.36	HE	5
Professional Satisfaction	4.47	HE	4.07	E	4.71	HE	4.41	HE	3
Motivation	4.47	HE	4.12	E	4.71	HE	4.43	HE	2
Communications	4.13	E	4.15	E	4.82	HE	4.37	HE	4
Salary/Compensation	4.40	HE	4.10	E	4.40	HE	4.30	HE	7
Efficiency and Effectiveness at Work	4.13	E	4.17	E	4.71	HE	4.34	HE	6
Overall Weighted Mean	4.33	HE	4.14	E	4.72	HE	4.40	HE	

Taken together, the highest-rated indicator is “Family Relationship and Support” (4.56, Rank 1), followed by “Motivation” (4.43, Rank 2), and “Professional Satisfaction” (4.41, Rank 3). This is succeeded by “Communications” (4.37, Rank 4), and “Work Satisfaction” (4.36, Rank 5). Lower-ranked indicators include “Efficiency and Effectiveness at Work” (4.34, Rank 6) and “Salary/Compensation” (4.30, Rank 7).

This expresses that the level of organizational climate is highly evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.40.

The findings imply that the school maintains a positive organizational climate characterized primarily by strong family relationships and support, sustained motivation, and high professional satisfaction among staff. The high ratings indicate that interpersonal relationships and workplace engagement are well-established, contributing to a supportive and collaborative school environment. However, comparatively lower ratings in salary/compensation and efficiency and effectiveness at work suggest the need to further strengthen resource-related support and streamline work processes. Overall, enhancing both human relations and structural efficiency is essential in sustaining a balanced, productive, and positive organizational climate within the school.

Furthermore, communication fosters a more positive organizational climate through cooperation and collective decision-making. By communicating with stakeholders through two-way communication, school leaders foster a culture of trust and inclusiveness. Masudi et al. (2023) suggested that open communication helps build relationships and aligns with organizational objectives.

Subproblem No. 4. Is there a significant relationship between the communication management practices of school heads and organizational climate?

Table 27 presents the correlation between leadership adaptability and change management using multiple regression analysis. The results show a strong relationship, as indicated by a Multiple R of 0.903 and an R Square of 0.816, meaning that 81.6% of the variation in change management can be explained by leadership adaptability variables. The adjusted R Square of 0.805 further confirms the robustness of the model, while the standard error of 0.329 and 123 observations indicate a reliable estimation.

The ANOVA results reveal that the model is statistically significant, with an F-value of 72.936 and a significance F of 2.5E-39, which is far below the 0.05 level of significance. This indicates that the set of independent variables collectively has a significant effect on change management.

Table 27. *Correlation between Leadership Adaptability and Change Management*

Summary Output

Regression Statistics

Multiple R

0.903

R Square

0.816

Adjusted R Square

0.805

Standard Error

0.329

Observations

123

ANOVA

df

SS

MS

F

Significance F

Regression

7

55.429

7.918

72.936

2.5E-39

Residual

115

12.485

0.109

Total

122

67.914

Coeff.

Standard Error

t Stat

P-value

Lower 95%

Upper 95%

Lower 95.0%

Upper 95.0%

Intercept

0.550

0.196

2.807

0.006

0.162

0.937

0.162

0.937

Family Relationship and Support

0.097

0.069

1.421

0.158

-0.038

0.233

-0.038

0.233

Work Satisfaction

0.600

0.076

7.871

0.000

0.449

0.751

0.449

0.751

Professional Satisfaction

-0.055

0.064

-0.859

0.392

-0.180

0.071

-0.180

0.071

Motivation

0.036

0.095

0.377

0.707

-0.153

0.224

-0.153

0.224

Communications

0.280

0.082

3.398

0.001

0.117

0.443

0.117

0.443

Salary/Compensation

-0.050

0.058

-0.868

0.387

-0.166

0.065

-0.166

0.065

Efficiency and Effectiveness at Work

-0.025

0.088

-0.279

0.781

-0.199

0.150

-0.199

0.150

In terms of individual predictors, Work Satisfaction ($\beta = 0.600$, $t = 7.871$, $p = 0.000$) and Communications ($\beta = 0.280$, $t = 3.398$, $p = 0.001$) show significant positive effects on change management. The Intercept is also significant ($\beta = 0.550$, $t = 2.807$, $p = 0.006$). However, Family Relationship and Support ($\beta = 0.097$, $p = 0.158$), Professional Satisfaction ($\beta = -0.055$, $p = 0.392$), Motivation ($\beta = 0.036$, $p = 0.707$), Salary/Compensation ($\beta = -0.050$, $p = 0.387$), and Efficiency and Effectiveness at Work ($\beta = -0.025$, $p = 0.781$) are not statistically significant predictors since their p-values exceed 0.05.

Overall, the regression results indicate that among the organizational climate variables, work satisfaction and communication significantly influence change management, while the other variables do not show significant individual effects despite contributing to the overall model.

The findings imply that enhancing work satisfaction and strengthening communication systems are critical factors in improving change management practices within schools. Although other variables are not individually significant, they still contribute to the overall organizational climate and should not be disregarded. The strong overall relationship suggests that leadership adaptability plays a crucial role in

driving effective change management. Therefore, school leaders should prioritize strategies that improve employee satisfaction and communication to successfully implement and sustain change initiatives.

Foreign research also proves the connection between communication management and organizational climate. Efficient leadership communication creates the conditions for cooperation, trust, and joint responsibility. Heenan et al. (2023) revealed that transformational leadership positively affected teacher satisfaction and organizational climate.

Subproblem No. 5. What are the problems encountered by the respondents relative to the communication management practices of school heads?

Table 28 presents the problems encountered by the respondents relative to the communication management practices of School Heads, which yielded generally moderate to evident levels as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective overall weighted means of 2.69, 3.70, and 3.66. Generally, the respondents reported that the problems encountered were moderately encountered to evident, with teachers and SPTA officers generally perceiving them as evident.

Summarily, the highest-rated problem is “Inconsistent use of evidence-based tools for monitoring and evaluation” (3.65, Rank 1), followed by “Inadequate facilities to create an optimal learning environment” (3.62, Rank 2), and “Limited time for regular classroom observations due to administrative tasks” (3.55, Rank 3). This is succeeded by “Overload of non-teaching responsibilities, reducing focus on teaching” (3.52, Rank 4) and “Resistance to participating in extracurricular activities” (3.40, Rank 5). Mid-level concerns include “Limited stakeholder involvement in decision-making processes” (3.33, Rank 6) and “Lack of access to reliable and updated data for decision-making” (3.31, Rank 7), while “Difficulty in recruiting and retaining qualified teaching staff” and “Burnout caused by excessive workload and responsibilities” share the same lowest ranking concern at (3.30, Rank 8.5). The least encountered problems are “Minimal interaction with colleagues outside of teaching responsibilities” (3.24, Rank 10), “Insufficient access to professional development programs” (2.99, Rank 11), and “Limited access to technology resources in the school” (2.98, Rank 12).

Table 28. *Problems Encountered by the Respondents Relative to the communication management practices of school heads*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Limited time for regular classroom observations due to administrative tasks.	3.00	ME	3.87	E	3.78	E	3.55	E	3
2. Inadequate facilities to create an optimal learning environment.	3.00	ME	3.86	E	4.00	E	3.62	E	2
3. Difficulty in recruiting and retaining qualified teaching staff.	2.67	ME	3.58	E	3.67	E	3.30	ME	8.5
4. Limited stakeholder involvement in decision-making processes.	2.67	ME	3.67	E	3.67	E	3.33	ME	6
5. Inconsistent use of evidence-based tools for monitoring and evaluation.	3.67	ME	3.63	E	3.67	E	3.65	E	1
6. Lack of access to reliable and updated data for decision-making.	2.67	ME	3.70	E	3.56	E	3.31	ME	7
7. Overload of non-teaching responsibilities, reducing focus on teaching.	3.00	ME	3.88	E	3.67	E	3.52	E	4
8. Burnout caused by excessive	2.33	LE	3.90	E	3.67	E	3.30	ME	8.5

workload and responsibilities.									
9. Minimal interaction with colleagues outside of teaching responsibilities.	2.33	LE	3.59	E	3.78	E	3.24	ME	10
10. Resistance to participating in extracurricular activities.	3.00	ME	3.53	E	3.67	E	3.40	E	5
11. Insufficient access to professional development programs.	2.00	LE	3.54	E	3.44	E	2.99	ME	11
12. Limited access to technology resources in the school.	2.00	LE	3.60	E	3.33	ME	2.98	ME	12
Overall Weighted Mean	2.69	ME	3.70	E	3.66	E	3.35	ME	

Option	Range	Interpretation
5	4.20 – 5.00	Highly Encountered (HE)
4	3.40 - 4.19	Encountered (E)
3	2.60 – 3.39	Moderately Encountered (ME)
2	1.80 – 2.59	Least Encountered (LE)
1	1.00 – 1.79	Not Encountered (NE)

This marks that the problems encountered relative to the communication management practices of School Heads are moderately encountered to evident, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 3.35.

The findings imply that while communication management practices are generally effective, several operational and organizational challenges still affect their full implementation, particularly in monitoring systems, workload distribution, and resource availability. The higher ratings on monitoring tools and facility limitations suggest gaps in institutional support systems, while workload-related concerns indicate strain on staff efficiency. However, lower ratings on technology access and professional development suggest that these issues are less frequently encountered but still require attention. Overall, addressing systemic constraints, improving resource allocation, and strengthening administrative support are essential to enhance the effectiveness of communication management practices in schools.

Subproblem No. 6. Based on the findings, what intervention program may be proposed?

Based on the findings, a proposed intervention program was crafted and developed as it provides a structured response to the identified gaps in the communication management practices of School Heads. It serves as a practical tool for enhancing clarity, responsiveness, and consistency in school communication processes. The program strengthens feedback mechanisms by promoting systematic and participatory communication among stakeholders. It also supports the improvement of organizational climate by fostering collaboration, motivation, and professional satisfaction among school personnel. Through targeted strategies, it helps address issues related to workload management, resource utilization, and decision-making processes. The intervention program further contributes to improving leadership effectiveness by guiding school heads in evidence-based communication and management practices. Overall, it is essential in translating research findings into actionable improvements that enhance school performance and organizational development. The program incorporates critical elements, such as Key Result Areas, Objectives, Program/Activities, Strategies, Responsible Parties, Time Frame, Budget and Funding Source, and Performance Indicators—to guarantee transparency, efficiency, and sustained impact (refer to Appendix A).

Subproblem No. 7. How acceptable is the proposed intervention program?

Table 29 presents the acceptability of the proposed intervention program, which yielded highly favorable results as assessed by the supervisors, teachers, and SPTA officers, as facilitated by their respective

overall weighted means of 4.33, 4.30, and 4.35. Generally, the respondents found the proposed intervention program to be highly acceptable.

Table 29. *Acceptability of the Proposed Intervention Program*

Indicators	Supervisors		Teachers		SPTA Officers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The proposed Intervention Measure has adequate provision for flexibility and cost-effectiveness	4.33	HA	4.33	HA	4.22	HA	4.30	HA	5
2. The proposed Intervention Measure provides completeness of facts presented.	4.67	HA	4.26	HA	4.33	HA	4.42	HA	1
3. It is practical enough to warrant adaptation and implementation.	4.33	HA	4.28	HA	4.33	HA	4.31	HA	4
4. The proposed Intervention Measure will benefit the school in terms of identifying the weaknesses of school performance and organizational productivity.	4.33	HA	4.34	HA	4.44	HA	4.37	HA	2
5. The proposed Intervention Measure will guide and assist the implementers in developing and enhancing policy guidelines.	4.00	A	4.31	HA	4.44	HA	4.25	HA	6
6. It provides comprehensive knowledge in the implementation of corrective actions.	4.33	HA	4.28	HA	4.33	HA	4.32	HA	3
Overall Weighted Mean	4.33	HA	4.30	HA	4.35	HA	4.33	HA	

Option	Range	Interpretation
5	4.20 – 5.00	Highly Acceptable (HA)
4	3.40 - 4.19	Acceptable (A)
3	2.60 – 3.39	Moderately Acceptable (MA)
2	1.80 – 2.59	Least Acceptable (LA)
1	1.00 – 1.79	Not Acceptable (NA)

Generally, the highest-rated indicator is “The proposed Intervention Measure provides completeness of facts presented” (4.42, Rank 1), followed by “The proposed Intervention Measure will benefit the school in terms of identifying the weaknesses of school performance and organizational productivity” (4.37, Rank 2), and “It provides comprehensive knowledge in the implementation of corrective actions” (4.32, Rank 3). This is succeeded by “It is practical enough to warrant adaptation and implementation” (4.31, Rank 4), and “The proposed Intervention Measure has adequate provision for flexibility and cost-effectiveness” (4.30, Rank 5). The lowest-rated indicator is “The proposed Intervention Measure will guide and assist the implementers in developing and enhancing policy guidelines” (4.25, Rank 6).

This means that the proposed intervention program is highly acceptable, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.33.

The findings imply that the intervention measure is well-designed, relevant, and beneficial in addressing school performance and organizational productivity concerns. The high ratings indicate that stakeholders recognize its clarity, practicality, and usefulness in supporting corrective actions and school improvement initiatives. However, comparatively lower ratings on policy development guidance suggest the

need to further strengthen its alignment with policy formulation and implementation processes. Overall, the proposed intervention program is deemed feasible and valuable for enhancing communication management practices and school effectiveness.

Summary of Findings

1. On the assessment of the communication management practices of School Heads.

The communication management practices of School Heads are highly evident in District I, Schools Division of Quezon City, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.42.

2. On the comparison of the assessment of the three groups of respondents of the communication management practices of School Heads.

The computed F-values for all variables are as follows: Content Knowledge and Pedagogy (18.2630), Learning Environment (11.1271), Diversity of Learners (34.3567), Clarity of Communication (10.6129), Responsiveness and Timeliness (8.0292), Consistency and Transparency (6.6865), Feedback Mechanisms (7.2352), and Use of Appropriate Communication Channels (5.3230), which all exceed the critical value of 3.89 indicating significant differences across variables at a five percent level of significance with 2 and 12 degrees of freedom.

3. On the assessment of the level of organizational climate.

The level of organizational climate is highly evident in District I, Schools Division of Quezon City, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.40.

4. On the significant relationship between the communication management practices of school heads and organizational climate.

The correlation between leadership adaptability and change management using multiple regression analysis, showing a strong relationship with a Multiple R of 0.903, R Square of 0.816, and Adjusted R Square of 0.805, indicating that 81.6% of the variation in change management is explained by the predictor variables; the model is further supported by a standard error of 0.329 based on 123 observations. The ANOVA results confirm that the regression model is statistically significant, with an F-value of 72.936 and a significance F of 2.5E-39, which is far below the 0.05 level, indicating that the independent variables collectively have a significant effect on change management.

In terms of individual predictors, Work Satisfaction ($\beta = 0.600$, $t = 7.871$, $p = 0.000$) and Communications ($\beta = 0.280$, $t = 3.398$, $p = 0.001$) show significant positive effects, while the Intercept is also significant ($\beta = 0.550$, $t = 2.807$, $p = 0.006$). On the other hand, Family Relationship and Support ($\beta = 0.097$, $p = 0.158$), Professional Satisfaction ($\beta = -0.055$, $p = 0.392$), Motivation ($\beta = 0.036$, $p = 0.707$), Salary/Compensation ($\beta = -0.050$, $p = 0.387$), and Efficiency and Effectiveness at Work ($\beta = -0.025$, $p = 0.781$) are not statistically significant predictors since their p-values exceed 0.05.

5. On the problems encountered by the respondents relative to the communication management practices of school heads.

The problems encountered relative to the communication management practices of School Heads are moderately encountered, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 3.35.

6. On what intervention program may be proposed.

A proposed intervention program was developed to address the identified gaps in the communication management practices of School Heads. It serves as a practical and structured approach to improve clarity, responsiveness, and consistency in communication processes. The program enhances feedback mechanisms by promoting systematic and participatory engagement among stakeholders. It also contributes to a positive

organizational climate by fostering collaboration, motivation, and professional satisfaction among school personnel. Through targeted strategies, it addresses concerns related to workload management, resource utilization, and decision-making. Furthermore, it strengthens leadership effectiveness by guiding school heads in evidence-based communication and management practices. The program includes key components such as Key Result Areas, objectives, activities, strategies, responsible persons, time frame, budget, and performance indicators to ensure transparency, efficiency, and sustainability.

7. On the acceptable proposed intervention program?

The proposed intervention program is highly acceptable, as assessed by the supervisors, teachers, and SPTA officers, supported by the overall composite weighted mean of 4.33. The implementation of Sustainable Plan for a Positive Change as an intervention program designed to strengthen communication management practices and improve organizational climate in District I, Schools Division of Quezon City.

CONCLUSIONS

In light of the findings, the following conclusions were drawn.

1. Communication management practices of School Heads are well-established and effectively implemented in supporting clear, responsive, and organized school communication.
2. Differences exist in the assessments of the three groups of respondents, indicating varied perspectives on communication management practices across stakeholders.
3. The organizational climate is positive and supportive, providing a conducive environment for collaboration, professional growth, and effective school functioning.
4. Communication management practices of School Heads significantly influence the organizational climate, emphasizing the importance of effective leadership communication in school performance.
5. The challenges encountered in communication management practices are manageable and indicate areas that require continuous improvement.
6. The proposed intervention program is relevant and aligned with the identified needs, offering a structured approach to improving communication practices and organizational effectiveness.
7. The proposed intervention program is practical and beneficial, demonstrating its suitability for implementation and sustainability in the school setting.

Recommendations

Based on the conclusions, the following are strongly recommended.

1. The Schools Division Office and School Heads may adopt and implement the Sustainable Plan for Positive Change, ensuring proper planning, resource allocation, and monitoring.
2. School Heads may sustain and further enhance these practices through continuous professional development and monitoring, with support from the Schools Division Office.
3. School Heads and supervisors may strengthen inclusive and participatory communication strategies to align perceptions and ensure a shared understanding among teachers and SPTA officers.
4. School administrators may maintain and reinforce programs that promote collaboration, staff well-being, and professional growth, with active involvement from all school stakeholders.
5. School Heads should prioritize effective communication as a leadership function, while the Schools Division Office may provide training and capacity-building programs to strengthen leadership communication skills.
6. School Heads, in coordination with teachers and stakeholders, may address these challenges by improving resource allocation, workload management, and communication systems.
7. School Heads and stakeholders may collaboratively support the implementation and continuous evaluation of the program to ensure its effectiveness and long-term sustainability.

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