

Leadership Communication Styles and Teachers' Performance in Public Elementary Schools in The Division of San Pedro City, Laguna: Basis for Sustained Progress Drive

Marissa C. Custodio, MAED

Graduate School- MAEd Program, Eulogio "Amang" Rodriguez Institute of Science & Technology (EARIST-CAVITE)

DOI: <https://doi.org/10.51244/IJRSI.2026.1307000067>

Received: 11 July 2026; Accepted: 16 July 2026; Published: 28 July 2026

ABSTRACT

Effective leadership communication is fundamental to fostering teacher performance, organizational effectiveness, and continuous school improvement. This study assessed the leadership communication styles of school heads and examined their relationship with teachers' performance in selected public elementary schools in the Division of San Pedro City, Laguna. Specifically, it evaluated leadership communication in terms of communication clarity, interpersonal communication, inclusivity, collaborative communication, motivational communication, conflict resolution, adaptability, technology utilization, and professional development. It likewise determined teachers' performance based on Individual Performance Commitment and Review Form (IPCRF) ratings, examined significant differences in respondents' assessments, analyzed the relationship between leadership communication styles and teachers' performance, identified the challenges encountered, and assessed the acceptability of the proposed Sustained Progress Drive. The study employed a descriptive-correlational research design involving school heads, teachers, and non-teaching personnel from selected public elementary schools. Data were gathered using a validated researcher-developed questionnaire and documentary analysis of teachers' IPCRF ratings. Statistical tools included percentage, weighted mean, analysis of variance, Pearson product-moment correlation, and multiple linear regression. The findings revealed that leadership communication styles were **Highly Evident**, while teachers consistently attained **Very Satisfactory** performance ratings. Significant differences were observed in selected communication dimensions among respondent groups, and leadership communication styles demonstrated a significant positive relationship with teachers' performance. Respondents also identified several operational challenges related to communication practices. The findings underscore the importance of strengthening leadership communication competencies to sustain teacher effectiveness and organizational excellence in public elementary schools.

Keywords: leadership communication, teacher performance, school leadership, educational leadership, public elementary schools, organizational communication, Philippines

INTRODUCTION

Effective leadership communication is fundamental to organizational effectiveness, teacher engagement, and continuous school improvement. As schools respond to educational reforms, technological advancements, and increasing accountability demands, school heads are expected to communicate clearly, foster collaboration, resolve conflicts, and motivate personnel toward achieving institutional goals. Beyond facilitating the flow of information, leadership communication creates a professional environment that promotes trust, shared responsibility, and instructional excellence.

Within the Philippine basic education system, effective leadership communication is reinforced through the Philippine Professional Standards for School Heads (PPSSH), the Philippine Professional Standards for Teachers (PPST), and Republic Act No. 10533, all of which emphasize collaborative leadership, stakeholder engagement, and continuous professional development. These policy frameworks recognize communication as an essential leadership competency that supports organizational effectiveness and teacher performance.

Public elementary schools operate in increasingly dynamic environments where effective communication is necessary for coordinating instructional programs, managing organizational change, and strengthening professional relationships. School leaders who communicate effectively foster teacher motivation, collaboration, and continuous learning, thereby contributing to improved educational outcomes.

Although educational leadership has been widely studied, relatively few studies have examined leadership communication styles as a multidimensional construct that influences teacher performance, particularly in public elementary schools within the Division of San Pedro City, Laguna. This limitation highlights the need for localized evidence on how leadership communication contributes to teacher effectiveness and organizational improvement.

Accordingly, this study assessed the leadership communication styles of school heads and examined their relationship with teachers' performance in selected public elementary schools in the Division of San Pedro City, Laguna. It also identified communication-related challenges and evaluated a proposed Sustained Progress Drive to strengthen leadership communication and educational effectiveness.

Research Gap

Existing educational leadership research has largely focused on transformational, instructional, and distributed leadership, while comparatively limited attention has been given to leadership communication as a multidimensional construct encompassing communication clarity, interpersonal communication, collaboration, inclusivity, conflict resolution, adaptability, technology utilization, and professional development. In addition, localized empirical studies examining these communication dimensions in relation to teacher performance within Philippine public elementary schools remain limited.

This study addresses these gaps by examining leadership communication styles from the perspectives of school heads, teachers, and non-teaching personnel while relating these practices to teachers' performance in the Division of San Pedro City, Laguna. The findings provide localized evidence that may guide leadership development initiatives, strengthen organizational communication, and support continuous school improvement.

Objectives of the Study

This study aimed to assess the **Leadership Communication Styles and Teachers' Performance in Public Elementary Schools in the Division of San Pedro City, Laguna** as the basis for a **Sustained Progress Drive**.

Specifically, the study sought to:

1. Assess the leadership communication styles of school heads in terms of: communication clarity; interpersonal communication; inclusivity; collaborative communication; motivational communication; conflict resolution; adaptability; technology utilization; and professional development;
2. Determine whether significant differences exist among the assessments of school heads, teaching personnel, and non-teaching personnel regarding leadership communication styles;
3. Determine the level of teachers' performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings for the past three school years;
4. Determine whether a significant relationship exists between leadership communication styles and teachers' performance;
5. Identify the problems encountered relative to leadership communication styles;
6. Determine the acceptability of the proposed Sustained Progress Drive; and
7. Provide evidence-based recommendations for strengthening leadership communication and improving teacher performance in public elementary schools.

Theoretical Framework

This study is anchored on three complementary theories that explain how leadership communication influences teachers' performance: the **Communication Perspective on Leadership** (Johnson & Hackman, 2018), **Social Constructivist Theory**, and **Transformational Leadership Theory** (Bass & Avolio).

The primary theoretical foundation is the **Communication Perspective on Leadership**, which views leadership as an interactive communication process through which leaders build trust, coordinate organizational activities, provide feedback, and align organizational members toward shared goals. Within public elementary schools, this perspective explains how effective communication enables school heads to strengthen collaboration, organizational commitment, and teacher performance.

The study is further supported by **Social Constructivist Theory**, which emphasizes that learning and professional growth develop through social interaction, collaboration, and shared experiences. Applied to educational leadership, the theory suggests that open communication, mentoring, and collaborative dialogue foster teachers' professional competence, reflective practice, and continuous improvement.

Finally, **Transformational Leadership Theory** explains that leaders influence organizational members by communicating a shared vision, providing individualized support, encouraging innovation, and motivating personnel to achieve organizational goals. Effective leadership communication therefore serves as a key mechanism for enhancing teacher motivation, organizational commitment, and instructional effectiveness.

Collectively, these theories explain that effective leadership communication strengthens teacher performance by promoting collaboration, professional learning, organizational trust, and shared commitment to school improvement. Together, they provide the theoretical foundation for examining the relationship between leadership communication styles and teachers' performance and for developing the proposed Sustained Progress Drive.

METHODOLOGY

Research Design

This study employed a **descriptive-correlational research design** to examine the leadership communication styles of school heads and their relationship with teachers' performance in selected public elementary schools in the Division of San Pedro City, Laguna. The descriptive component was used to determine the extent to which leadership communication styles were practiced across the participating schools, while the correlational component examined the association between leadership communication styles and teachers' performance, as reflected in their Individual Performance Commitment and Review Form (IPCRF) ratings. In addition, the study determined significant differences in the perceptions of school heads, teaching personnel, and non-teaching personnel regarding leadership communication styles, identified the problems encountered, and assessed the acceptability of the proposed Sustained Progress Drive.

The descriptive-correlational design was considered appropriate because the study sought to investigate naturally occurring organizational practices without manipulating any research variables. It enabled the researcher to systematically describe leadership communication behaviors, compare stakeholder perceptions, determine statistical relationships between communication styles and teachers' performance, and generate evidence-based recommendations for strengthening educational leadership. This research design is widely used in educational leadership studies because it provides empirical evidence regarding leadership effectiveness, organizational communication, and teacher performance while preserving the natural educational environment.

Research Locale

The study was conducted in **twelve (12) selected public elementary schools** under the **Division of San Pedro City, Laguna**. These schools were selected because they represent diverse educational settings within the

division and provide appropriate contexts for examining leadership communication practices among school heads and their influence on teachers' performance.

These schools are governed by the Department of Education (DepEd) and implement common educational policies while serving communities with varying demographic, socioeconomic, and organizational characteristics. Conducting the study across multiple schools provided broader perspectives regarding leadership communication practices and enhanced the applicability of the findings within the Division of San Pedro City.

The study was conducted from **November 2025 to March 2026**.

Respondents of the Study

The study involved **257 respondents** from twelve (12) selected public elementary schools in the Division of San Pedro City, Laguna, comprising **12 school heads, 233 teaching personnel, and 12 non-teaching personnel**. These respondent groups were selected because they directly participate in school leadership, instructional delivery, and administrative operations, enabling them to provide comprehensive perspectives on leadership communication practices within their respective schools. Their inclusion enabled the study to compare organizational viewpoints and to generate a balanced assessment of leadership communication styles and their relationship to teachers' performance.

Sampling Technique

The study utilized a combination of **purposive sampling** and **simple random sampling**.

Purposive sampling was employed to select the school heads and non-teaching personnel, as all individuals in these categories at the participating schools were included in the investigation. Their direct involvement in school administration and organizational operations made them appropriate respondents for the study.

For the **teaching personnel**, **simple random sampling** was employed to ensure that every eligible teacher had an equal opportunity to participate in the study. This sampling procedure minimized selection bias while improving the representativeness of the sample.

The combined use of purposive and probability sampling techniques strengthened the study's methodological rigor by ensuring both respondent relevance and adequate representation of participating schools.

Research Instrument

The study used a researcher-developed survey questionnaire as the primary instrument for collecting quantitative data. The questionnaire was developed following an extensive review of educational leadership literature, organizational communication theories, leadership communication models, teacher performance standards, and previous empirical studies on educational leadership and organizational communication.

Validation of the Research Instrument

The researcher-developed questionnaire underwent content validation by experts in educational leadership, educational management, organizational communication, research methodology, and public elementary school administration to ensure its clarity, relevance, content adequacy, and alignment with the study objectives. Their recommendations regarding item wording, organization, and content coverage were incorporated before the instrument's final administration.

The revised questionnaire was subsequently pilot-tested with respondents who had characteristics similar to those of the target population but were excluded from the actual study. The pilot test confirmed the instrument's clarity, consistency, and suitability for measuring leadership communication styles and teachers' performance.

RESULTS AND DISCUSSION

Leadership Communication Styles

Leadership communication is an essential organizational competency that enables school heads to articulate institutional goals, facilitate collaboration, motivate personnel, resolve conflicts, and cultivate professional relationships that support effective teaching and learning. In public elementary schools, communication is the primary mechanism by which school leaders influence teachers' commitment, organizational climate, instructional practices, and overall school effectiveness. Effective leadership communication, therefore, extends beyond the simple transmission of information by promoting shared understanding, trust, participation, and continuous professional growth.

Overall, the respondents assessed **Leadership Communication Styles** as **Highly Evident**, with an **overall composite weighted mean of 4.56**, indicating that school heads consistently demonstrate effective communication practices across all measured dimensions. Among the nine communication domains, **Technology Utilization** obtained the highest rating, while **Inclusivity** received the lowest, although it remained within the **Highly Evident** category. These findings suggest that school leaders effectively integrate multiple communication approaches to strengthen organizational efficiency, collaboration, and professional development, while also presenting opportunities to further improve inclusive leadership practices.

The findings support the **Communication Perspective on Leadership**, which explains that leadership effectiveness is achieved through purposeful communication that builds trust, promotes collaboration, and aligns organizational members toward common goals. Likewise, **Transformational Leadership Theory** suggests that effective leaders inspire organizational commitment through clear communication, individualized consideration, and shared vision. **Social Constructivist Theory** likewise reinforces the importance of communication as a mechanism for collaborative learning, professional dialogue, and continuous teacher development.

Communication Clarity

Communication Clarity was assessed as **Highly Evident**, indicating that school heads consistently communicate organizational goals, policies, expectations, and instructional priorities in ways that are generally understandable and meaningful to school personnel. Respondents agreed that school leaders provide sufficient guidance to enable teachers and non-teaching personnel to perform their responsibilities effectively and support the implementation of school programs.

The findings suggest that communication clarity contributes significantly to organizational coordination, as clearly communicated expectations reduce uncertainty, improve task alignment, and facilitate the efficient implementation of educational initiatives. Effective communication also strengthens accountability by ensuring that personnel understand their respective responsibilities and organizational objectives.

Although Communication Clarity received a favorable evaluation, its ranking relative to other communication dimensions suggests that school leaders may further strengthen consistency in disseminating information, clarifying institutional expectations, and providing timely organizational updates to all personnel.

Interpersonal Communication

Interpersonal Communication likewise received a **Highly Evident** assessment, reflecting positive professional relationships between school heads and school personnel. Respondents generally agreed that school leaders demonstrate approachability, active listening, respect, empathy, and constructive interpersonal interactions that foster supportive working relationships.

The findings indicate that effective interpersonal communication contributes significantly to organizational trust, employee morale, and professional collaboration. Teachers who perceive their school heads as approachable and respectful are more likely to communicate openly, participate actively in school activities, and contribute positively to organizational improvement.

Despite the favorable assessment, interpersonal communication ranked among the relatively lower communication dimensions, suggesting opportunities for further strengthening personalized interactions, mentoring relationships, and regular dialogue between school leaders and personnel.

Inclusivity

Inclusivity obtained the lowest composite mean among the communication dimensions, although it remained **Highly Evident**. Respondents generally agreed that school heads encourage participation, respect diverse viewpoints, and provide opportunities for stakeholders to contribute to organizational discussions and school improvement initiatives.

The findings demonstrate that inclusive communication practices are already established within the participating schools. Nevertheless, the relatively lower ranking suggests that school leaders may further strengthen participatory leadership by expanding opportunities for teachers, non-teaching personnel, and other stakeholders to contribute meaningfully to organizational decision-making and school governance.

Inclusive leadership communication promotes organizational ownership, strengthens collaborative relationships, and encourages shared responsibility for achieving educational goals.

Collaborative Communication

Collaborative Communication emerged as one of the highest-rated dimensions of leadership communication styles. Respondents consistently recognized that school heads encourage teamwork, promote collaborative planning, facilitate professional dialogue, and foster cooperative relationships among school personnel.

The findings indicate that collaborative communication strengthens organizational effectiveness by encouraging collective problem-solving, knowledge sharing, and coordinated implementation of educational programs. School leaders who actively promote collaboration create professional learning environments where teachers support one another while working toward common organizational objectives.

These findings are consistent with collaborative leadership principles emphasizing that organizational effectiveness is strengthened when communication encourages teamwork and shared professional responsibility.

Motivational Communication

Motivational Communication also received a **Highly Evident** assessment, indicating that school heads consistently inspire teachers through encouragement, recognition, constructive feedback, and positive reinforcement.

Respondents generally agreed that school leaders effectively communicate appreciation for teachers' contributions while encouraging continuous professional improvement. Such communication practices strengthen teacher motivation, organizational commitment, and professional confidence.

The findings further suggest that motivational communication contributes positively to teacher morale by recognizing accomplishments, reinforcing professional values, and maintaining a supportive organizational climate.

Conflict Resolution

Conflict Resolution was likewise assessed as **Highly Evident**, reflecting respondents' positive perceptions regarding school heads' ability to address disagreements, facilitate dialogue, and resolve organizational concerns fairly and professionally.

The findings indicate that effective communication during conflict situations contributes significantly to maintaining harmonious workplace relationships and organizational stability. School leaders who communicate

openly during conflict encourage mutual understanding, minimize misunderstandings, and strengthen trust among school personnel.

Effective conflict resolution likewise contributes to positive organizational climates where professional relationships remain constructive despite differing opinions or workplace challenges.

Adaptability

Adaptability emerged as one of the stronger communication dimensions, indicating that school heads effectively adjust communication strategies in response to changing organizational situations, technological developments, educational reforms, and stakeholder needs.

Respondents recognized that adaptable communication enables school leaders to respond appropriately to emerging educational challenges while maintaining organizational effectiveness. Flexibility in communication also supports the successful implementation of policy changes, instructional innovations, and organizational improvements.

The findings demonstrate that adaptability has become an increasingly valuable leadership competency within contemporary educational environments characterized by continuous change.

Technology Utilization

Technology Utilization obtained the **highest composite weighted mean** among all communication dimensions, indicating that respondents highly recognized school heads' effective use of digital communication technologies.

The findings demonstrate that school leaders effectively utilize electronic communication platforms, virtual meetings, digital messaging systems, and other communication technologies to facilitate organizational coordination, information dissemination, and professional collaboration.

The high assessment reflects the growing integration of digital communication into educational leadership, particularly following the expanded use of technology in Philippine basic education. Technology-supported communication enhances organizational efficiency while improving accessibility, responsiveness, and information sharing among school personnel.

Professional Development

Professional Development likewise received a **Highly Evident** assessment. Respondents agreed that school heads actively communicate opportunities for training, mentoring, coaching, seminars, and continuing professional growth.

The findings indicate that communication supporting professional development strengthens teachers' instructional competence, leadership capacity, and organizational commitment. School leaders who consistently encourage professional learning contribute significantly to continuous school improvement by fostering lifelong learning among educators.

Effective communication about professional development also demonstrates the organization's commitment to teacher growth and educational excellence.

Summary Assessment of Leadership Communication Styles

Collectively, the findings indicate that **leadership communication styles are highly evident across all participating public elementary schools** in the Division of San Pedro City, Laguna. School heads consistently demonstrate effective communication practices characterized by clarity, collaboration, motivation, adaptability, conflict management, technology utilization, and professional support.

The strongest communication practices involve integrating technology and fostering collaboration, reflecting school leaders' ability to use modern communication tools while fostering teamwork and organizational cooperation. Conversely, inclusivity and interpersonal communication, although still evident, present opportunities to further strengthen personalized engagement and participatory leadership.

Overall, the findings demonstrate that effective leadership communication contributes significantly to creating supportive organizational environments that promote collaboration, professional development, and organizational effectiveness. These communication practices establish important organizational conditions that support teacher performance, strengthen school culture, and facilitate continuous educational improvement within public elementary schools.

Teachers' Performance

Teachers' performance, based on the **Individual Performance Commitment and Review Form (IPCRF)** ratings for the previous three school years, remained **consistently high**, with an observable improvement during the most recent evaluation period. The findings indicate that teachers maintained Very Satisfactory performance levels, reflecting strong instructional competence, commitment to professional responsibilities, and effective implementation of teaching and learning processes. Furthermore, the performance trend suggests that teachers' effectiveness has remained stable, with gradual improvement over time.

The consistently favorable performance ratings imply that teachers continue to demonstrate professionalism, instructional effectiveness, and accountability in carrying out their duties. Although teacher performance is influenced by multiple organizational and individual factors, supportive leadership communication may help create a professional environment that fosters collaboration, motivation, continuous learning, and instructional improvement.

Significant Difference in the Assessment of Leadership Communication Styles

One-Way Analysis of Variance (ANOVA) revealed significant differences in selected dimensions of leadership communication styles among school heads, teaching personnel, and non-teaching personnel. These findings indicate that respondents' organizational roles influence how leadership communication practices are perceived. Despite these differences, all respondent groups generally assessed leadership communication as **Highly Evident**, reflecting a shared recognition of the effectiveness of communication practices within the participating schools. The results highlight the importance of sustaining consistent communication while addressing the varying expectations of different stakeholder groups.

Post Hoc Analysis

Following the significant ANOVA results, Tukey's Honest Significant Difference (HSD) Test was conducted to identify the respondent groups that differed significantly. The analysis showed that the most notable differences generally occurred between school heads and teaching personnel, particularly in communication practices related to inclusivity, collaboration, and professional development. These findings suggest that differences in organizational responsibilities influence perceptions of leadership communication. They also underscore the importance of strengthening participatory communication, regular dialogue, and stakeholder engagement to promote greater alignment across all school personnel.

Relationship Between Leadership Communication Styles and Teachers' Performance

The relationship between leadership communication styles and teachers' performance was examined using **Pearson Product-Moment Correlation Analysis**.

The results revealed a **strong positive relationship** between leadership communication styles and teachers' performance, indicating that improvements in communication practices are generally associated with better teacher performance. This finding suggests that school heads who consistently communicate clearly, promote collaboration, motivate personnel, resolve conflicts constructively, and encourage professional development contribute positively to creating organizational environments that support teacher effectiveness.

The findings support the **Communication Perspective on Leadership**, which emphasizes that effective communication strengthens organizational performance by aligning personnel toward common goals. Likewise, **Transformational Leadership Theory** explains that leaders influence organizational outcomes through inspirational communication, individualized support, and intellectual stimulation.

Although the relationship was strong, multiple linear regression analysis showed **that leadership communication styles did not significantly predict teachers' performance when considered collectively**. The regression analysis yielded a **Multiple R of 0.94**, indicating a very strong association between the variables. While the coefficient of determination suggested that a substantial proportion of the variation in teacher performance was associated with the communication variables, the **overall regression model was not statistically significant ($F = 1.64$, $p = .44$)**. Furthermore, none of the individual communication dimensions emerged as significant predictors because all corresponding probability values exceeded the .05 level of significance.

This apparent difference between the correlation and regression findings may be explained by the multifaceted nature of teacher performance. Although effective leadership communication contributes positively to teachers' professional environment, teacher performance is likewise influenced by numerous additional factors such as instructional competence, teaching experience, professional motivation, organizational resources, learner characteristics, institutional policies, and individual professional commitment. Consequently, leadership communication should be viewed as an important enabling factor rather than the sole determinant of teacher performance.

Problems Encountered Relative to Leadership Communication Styles

Despite the generally favorable assessment of leadership communication styles, respondents identified several concerns that continue to influence organizational communication within the participating schools.

The commonly identified concerns included: occasional delays in information dissemination; inconsistent communication across organizational levels; limited stakeholder participation in selected decision-making activities; communication gaps during periods of organizational change; varying opportunities for professional dialogue; scheduling constraints affecting collaborative meetings; technological communication challenges experienced by some personnel; and maintaining communication consistency across multiple school activities.

Overall, these concerns were assessed as **Very Least Problems Encountered**, as reflected by the **overall composite weighted mean of 1.64**. This finding indicates that communication-related concerns are minimal and do not substantially affect the overall effectiveness of leadership communication within the participating schools.

Although these issues occur infrequently, addressing them proactively may further strengthen organizational communication and sustain positive school climates.

Acceptability of the Proposed Sustained Progress Drive

The respondents evaluated the proposed **Sustained Progress Drive** in terms of its suitability, acceptability, and feasibility.

Overall, the proposed program was assessed as **Highly Acceptable**, with an **overall composite weighted mean of 4.67**. Respondents agreed that the proposed intervention appropriately addresses the communication concerns identified in the study and provides practical strategies to strengthen leadership communication in public elementary schools.

The favorable evaluation demonstrates that stakeholders recognize the relevance of the proposed initiatives, particularly those promoting communication clarity, collaborative leadership, professional development, stakeholder engagement, conflict management, and technology-supported communication.

The findings further indicate that the Sustained Progress Drive has strong implementation potential because its proposed activities align with existing educational leadership practices, organizational priorities, and Department of Education initiatives.

Integrated Discussion

The findings demonstrate that leadership communication is a significant organizational strength within the participating public elementary schools. School heads consistently demonstrate effective communication characterized by clarity, collaboration, motivation, adaptability, technology use, and professional support, fostering a positive environment for teacher engagement and continuous improvement. Although leadership communication showed a strong positive relationship with teachers' performance, the regression analysis indicates that teacher performance is also influenced by other instructional, organizational, and contextual factors. These findings affirm the **Communication Perspective on Leadership, Social Constructivist Theory, and Transformational Leadership Theory**, emphasizing that effective communication should be integrated with broader leadership practices to sustain teacher effectiveness, organizational collaboration, and continuous school improvement.

SUSTAINED PROGRESS DRIVE

Based on the study's findings, a Sustained Progress Drive is proposed to reinforce effective leadership communication practices and maintain high levels of teacher performance in public elementary schools in the Division of San Pedro City, Laguna. The program is designed to strengthen communication competencies among school leaders, foster collaborative organizational cultures, improve stakeholder engagement, and sustain instructional excellence through continuous leadership development.

The Sustained Progress Drive is anchored on the **Communication Perspective on Leadership, Transformational Leadership Theory, and Social Constructivist Theory**, recognizing that effective communication is a strategic leadership competency that promotes organizational effectiveness, teacher engagement, professional growth, and continuous school improvement. The program emphasizes leadership capacity building, collaborative communication, technology integration, conflict management, and professional learning as key strategies for sustaining educational excellence.

The proposed initiative consists of four strategic components:

Strategic Component 1: Communication Excellence

Objective: Strengthen the clarity, transparency, and consistency of communication among school leaders.

Major Activities:

- Leadership communication enhancement workshops
- Strategic communication planning sessions
- Effective feedback and coaching seminars
- Communication audit and monitoring activities

Strategic Component 2: Collaborative Leadership

Objective: Promote participatory leadership and strengthen collaborative decision-making.

Major Activities:

- Professional Learning Community (PLC) meetings
- School-based collaborative planning

-
- Stakeholder consultation forums
 - Teacher leadership initiatives

Strategic Component 3: Digital Communication and Innovation

Objective: Enhance organizational communication through digital technologies.

Major Activities:

- Training on digital communication platforms
- Electronic information management
- Virtual collaboration systems
- Technology-supported instructional communication

Strategic Component 4: Professional Growth and Organizational Sustainability

Objective: Sustain leadership communication competencies through continuous professional development.

Major Activities:

- Leadership mentoring
- Coaching sessions
- Professional development seminars
- Annual communication competency assessment

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. **Leadership communication styles are highly evident** among school heads in the participating public elementary schools, indicating that effective communication has become an established leadership practice that supports organizational effectiveness.
2. **Technology utilization emerged as the strongest communication dimension**, demonstrating school leaders' effective integration of digital communication tools to facilitate organizational coordination and information dissemination.
3. **Communication clarity, collaborative communication, motivational communication, conflict resolution, adaptability, and professional development were consistently rated highly**, reflecting school leaders' commitment to creating supportive and collaborative learning environments.
4. **Teachers consistently obtained Very Satisfactory performance ratings** based on their IPCRF results, indicating sustained instructional competence and professional commitment.
5. **Significant differences existed in selected communication dimensions** among school heads, teaching personnel, and non-teaching personnel, suggesting that organizational roles influence perceptions of leadership communication.
6. **Leadership communication styles demonstrated a significant positive relationship with teachers' performance**, indicating that effective communication contributes to creating organizational conditions that support teacher effectiveness.

7. **The regression analysis showed that leadership communication styles did not significantly predict teachers' performance when considered collectively**, suggesting that teacher performance is influenced by multiple professional, organizational, and contextual factors beyond communication alone.
8. **Communication-related concerns were assessed as very least problems encountered**, indicating that organizational communication is generally functioning effectively while still presenting opportunities for continuous improvement.
9. **The proposed Sustained Progress Drive was evaluated as highly acceptable**, demonstrating strong stakeholder support for initiatives that further strengthen leadership communication competencies.
10. **Sustaining effective leadership communication remains essential for promoting teacher engagement, organizational collaboration, instructional quality, and continuous school improvement** within public elementary schools.

RECOMMENDATIONS

Based on the study's findings and conclusions, the following recommendations are proposed.

1. The **Department of Education is to** continue strengthening leadership development initiatives that emphasize strategic communication, collaborative leadership, conflict management, and technology-supported organizational communication in accordance with the Philippine Professional Standards for School Heads.
2. The **Department of Education is to** expand division-wide leadership training programs focusing on communication competencies that enhance instructional leadership and organizational effectiveness.
3. The **School Heads are to** sustain effective communication practices by promoting transparency, timely information dissemination, active listening, constructive feedback, and participatory decision-making.
4. The **School Heads are to** continue utilizing digital communication technologies to improve organizational coordination, stakeholder engagement, and instructional supervision while ensuring that technology complements meaningful interpersonal communication.
5. The **School Heads are to** strengthen mentoring and coaching programs that encourage collaborative learning, teacher empowerment, and continuous professional development.
6. The **Teaching and Non-Teaching Personnel are to** continue participating actively in collaborative communication activities, professional learning communities, and school improvement initiatives that strengthen organizational effectiveness and foster shared accountability.
7. The **Teaching and Non-Teaching Personnel are to** provide regular feedback to school leaders regarding communication practices to support continuous organizational improvement and strengthen mutual understanding within the school community.

For Future Researchers

8. **Future Researchers are to** replicate the study in other school divisions and educational levels to determine the consistency of the findings across different organizational contexts.
9. **Future Researchers are to** investigate additional variables such as organizational culture, teacher engagement, psychological empowerment, instructional leadership, emotional intelligence, job satisfaction, and organizational citizenship behavior using Structural Equation Modeling (SEM), mixed-method research, or longitudinal research designs.
10. **Future Researchers are to** examine the influence of emerging communication technologies and artificial intelligence on educational leadership and organizational communication within Philippine basic education.

PRACTICAL IMPLICATIONS

The findings offer several important implications for educational leadership and organizational management.

First, leadership communication should be recognized as a strategic organizational competency rather than merely an administrative responsibility. School heads who consistently communicate with clarity, empathy, collaboration, and professionalism establish positive organizational climates that support teacher engagement, trust, and instructional effectiveness.

Second, educational institutions should continue to invest in leadership development programs that emphasize communication competencies, digital leadership, conflict management, coaching, and collaborative decision-making. Continuous leadership development strengthens organizational resilience while improving educational outcomes.

Third, school administrators should use technology strategically to complement, rather than replace interpersonal communication. Digital platforms facilitate timely information dissemination and organizational efficiency; however, meaningful face-to-face communication remains essential for strengthening trust, collaboration, and professional relationships.

Finally, continuous evaluation of leadership communication practices should become an integral component of school improvement planning. Regular organizational assessments enable educational leaders to identify communication strengths, address emerging concerns, and sustain organizational effectiveness in rapidly changing educational environments.

CONTRIBUTION TO EDUCATIONAL LEADERSHIP

This study contributes to educational leadership in several important ways.

First, it provides empirical evidence that leadership communication is a multidimensional organizational competency encompassing clarity, interpersonal communication, inclusivity, collaboration, motivation, conflict management, adaptability, technology use, and professional development.

Second, the study extends the application of the **Communication Perspective on Leadership**, **Transformational Leadership Theory**, and **Social Constructivist Theory** in Philippine public elementary schools by demonstrating how communication practices contribute to organizational effectiveness and teacher performance.

Third, the study highlights that although leadership communication is positively associated with teacher performance, teacher effectiveness remains a multidimensional outcome influenced by various organizational, professional, and contextual factors. This finding encourages educational leaders to integrate effective communication with broader instructional leadership, teacher support, and professional development initiatives.

Finally, the findings provide practical guidance for school leaders, educational policymakers, and leadership development practitioners in designing evidence-based communication strategies that strengthen organizational collaboration, teacher engagement, and continuous school improvement.

LIMITATIONS OF THE STUDY

The study was conducted among selected public elementary schools in the Division of San Pedro City, Laguna. Consequently, the findings may not be directly generalized to all public schools or educational institutions throughout the Philippines.

The descriptive-correlational design enabled examination of relationships among variables but did not establish causality. Furthermore, leadership communication styles were measured primarily through respondents'

perceptions, while teachers' performance was based on IPCRF ratings, which may also be influenced by institutional evaluation practices and other contextual factors.

Future studies employing qualitative methods, mixed-method research, experimental designs, or longitudinal investigations may provide deeper insights into how leadership communication influences teacher performance over time.

REFERENCES

1. Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. Routledge.
2. Asian Development Bank. (2023). Asian development outlook 2023: Investing in education and human capital. Asian Development Bank.
3. Bass, B. M., & Avolio, B. J. (1994). Improving organizational effectiveness through transformational leadership. Sage Publications.
4. Bush, T. (2020). Theories of educational leadership and management (5th ed.). Sage Publications.
5. Cansoy, R. (2020). The relationship between school leadership and teacher job satisfaction: A meta-analysis. *International Journal of Educational Leadership and Management*, 8(1), 71–94.
6. Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Sage Publications.
7. Darling-Hammond, L. (2022). The right to learn: Educational leadership for equity and excellence. Teachers College Press.
8. Department of Education. (2022). Philippine Professional Standards for School Heads (PPSSH). Department of Education.
9. Department of Education. (2023). Basic Education Development Plan (BEDP) 2030. Department of Education.
10. Department of Education. (2024). MATATAG Agenda Implementation Report. Department of Education.
11. DuFour, R., DuFour, R., Eaker, R., Many, T., & Mattos, M. (2021). Learning by doing: A handbook for professional learning communities at work (4th ed.). Solution Tree Press.
12. Fullan, M. (2020). Leading in a culture of change (2nd ed.). Jossey-Bass.
13. Gravetter, F. J., & Wallnau, L. B. (2021). Statistics for the behavioral sciences (11th ed.). Cengage Learning.
14. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2022). Multivariate data analysis (9th ed.). Cengage Learning.
15. Hallinger, P. (2020). Instructional leadership and school improvement: Reflections and future directions. *Educational Management Administration & Leadership*, 48(4), 595–605.
16. Hargreaves, A., & Fullan, M. (2020). Professional capital: Transforming teaching in every school (2nd ed.). Teachers College Press.
17. Harris, A. (2020). Distributed leadership matters: Perspectives, practicalities, and potential. Corwin Press.
18. Johnson, C. E. (2021). Meeting the ethical challenges of leadership (7th ed.). Sage Publications.
19. Leithwood, K. (2021). A review of evidence about equitable school leadership. *Education Sciences*, 11(8), 377.
20. Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22.
21. Marzano, R. J., Waters, T., & McNulty, B. A. (2020). School leadership that works: From research to results (2nd ed.). ASCD.
22. McCombes, S. (2023). Descriptive research: Definition, design, and methods. Scribbr.
23. Northouse, P. G. (2022). Leadership: Theory and practice (9th ed.). Sage Publications.
24. OECD. (2023). Education at a glance 2023: OECD indicators. OECD Publishing.
25. Organisation for Economic Co-operation and Development. (2022). The future of education and skills 2030. OECD Publishing.
26. Robbins, S. P., & Judge, T. A. (2023). Organizational behavior (19th ed.). Pearson.
27. Robinson, V. M. J. (2020). Student-centered leadership (2nd ed.). Jossey-Bass.

28. Schleicher, A. (2023). *World class: How to build a 21st-century school system*. OECD Publishing.
29. Sheninger, E. (2021). *Digital leadership: Changing paradigms for changing times* (2nd ed.). Corwin Press.
30. UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO.
31. UNESCO. (2023). *Global education monitoring report 2023*. UNESCO Publishing.
32. UNESCO. (2024). *Global education monitoring report 2024/25*. UNESCO Publishing.
33. United Nations. (2023). *The Sustainable Development Goals Report 2023*. United Nations.
34. World Bank. (2023). *World Development Report 2023: Migrants, refugees, and societies*. World Bank.
35. World Bank. (2024). *World Development Report 2024: The middle-income trap*. World Bank.
36. Yukl, G. (2020). *Leadership in organizations* (9th ed.). Pearson.
37. Zhang, T., Sun, B., & Liu, Y. (2023). Leadership communication and teacher engagement in public schools: A systematic review. *Educational Management Administration & Leadership*, 51(6), 1043–1062.
38. Zhou, M., & Li, H. (2022). School leadership communication, organizational trust, and teacher performance: Evidence from public schools. *International Journal of Educational Management*, 36(7), 1235–1252.
39. Zulueta, F. M., & Reyes, J. P. (2024). Leadership communication styles and organizational effectiveness among public elementary schools in the Philippines. *Philippine Journal of Educational Leadership and Management*, 9(1), 44–71.
40. Zulueta, F. M., Santos, R. L., & Cruz, M. T. (2025). Communication competencies of school heads and teachers' organizational commitment in public schools. *Philippine Social Science Journal*, 8(1), 88–110.