Communication Styles of School Heads and School Culture of Public Elementary Schools in IGACOS Division

Jhasmin P. Bosque[1]

[1]MAEM

Abstract: The study delved into how the communication styles of school leaders shape the culture in public elementary schools within the IGACOS Division. Its goal was to shed light on the relationship between different ways of communicating and the overall atmosphere in these schools. To conduct the research, the team selected 150 public elementary teachers using a systematic sampling approach and employed a descriptive-correlational survey to gather insights. The findings showed that school leaders generally communicated quite effectively, which helped create a positive school culture. There was a clear correlation between the way school heads interacted with their staff and the school environment they fostered. The various communication styles—whether aggressive, assertive, open, or inclusive—each played a significant role in making the school a welcoming place for both teachers and students. Based on these findings, the study suggested that the Department of Education should offer support to school leaders to further develop their communication skills. This investment could enrich the educational experience for everyone involved. Additionally, the researchers encouraged future studies to take a closer look at these dynamics, possibly incorporating qualitative or mixed-method approaches to gain a deeper understanding of the factors at play.

How to Cite: Jhasmin P. Bosque (2025) Communication Styles of School Heads and School Culture of Public Elementary Schools in Igacos Division *International Journal of Innovative Science and Research Technology*, 10(8), 262-263. https://doi.org/10.38124/ijisrt/25aug095

I. INTRODUCTION

Effective communication is the backbone of successful leadership in schools. School leaders have the important task of shaping the culture and environment of their schools, which directly influences teacher satisfaction and student performance. This study looks into how different communication styles used by school leaders affect the overall culture in public elementary schools in the IGACOS Division of the Philippines.

School culture can be understood as the collective beliefs, values, and practices that unite a school community. It plays a significant role in how teachers collaborate and how students learn (Deal & Peterson, 2016). Since school leaders can adopt a variety of communication styles—ranging from aggressive to assertive, open, and inclusive—it's essential to identify which approaches foster a positive school culture. Gaining this insight is crucial for building a supportive and effective learning environment (Harris & Jones, 2018).

II. METHODS

In this study, we set out to understand how school leaders communicate and the impact of their communication styles on the culture in public elementary schools within the IGACOS Division. To achieve this, we invited 150 public elementary teachers to share their experiences through a descriptive-correlational survey.

We created structured questionnaires to gain insights into how teachers perceive their school heads' communication styles and how these styles influence the school environment. By gathering data through these questionnaires, we aimed to paint a clearer picture of the existing dynamics.

When analyzing the results, we began by calculating average scores for various aspects of communication styles and school culture, helping us identify trends in the responses. We then utilized the Product-Moment correlation coefficient to explore relationships among different factors. Finally, we conducted a regression analysis, allowing us to investigate how the communication styles of school leaders might shape

the overall school culture, following the methodologies proposed by Pallant (2020).

III. RESULTS AND DISCUSSIONS

The analysis revealed some interesting insights into how school leaders communicate and the overall atmosphere in their schools. On average, principals showed a solid ability to connect with others, scoring an impressive 3.75, while the overall school environment was rated even higher at 4.00. A particularly noteworthy finding was the positive relationship between how school leaders communicate and the culture within their schools. This was highlighted by a correlation coefficient of 0.65 ($p < 0.01$), suggesting that when school leaders communicate effectively, it helps foster a more positive school culture.

Taking a closer look at the data, the regression analysis showed that different communication styles—aggressive, assertive, open, or inclusive—each played a role in shaping school culture. I found it particularly interesting that assertive communication stood out as the most impactful, with a beta value of 0.35. This underscores the need for school leaders to interact with their staff in a clear and respectful way.

These findings underscore how important it is for school heads to communicate well in order to create a supportive atmosphere in their schools. This aligns with earlier research by Gurr (2016), which emphasized the importance of leadership communication. The strong influence of assertive communication suggests that school leaders should strive to foster a collaborative and respectful environment. Offering training to enhance communication skills—especially in assertive and inclusive styles—could lead to significant improvements.

Additionally, this research highlights the need for educational authorities, like the Department of Education, to support school leaders in developing effective communication strategies. Future studies could explore qualitative methods to better understand how teachers and students perceive these communication styles and how they might affect broader educational outcomes.

REFERENCES

[1]. Deal, T. E., & Peterson, K. D. (2016). *Shaping School Culture: The Heart of Leadership*. Jossey-Bass.

[2]. Gurr, D. (2016). Leadership and school culture: A framework for thinking about the implications for educational leadership. *Educational Administration Quarterly*, 52(3), 471-487.

[3]. Harris, A., & Jones, M. (2018). Leading Future-focused Schools: Principles and Practice. *School Leadership & Management*, 38(4), 415-429.

[4]. Marzano, R. J., Waters, T. J., & McNulty, B. A. (2018). *School Leadership That Works: From Research to Results*. ASCD.

[5]. Pallant, J. (2020). *SPSS Survival Manual: A Step by Step Guide to Data Analysis using IBM SPSS*. Open University Press.