

## Original Research Article

# CLASSROOM LEADERSHIP COMMUNICATION CAPABILITIES AND COMMUNAL INTERFACE OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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## ABSTRACT

The purpose of this study was to determine the relationship of classroom leadership communication capabilities and communal interface of teachers in public elementary schools. This study used the descriptive correlation method. The respondents of this study were the 132 teachers of elementary public schools. The researcher used the universal sampling process in selecting the respondents. The gathered data were classified, analyzed and interpreted by using the statistical tools mean and person r. However the level of communication capabilities of teachers in public elementary schools was manifested high, communal interface of teachers was manifested high and there was significant relationship between the level of communication capabilities and communal interface of teachers hence, there is rejection of null hypothesis. Furthermore, the school administrator may continue to improve in building up a better work related environment themselves and for their teachers. The results of this study may give motivation to the teachers, that they may continue participating and working their daily tasks. It may inform teachers regarding on how they would act with dignity and work effectively in school at all time. It may help the teachers in coping with the changes of the atmosphere in school. The findings of this study may provide the future researchers a starting point how to expand the coverage of the research in terms of the variables covered in the study.

*Keywords: Classroom leadership communication capabilities, communal interface of teachers, Philippines*

## 1. INTRODUCTION

Effective communication capabilities are a must in any leader [1]. In the corporate world today, a leader communicates with a number of people on a daily basis, such as his subordinates, school staffs, clients, media persons, shareholders, investors and etc. [2]. While educational communal capabilities has to do with their influences to their clientele and with their communal interface spearheaded by school administrators which are indicated by version, goal attainment, integration and potential [3].

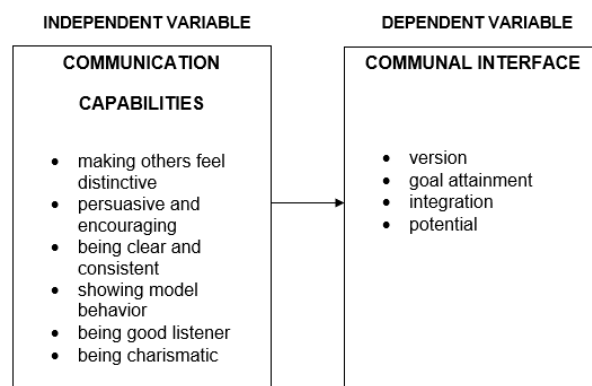
In United States of America, mostly of the success of any leader, in dealing, negotiating and working with all the people depends a lot on their communication capabilities and educational communal capabilities. If they are able to form a kind of connection with the people they interacts with gestures, the way they communicate and present themselves, a leader is able to accomplish a lot more. Let us know what all communication capabilities one needs to possess, which will make a leader a "people's person" [4].

In the Philippines setting, effective classroom leadership communication capabilities are essential for fostering a positive learning environment and maximizing student engagement

and success. Classroom leaders, typically teachers or instructors, rely on various communication skills to convey information, manage classroom dynamics, and build meaningful connections with students. These capabilities encompass both verbal and non-verbal communication techniques, as well as the ability to adapt communication styles to meet the diverse needs of students [5].

In Davao Region aspects, one crucial aspect of effective communication in classroom leadership is clarity. Clear communication ensures that students understand instructions, expectations, and learning objectives. It involves using concise language, avoiding jargon, and providing examples or demonstrations when necessary. When students have a clear understanding of what is expected of them, they are more likely to stay focused and motivated to learn [6].

In view of the above the researcher felt the need to conduct this study to help classroom leadership communication capabilities and communal interface capabilities of language teachers in public elementary schools to assess whether leadership communication capabilities of teachers are necessary ingredients or not of the educational communal interface of school. The resultant document could be a functional blueprint as a guide for future classroom leadership policies. Realizing this intent makes this study a document with communal relevance.



**Figure 1.** Conceptual Framework of the Study

## 2. METHODOLOGY

### 2.1 Research Design

This study employed the non-experimental quantitative research design utilizing correlational method. Quantitative research design relates to the design of a research which uses quantitative research methods. The design varies depending on the method used, which could be telephone interviews, face-to-face interviews, online surveys, or surveys by post for instance [7].

Quantitative research design aimed at discovering how many people think, act or feel in a specific way. Quantitative research design involve large sample sizes, concentrating on the quantity of responses, as opposed to gaining the more focused or emotional insight that is the aim of qualitative research. The standard format in quantitative research design is for each

respondent to be asked the same questions, which ensures that the entire data sample can be analyzed fairly. The data supplied in a numerical format, and can be analyzed in a quantifiable way using statistical methods. Surveys can, however, be tailored to branch off if the respondent answers in a certain way - for instance people who are satisfied or dissatisfied with a service may be asked different questions subsequently [8]. This method used since the variables of this research study measures the relationship between classroom leadership communication capabilities and communal interface of teachers in public elementary schools. This is also used to describe the statistical association between two or more variables

## **2.2 Research Respondents**

The respondents of the study were the teachers in public school teachers. There were 132 respondents in public school teachers. Universal sampling used to determine the respondents relationship in the classroom leadership communication capabilities and communal interface of teachers in public elementary schools. The respondents were connected in the service for at least three years experiences and above, wherein they can provide more information regarding the study. This study was conducted in the school year 2023-2024.

## **2.3 Research Instrument**

The instrument used in this study was the survey questionnaire on classroom leadership communication capabilities and communal interface of teachers in public elementary schools. It was a researcher made test that was based on some relevant studies and literature reviewed. Prior to the administration, the draft of this instrument was tested for content validity and reliability by the panel of experts in the field of Doctor of Educational Management.

Based from their comments and suggestions, revisions were made. To test for reliability and validity of the instrument the pilot testing was done in 30 teachers in Elementary School in one separate school in the same district. The instruments were found reliable with a Cronbach's Alpha result .792. In taking the test the participants answers the 50 items questions in a 5 subscales.

## **2.4 Data Gathering Procedure**

The data gathered through the following procedure. The researcher was asking the permission and endorsement from the Dean of the Graduate school of Rizal Memorial Colleges for the Superintendent approval. After the approval of the Dean, a request letter was submitted to the office of the Schools Division Superintendent. After the approval of the superintendent an endorsement letter will be submitted to the School Teachers. A letter asking permission form the school teachers was attached in the appendices. After such, a schedule was made for the distribution of the test questionnaires for the pilot testing to find out the reliability and validity of the questionnaire. Hence, the explanation about the study and instruction for the tests was incorporated in the questionnaires. After the result of the pilot testing, the survey to all respondents was followed. After which the researcher retrieved the questionnaire and submitted to the statistician for statistical treatment. After retrieving all the questionnaires, the data was tallied, tabulated, analyzed and interpreted.

## **2.5 Data Analysis**

The data analysis will be used in this study are the following:

Weighted Mean. This was used to measure the level of communication capabilities and communal interface of language teachers in public elementary schools.

Product Moment Correlation Coefficient (Pearson  $r$ ). This was used to determine the relationships between the communication capabilities and communal interface capabilities of language teachers in public elementary schools.

### 3. RESULTS AND DISCUSSION

#### 3.1 Classroom Leadership Communication Capabilities of Teachers

**Table 1.** *Level of Classroom Leadership Communication Capabilities of Teachers*

	Item	Mean	Descriptive Equivalent
1.	making others feel special	3.62	High
2.	being compelling and inspirational	3.54	High
3.	being clear and consistent	3.55	High
4.	exemplifying model behavior	3.51	High
5.	being good listener	3.55	High
6.	being charismatic	3.56	High
	<b>Overall Mean</b>	3.54	<b>High</b>

As displayed in Table 1 is level of classroom leadership communication capabilities obtained the overall mean of 3.54 or high. The indicators and mean ratings of this variable are as follows: making others feel special has mean rating of 3.62 described as high; being compelling and inspirational has mean rating of 3.54 described as high; being clear and consistent with mean rating of 3.55 described as high; exemplifying model behavior has mean rating of 3.51 described as high; being good listener has mean rating of 3.55 means manifested as high and being charismatic has mean rating of 3.56 which manifested as high.

A teacher without strong leadership skills will struggle to attract and retain high-performing employees. In addition, it's often significantly less expensive to develop, coach, and promote people internally over the long run than to hire someone externally, which makes leadership development a good investment [9]. Teacher who motivate and inspire their teams contribute to higher levels of productivity. They set clear expectations, provide necessary resources, and empower their teams to achieve and exceed performance targets. Effective Decision-Making Leadership development enhances decision-making capabilities [10].

Moreover, high classroom leadership communication capabilities of teachers refers to the advanced skills and effectiveness of teachers in leading and communicating within the classroom setting. This includes the ability to clearly convey information, engage students, manage classroom dynamics, and inspire and motivate students [11]. Teachers with high classroom leadership communication capabilities are able to create a positive learning environment, address diverse student needs, and foster a culture of respect and collaboration [12].

### 3.2 Level of Communal Interface of Public Elementary School teachers of Teachers

**Table 2.** *Level of Communal Interface of Public Elementary School teachers of Teachers*

	<b>Item</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
1.	Adaptation	3.39	Moderate
2.	Goal Attainment	3.56	High
3.	Integration	3.56	High
4.	Latency	3.64	High
	<b>Overall Mean</b>	<b>3.54</b>	High

As displayed in Table 2 is the level of Communal Interface of Public Elementary School teachers obtained the overall mean of 3.54 or high. Among the indicators are: adaptation with mean rating of 3.39 which described as moderate; goal attainment with mean rating of 3.56 which described as high; Integration with mean rating of 3.56 which described as high and latency with mean rating of 3.64 which described as high.

Latency indicator is the highest which means manifested sometimes and the lowest indicator is the adaptation which manifested oftentimes. The result shows that latency has the highest mean among the four indicators. This indicates that communal interaction system of public elementary school teachers is generally inculcating the values of commitment to their teachers.

Moreover, teachers with a high level of communal interface can effectively bridge the school and the wider community, fostering a sense of partnership and shared responsibility for student success. These teachers are adept at building strong relationships with parents, local organizations, and community members, which enhances support for educational initiatives and student well-being. They actively participate in community events, encourage parental involvement, and collaborate with external stakeholders to bring additional resources and opportunities to the school. By doing so, they create a more holistic and enriching learning environment that benefits students academically, socially, and emotionally [13].

### 3.3 Significant Relationship Between Communication and Communal Interface of Public Elementary School Teachers

**Table 3.** *Significant Relationship Between Classroom Leadership Communication Capabilities and Communal Interface of Public Elementary School Teachers*

<b>Variables</b>	<b>r-value</b>	<b>Degree of Correlation</b>	<b>Computed t-value</b>	<b>Probability value at .05</b>	<b>Decision</b>
Communication Capabilities (x)					
	.018	Low degree of correlation	1.77	.073	Accept
Communal Interface (y)					

As presented in Table 3 is the result of the correlation in significance relationship between the classroom leadership communication capabilities and communal interface of public elementary school teachers with an overall computed t-value of 1.77 at  $\alpha$  0.05 level of significant set in this study is greater than the r-value of 0.18. Hence, the null hypothesis is accepted. It could be stated therefore, that there is no significant relationship between the classroom leadership communication and communal interface of public elementary school teachers. This implies that the classroom leadership communication capabilities of the school teachers has nothing to do with their communal interface for the reason that their classroom leadership communication capabilities is not related to their communal interface situations in operating the school in a way that, if the classroom leadership communication capabilities of the school head is not effective, it can be also that, their communal interface can be effective because, it will just varies on the applications of the systems that they have in their leadership style.

This finding supports the study by Day et al. [13] which also concluded that there is no significant relationship between these two variables. It was found that the skills and abilities required for effective classroom leadership and communication are distinct from those needed for successful communal interface. Consequently, a teacher's proficiency in managing and leading a classroom does not necessarily impact their effectiveness in engaging with the broader community. This suggests that both skill sets operate independently, and teachers may excel in one area without it influencing their capabilities in the other. This finding underscores the complexity of teaching roles and highlights the need for professional development that addresses both classroom management and community engagement separately [14].

#### **4. CONCLUSION**

On the basis of the forgoing findings, the following conclusions are drawn: The level of communication capabilities of public elementary school administrators in terms of making others feel special, being compelling and inspirational, being clear and consistent, exemplifying model behavior, being good listener and being charismatic is high. Moreover, the level of communal interface of public elementary school administrators in terms of adaptation, goal attainment, integration and latency is high. Additionally, there is no significant relationship between the level of leadership communication capabilities and communal interface hence, there is acceptance of null hypothesis.

#### **5. RECOMMENDATIONS**

Based on the forgoing conclusions , the researcher proposes the following recommendations: The findings of this study may serve as the bases of formulating styles on communication capabilities and communal interface of DedEd officials and personnel to ensure higher level of fostering better work relationship and improve more as they reflect on their educational communal system. Further, the outcome of this research may provide insights to all school administrators to improve the communication capabilities and communal interface in school for having harmonious relationship within the school. It may provide an information to all school administrators particularly in the educational communal system of the employees in school. It may develop the understanding of the administrators in the different culture and family backgrounds of the teachers. Furthermore, the results of this study may give motivation to the teachers, that they may continue participating and working their daily tasks. It may inform teachers regarding on how they would act with dignity and work effectively in school at all time. It may help the teachers in coping with the changes of the atmosphere in school. Additionally, the findings of this study may provide the future researchers a starting point how to expand the coverage of the research in terms of the variables covered in the study.

## **CONSENT (WHERE EVER APPLICABLE)**

In conducting this study, all respondents provided informed consent, were aware of their rights, and were assured of the confidentiality of their data. The study adhered to the principles of beneficence, non-maleficence, and respect for autonomy, ensuring that no harm came to the respondents and that their welfare was prioritized throughout the research process. Strict measures were implemented to maintain the confidentiality of all responses, ensuring that individual identities and data were protected from unauthorized access or disclosure.

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