

Original Research Article

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

ABSTRACT

This study aimed to determine the relationship between classroom leadership communication capabilities and the 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 to select the respondents. The gathered data were classified, analyzed, and interpreted using statistical tools such as mean and person r. Results revealed that the level of communication capabilities and the communal interface of teachers were described as high and oftentimes manifested. Meanwhile, there was no significant relationship between the level of communication capabilities and the communal interface of teachers. Furthermore, the school administrator may continue to improve in building a better work-related environment for themselves and their teachers. This study's results may motivate the teachers to continue participating and working on their daily tasks. It may inform teachers regarding how they would act with dignity and work effectively in school at all times. It may help the teachers cope with the changes in the school atmosphere. The findings of this study may provide future researchers a starting point on how to expand the research's coverage 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 for any leader [1]. In the corporate world today, a leader communicates with a number of people daily, such as his subordinates, school staffs, clients, media persons, shareholders, investors, etc. [2]. While educational, communal capabilities have to do with their influences on their clientele and with their communal interface spearheaded by school administrators, which are indicated by vision, goal attainment, integration and potential [3].

In the 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, and communal capabilities. If they can form a kind of connection with the people they interacts with gestures, the way they communicate and present themselves, a leader can accomplish a lot more. Let us know what communication capabilities one needs to possess to 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 verbal and non-verbal communication techniques and the ability to adapt communication styles to meet the diverse needs of students [5].

In the Davao Region, clarity is crucial to effective communication and classroom leadership. 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 clearly understand 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 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.

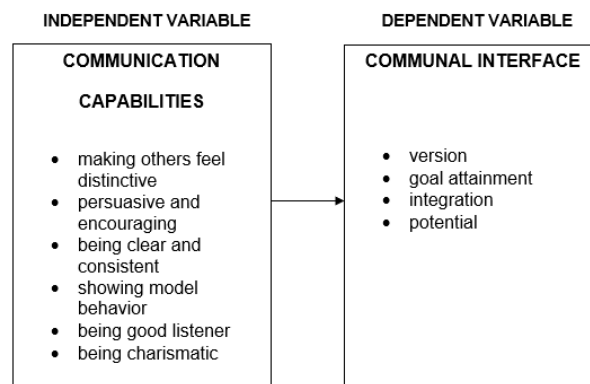


Figure 1. Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study employed the non-experimental quantitative research design utilizing the correlational method. Quantitative research design relates to research that uses quantitative research methods. The design varies depending on the method used, such as telephone interviews, face-to-face interviews, online surveys, or surveys by post [7].

Quantitative research aims to discover how many people think, act, or feel in a specific way. Quantitative research design involves large sample sizes, concentrating on the number 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 is supplied in a numerical format and can be analyzed quantifiable 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 is used since this research study's variables measure the relationship between classroom leadership communication capabilities and the communal interface of teachers in public elementary schools. This also describes the statistical association between two or more variables.

2.2 Research Respondents

The respondents of the study were public school teachers. 132 respondents were public school teachers. Universal sampling was 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 to the service for at least three years of experience 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 the communal interface of teachers in public elementary schools. It was a researcher-made test based on relevant studies and literature reviewed. Before the administration, the draft of this instrument was tested for content validity and reliability by a panel of experts in the Doctor of Educational Management field.

Based on their comments and suggestions, revisions were made. To test for the reliability and validity of the instrument, the pilot testing was done on 30 elementary school teachers 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 answer the 50-item questions in a five subscales.

2.4 Data Gathering Procedure

The data was gathered through the following procedure. The researcher was asking for permission and endorsement from the Dean of the Graduate school. After the approval of the Dean, a request letter was submitted to the office of the Schools Division Superintendent. After the superintendent's approval, an endorsement letter will be submitted to the School Teachers. A letter asking permission from 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 of the study and instructions for the tests were incorporated into the questionnaires. After the results of the pilot testing, a survey was conducted with all respondents. Afterward, the researcher retrieved the questionnaire and submitted it 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
Overall Mean		3.54	High

Legend: 4.20 - 5.00=Very high

3.40 - 4.19=High

2.60 - 3.39=Moderate

1.80 - 2.59=Low

1.00 - 1.79=Very low

As displayed in Table 1 is level of classroom leadership communication capabilities obtained an overall mean of 3.54 or high. The indicators and mean ratings of this variable are as follows: making others feel special has a mean rating of 3.62 described as high; being compelling and inspirational has a 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, teachers' high classroom leadership communication capabilities refer to the advanced skills and effectiveness of teachers in leading and communicating within the classroom setting. This includes clearly conveying information, engaging students, managing classroom dynamics, and inspiring and motivating 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*

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

Legend: 4.20 - 5.00=Very high

3.40 - 4.19=High

2.60 - 3.39=Moderate

1.80 - 2.59=Low

1.00 - 1.79=Very low

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 is described as moderate; goal attainment with mean rating of 3.56 which described as high; Integration with mean rating of 3.56 which is described as high and latency with mean rating of 3.64 which is described as high.

Latency indicator is the highest which means manifested oftentimes and the lowest indicator is the adaptation which is manifested sometimes. 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*

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

As presented in Table 3, 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 α 0.05 level of significant set in this study is greater than the r-value of 0.18. Hence, the null hypothesis is accepted. Therefore, there is no significant relationship between classroom leadership communication and communal interface among 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 also be that, their communal interface can be effective because it will just vary 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 a 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

Based on the foregoing 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 the 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, the null hypothesis is accepted.

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 to create harmonious relationships within the school. It may provide 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 cultures and family backgrounds of the teachers. Furthermore, the results of this study may motivate the teachers, who may continue participating and working on their daily tasks. It may inform teachers regarding how they would act with dignity and work effectively in school at all times. It may help the teachers cope with the changes in the school atmosphere. Additionally, the findings of this study may provide future researchers a starting point on how to expand the research coverage 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.

Disclaimer (Artificial intelligence)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

REFERENCES

1. Men LR. Strategic internal communication: Transformational leadership, communication channels, and employee satisfaction. *Management communication quarterly*. 2014 May;28(2):264-84.
2. Cornelissen JP. *Corporate communication: A guide to theory and practice*.
3. Torres R, Alipio M, Sudaria RE. Organizational, teacher, and administrative determinants of quality improvement implementation during COVID-19 pandemic: Insights from a higher education institution in Iligan City, Philippines. *IMCC Journal of Science*. 2021 Nov;1(Special):1-4.
4. White PC, Harvey TR, Fox SL. *The politically intelligent leader: Dealing with the dilemmas of a high-stakes educational environment*. Rowman & Littlefield; 2016 Jul 14.
5. Kilag OK, Uy F, Sasan JM, Calunsag J, Pareja JY, Timent JM, Pansacala JA. Leadership Styles and School Climate: Implications for Educational Outcomes. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*. 2024 Jun 28;1(7):22-30.

6. Alipio M. Predicting academic performance of college freshmen in the Philippines using psychological variables and expectancy-value beliefs to outcomes-based education: a path analysis. *IMCC Journal of Science*. 2021 Nov 15;1(Special):77-86.
7. Pregoner JD, Baguio JB. Learning strategies and readiness towards blended learning in english subjects as predictors of students' satisfaction during the COVID-19 pandemic. *Asian Journal of Education and Social Studies*. 2024 Mar 6;50(4):170-84.
8. Creswell JW, Creswell JD. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications; 2017 Dec 12.
9. Darling-Hammond L, Burns D, Campbell C, Goodwin AL, Hammerness K, Low EL, McIntyre A, Sato M, Zeichner K. *Empowered educators: How high-performing systems shape teaching quality around the world*. John Wiley & Sons; 2017 Apr 3.
10. Lee HH, Li MN. Principal Leadership and Its Link to the Development of a School's Teacher Culture and Teaching Effectiveness: A Case Study of an Award-Winning Teaching Team at an Elementary School. *International Journal of Education Policy and Leadership*. 2015;10(4):n4.
11. Pounder J. Quality teaching through transformational classroom leadership. *Quality Assurance in Education*. 2014 Jul 1;22(3):273-85.
12. Elfers AM, Stritikus T. How school and district leaders support classroom teachers' work with English language learners. *Educational Administration Quarterly*. 2014 Apr;50(2):305-44.
13. Day C, Sammons P, Gorgen K. *Successful School Leadership*. Education development trust. 2020.
14. Donohoo J. Collective teacher efficacy research: implications for professional learning. *Journal of Professional Capital and Community*. 2017 Apr 19;2(2):101-16.