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Communications Management, Teacher Performance and Student Achievement in a City Schools

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**COMMUNICATIONS MANAGEMENT, TEACHER PERFORMANCE AND
STUDENT ACHIEVEMENT IN A CITY SCHOOLS DIVISION**

A Thesis Presented to the
Faculty of the College of Graduate Studies
and Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfilment of the Requirements
for the Degree of
Master of Arts in Education
With Specialization in Educational Management

AMEER BENJAMIN B. CALDERON
March 2015

DEDICATION

I sincerely dedicate
this humble
piece of work
To HIM,
My Parents, Benjamin and Elenita
and
My Future Partner, Marimar

ACKNOWLEDGEMENT

This piece of work would not have come to its fruition had it not for the help, support and love of a number of people with whom I sincerely share this accomplishment.

First and foremost, I praise and thank the LORD for giving the strength, courage and the will to go through and overcome the many challenges involved in undertaking this academic endeavor. Indeed, it was a journey with YOU which I will treasure for the rest of my life.

I would also like to thank the following people whom I will forever be grateful for this accomplishment:

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A.B.C.

ABSTRACT

Researcher : Ameer Benjamin B. Calderon

Title : COMMUNICATIONS MANAGEMENT, TEACHER
PERFORMANCE AND STUDENT ACHIEVEMENT IN A
CITY SCHOOLS DIVISION.

Key Concepts : Communications Management, Teaching Performance,
Student Achievement

Degree Program : Master of Arts in Education

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Advisers : Danilo K. Villena, Ph.D.
Rene R. Belecina, Ph.D.

The Communications Management of school managers in the City Schools Division of Cavite City was assessed and its relationship to teaching performance and student achievement constituted the main concerns of this descriptive research. With the use of both quantitative and qualitative research methods, this study, which was participated in by ten (10) department heads, fifty nine (59) secondary school teachers and two hundred fifty four (254) graduating high school students from selected secondary schools in the Division of Cavite City, employed a validated researcher made questionnaire to assess the communications management of the school managers in terms of the nature of communications and communications process; used documentary analysis in describing the teachers' performance and students' academic performance.

Data from the foregoing were used to determine if indeed communication for management of school managers was correlated with both teaching performance and students' academic achievement as indicated in their GPA and NAT results.

Results of the study revealed a very satisfactory assessment of the school managers' communications management which was also found out to have correlation with both teaching performance and students' academic achievement.

Considering the results of this study, a communications management improvement plan and observation guide was developed to help enhance the school managers' communications management and provisions for trainings were identified to make them more effective in managing communications in their respective schools which is partly their instructional and administrative leadership functions.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. Use of these processes is developmental and transfers to all areas of life: home, school, community, work, and beyond. It is through communication that collaboration and cooperation occur. The process of communication always contains messages between two parties – the sender and the receiver. In the teaching – learning process, communication is in constant occurrence between the teacher and the students. The teachers, more often must communicate the message – what the students need to learn for a certain period of time. In return, students communicate back as feedback and it is for the purpose of clarifying things and also for the teacher to determine whether he has communicated the message successfully. No communication spells out no instruction and no learning.

Management is working with and through others to achieve organizational objectives in a changing environment (Kreitner, 2000). Management involves planning, organizing, leading and controlling resources to achieve the set goals of the organization. One managerial function is controlling. The purpose is for monitoring where the resources are being allotted in accordance to the acquisition of the set goals and objectives of the organization. Another managerial function which is vital in the success and failure of an organization is communicating. Above mentioned that in

communication, there is a sharing of ideas (messages) and also feedback; as one resource in an organization a school for instance is human resource – the teachers, communicating is vital in the attainment of the set goals and objectives of the organization – the learning of the students.

From the two definitions, it could be identified that communications management is the control of communication; how, and what is being communicated by the sender to the recipient of the message. More often, that is to be the teacher, communicating the lesson to the students and the students, sending feedback for the teacher to assess their learning. In a small scale assessment, we could say that the manager of communication in the classroom is the teacher but going on a larger basis, communications management cannot be done by the teachers alone. It is the task of the Instructional leaders – the principals and oftentimes, the head teachers. As Instructional Leaders, managers do have this responsibility then to manage communication.

Communications Management is the process of determining information and communication needs of the project stakeholders (Ulmer, 1998). In doing such, Ulmer determined three questions that are needed to be answered: (1) Who needs what information? (2) When will they need it? (3) How will it be given to them? Adapting this concept of communications management in the field of Education, we say that: (1) the students need the lessons. (2) the time they will need it is pre-determined by the curriculum budget. (3) the method depends upon the capacities of the students. These are the concerns of the managers as instructional leaders in communications management for the sake of the learning of the students.

In the school, Communications Management occurs when the managers monitor the messages being communicated to the students (i.e. the lessons being tackled in the classroom) and how these are being communicated to the students (i.e. how the lessons are being tackled inside the classroom; the strategies and methods utilized by the teacher).

As instructional leaders, Communications Management is one vital role of the managers in ensuring student learning and helping improve teacher performance. A simple domino effect occurs when a manager does not fail to do effective communications management. In monitoring what and how the lessons are communicated to the students, the manager helps the teacher in improving his teaching at the same time, the students also benefit from this such that if the teachers teach effectively through proper communication of the lessons to them, they might understand the subject matter better and so learning is achieved.

In a study conducted by Patterson in 2008, it was stated that “Communication from the principal conveyed opinions succinctly and appropriately that were driven by a few key ideas that was repeated at every opportunity. ‘Learning is our core purpose. Effective teaching is the most essential factor in student learning.’ In a grade level meeting the principal shared, ‘test scores are indicative of our effectiveness to help all students learn, but not our primary focus, the strategies we utilize to teach effectively are the main thing.’ ”. We therefore view the stated communication from the principal does not only concern communication on meetings or trainings but also on observation of classes since it was stated that in order to achieve learning, which is the core purpose of

schools, effective teaching is necessary. It is a responsibility of the principal to ensure this quality of teaching to achieve student learning.

Sheffield (2006) as stated by Patterson (2008) described a recent study that scrutinized research on the effects of the principal's leadership on student achievement and identified 66 leadership practices in 21 areas of leadership responsibility. Two the leadership responsibilities that has high correlation with student success were communication and visibility. For example, the responsibility of communication included being accessible to teachers, parents and students; maintaining open lines of communication with staff; and providing means for the staff to communicate frequently with the principal.

Debevoise (1984) as stated by Hiladgo (2012) defined instructional leadership as those actions that a principal takes or delegates to others to promote growth in student learning. It comprises of the following tasks: defining the purpose of schooling, setting school-wide goals, providing resources for learning to occur, supervising and evaluating teachers, coordinating staff development programs and creating collegial relationships with and among teachers. The Victorian Educational Leadership consortium states their research-based conclusions related to school leadership, one of which is: Leadership has significant effects on student learning, second only to effects of the quality of curriculum and teacher's instruction. Highlighting the supervising and evaluating teachers, it may refer to observation of classes and other tasks may refer to general announcements and policies which are manifestations of communications management as it is defined by Marzano and Ulmer.

It is the responsibility of the managers as instructional leaders to help the teachers in trying to improve their teaching skills. For the school's objectives are realized through proper instruction of the learners. Taking a look on what the teachers are communicating with the students and how these being done is very important. This study therefore was for the purpose of assessing the correlation between communications management, teacher performance and the learning of the students in a city schools division.

Background of the Study

Managers play vital multifaceted roles in setting the direction for schools which will serve as positive and productive workplaces for teachers and vibrant learning environments for teachers (Davis, 2005). One of the functions of managers is being instructional leaders.

Instructional Leadership refers to the knowledge and skills principals possess to effectively support academic programs (Shellard, 2003). In other words, instructional leadership is anything managers do to improve teaching and learning by gathering evidences of student achievement that demonstrates improvement (King, 2002). Instructional leaders must focus time, attention and effort on changing what students are taught, how they are taught and what they are learning (Bottoms and O'neill, 2001). Ultimate accountability then on student achievement is incumbent to the managers.

McREL's meta-analysis on school level leadership and its effects on student achievement (Waters, Marzano and McNulty, 2003) paved the way for the conduct of this research, taking into consideration also the effect of school-level leadership on teacher performance. The meta-analysis and this research shared important

characteristics: (1) the dependent variable was student achievement (and teacher performance) and scores were all quantitative and standardized. (2) the independent variable was school – level leadership and scores were all quantitative and standardized. The purpose of the meta-analysis was to determine the relationships between the dependent and the independent variables which is also the same as this research. Identified also were 21 leadership responsibilities which include communication or communications management.

In the operating environment defined in this research, the Division of Cavite City, as the interview responses revealed, instructional leadership is in continuous search for its own personality. Since it is not clearly defined to the people in the position, it is very hard for them to undertake the said responsibilities. There is communications management but the question is to the direction of undertaking the said process. Whether or not the communications management process is being implemented is not a concern. What is questionable is the purpose of them, implementing the communications management process. Some interview responses mentioned above are reflected below:

“We have so much to do. We attend numerous meetings and sometimes forget to observe classes and even communicate to the teachers what the meetings were all about.”

“Some of the announcements that the higher ups make are very tentative. They call meetings every now and then and the previous agenda are being changed. The problem is we have communicated the previous content of the meetings to our teachers. We have to meet our teachers again and again.”

“I was promoted from Master Teacher to Department Head. I had very little idea what needs to be done in this position. There are a lot of meetings about issues. Meetings are predominantly problem – based and trainings were not of a concern at all.”

Communications management should not be undertaken for the sole purpose of complying with managerial tasks and paper works. There should be a good purpose in undertaking the said procedure. In particular, the communication of the managers to the teachers must always be integrated on the vision of the school and its mission. There are certain roles of instructional leaders which they need to fulfill in order to set the direction of the school; (a) provide instructional leadership through establishment, articulation, and implementation of a vision of learning, (b) create and sustain a community of learners that make student learning the center of focus, (c) facilitate the creation of school culture and climate based on high expectations of students and faculty, (d) advocate, nurture and sustain a school culture that is conducive to student learning and staff professional growth, (e) lead the school improvement process in a manner that addresses the needs of the students, (f) engage the community in activities to solicit support for student success, and (g) utilize multiple sources of data to assess, identify and foster instructional improvement (Jenkins, 2009).

The mean score of the performance rating of the teachers under the instructional competence sub category was very satisfactory but has a relatively large gap from the perfect rating when it comes to instructional competence. This problem might be addressed by the communications management process employed by the managers when manifested in observation of classes. On the other hand, the mean score of student grades was rated as Approaching Proficiency which is relatively low considering the gap between the rating and the Advanced level. The NAT result on the said school year was very low and far from the passing mean score. This problem may also be addressed by

the communications management employed by the managers manifested also in their classroom observations that affects student achievement.

Conceptual Framework

This study is premised on the belief that communication is a vital tool on day to day operations in any organization. The manner by which communication is handled vis-à-vis the goals and objectives of the organization constitutes an important aspect of leadership in achieving organizational effectiveness.

In a school setting, school managers need to communicate with the teachers and monitor the communication the teachers and the students are having inside the classroom. This is a part of the deeper involvement of the managers in instruction of the students for they are also accountable for what the students learn and do not learn inside the classroom. Glickman (1985) as cited by Blasé and Blasé (1999) described instructional leadership as the integration of the tasks of direct assistance to teachers. Furthermore, (Smyth, 1997) as cited by Blasé and Blasé (1999) defined instructional leadership as a discursive, critical study of classroom interaction to achieve social justice. Because of that, Blasé and Blasé (1999) was able to derive two of four important areas of instructional leadership: (1) the indirect effects of principal – teacher instructional conferences and behaviors such as the effects of monitoring student progress and (2) direct effects of principal behavior on teachers and classroom instruction.

People only hear half of what is being said to us, understand only half of that, believe only half of that, and remember only half of that (Groupworks, Bulletin Number 6103). Having said this, we can safely say that the importance of communication is being

taken forgotten in casual conversations. This must not happen in education. Assuming that the foregoing statement is true in learning, there lies the bigger responsibility on the part of the teacher to communicate the message to the students and a bigger responsibility on the part of the managers for better communications management.

Every now and then it is said that concepts in business can be adapted in education. Therefore, the importance of communication in business can be perfectly applied to education as well. The said importances are as follows: (a) Helps in providing information to the customers regarding the products and services of the organization, (b) facilitates quick decision making. Saves time and reduces wastage, (c) and helps managers facilitate the affairs of the business. In education, the same is the importance of education. Communication is the main window towards the learning of the immediate clientele of the school – the students.

There are six (6) defined ways in facilitating communication and was discussed these in some detail. (1) Have a positive attitude about communication. Defensiveness interferes with communication. (2) Work at improving communication skills. It takes knowledge and work. The communication model and discussion of barriers to communication provide the necessary knowledge. This increased awareness of the potential for improving communication is the first step to better communication. (3) Include communication as a skill to be evaluated along with all the other skills in each person's job description. Help other people improve their communication skills by helping them understand their communication problems. (4) Make communication goal oriented. Relational goals come first and pave the way for other goals. When the sender and receiver have a good relationship, they are much more likely to accomplish their

communication goals. (5) Approach communication as a creative process rather than simply part of the chore of working with people. Experiment with communication alternatives. What works with one person may not work well with another person. Vary channels, listening techniques, and feedback techniques. (6) Accept the reality of miscommunication. The best communicators fail to have perfect communication. They accept miscommunication and work to minimize its negative impacts, (Erven, 1998).

Communication, as said many times before has three main elements: the sender of the message, the receiver of the message, and feedback. In communications management, it is made complex by “communicating to the teachers, what and how they should communicate the lessons to the students”. This is one barrier to communications management which will be a hindrance to the manager in implementing good communications management. To make the foregoing statement better understandable is Shannon’s Communication Model shown on figure 1.

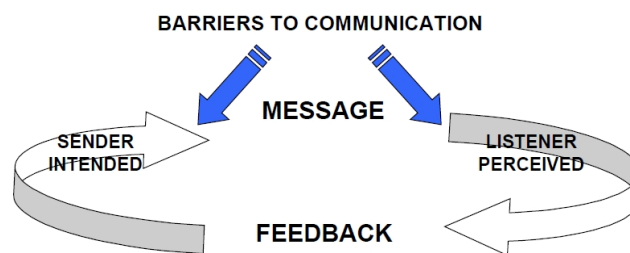


Figure 1. Normal Communication Process

Mentioned above was the complexity of the communication network when the manager applies communications management in instructional leadership. Close

monitoring on the subject matter being taught by the teachers and how these are being taught to the students must be done.

In this context, communications management consists of two communication processes: the communication between managers and the teachers, and the communication between the teachers and the students, which he is not a part of but needs to provide feedback for improved perceptions of teachers on instructional leadership and the betterment of the communication process later on. This has an effect on teacher performance, manifested through its outcomes, one of which is improved student achievement.

Smith and Andrews (1989) stated that research from a variety of fields suggest that professionals associate the conditions under which they work with job satisfaction. Professionals who express positive feelings about their working conditions also appear to be more productive workers. Other school effectiveness researches used this finding to focus research efforts on teacher satisfaction with workplace and student achievement. This research has found a powerful association between teachers' satisfaction with their professional role as classroom teachers and incremental growth in student academic achievement. Improving teacher perceptions of the principal as an instructional leader is essential to the reading and mathematics achievement of students, particularly among historically low – achieving students.

Communications management then must be undertaken with consideration to its effects not only on the end clienteles but also on the organizational supportive attitude of the people who are directly involved in the communications management process. It is important for any organization, especially in schools to have good communications

management processes going. Once achieved, the organization is one step closer to achieving its set goals and objectives. Communications management refers to a systematic plan, which implements and monitors the channels and content of communication. To become a good manager, one must have a contingency approach at hand when it comes to communicating with employees. An effective communication management is considered to be a lifeline for many projects that an organization undertakes as well as any department of the organization.

The five W's of communications management: What information is essential for the project? Who requires information and what type of information is needed? What is the duration of time required for the information? What type of format of information is required? Who are the person/s who will be responsible for transmitting the collated information? These five W's are just guidelines. There will be other considerations such as cost and access to information. The main objective of communications management is to ensure smooth flow of information from senders to receivers. The communications management process is most clearly represented by the diagram below.

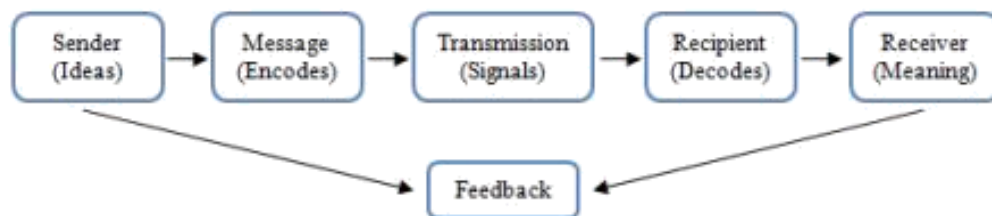


Figure 2. Generic Communications Management Process

(Retrieved from. <http://www.cliffsnotes.com/more-subjects/principles-of-management/communication-and-interpersonal-skills/the-communication-process>)

Communications management done by the managers is manifested in two key areas: Classroom Observations that has the direct involvement of the teachers and Announcement of Policies that involves mainly the students.

In observation of classes, managers will be an outside factor in the communication process between the teachers and the students in the teaching learning process. They serve as monitors on whether the strategies used in communicating subject matter are appropriate to the level and learning styles of the students. The focus is to ensure that the flow of communication is not hindered by any factor may it be external factors like the environment or internal like discrepancy between the teaching technique and the learning styles of the students. However, the managers will be a main character in the communications management process when it comes to announcements and policies. They will serve as senders of the information and teachers will serve as the channels with the students as the receivers of the information. Feedback will then be given by the sender for check and balance on the communication process and the receivers will also give feedback manifested on the implementation of the changes communicated.

There are two main statutory reasons which require school heads and head teachers to organize classroom observations: firstly, as part of their responsibilities to carry out the school performance management policies determined by the Department of Education and secondly, to put in place arrangements for the evaluation of standards of teaching and learning in their respective schools.

Principals leading change and principals who are problem solvers should apply a range of communication skills every day. Change is inevitable and there are changes in school policies and directives relative to the needs of the students or to what the Division

Office thinks the students will need. In this light, there should always be a very careful, planned and clear and concise manner by which principals relay information to students. Figure two shows the relationship of communications management and their manifestations to the other two variables.

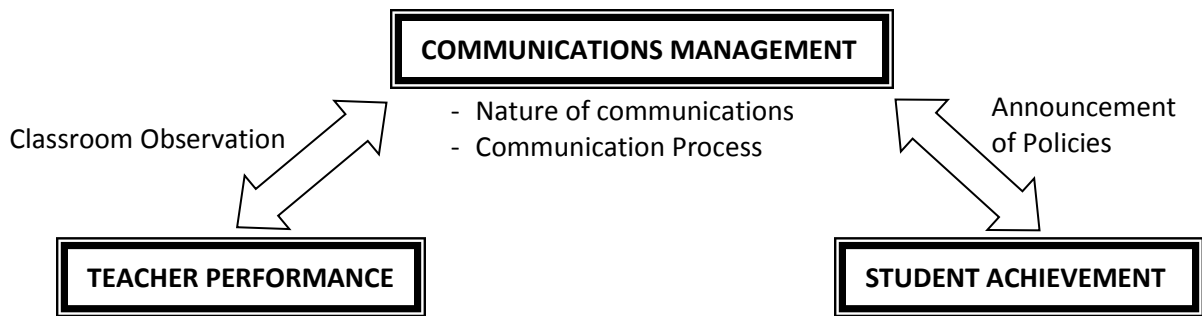


Figure 3. Conceptual Paradigm of the Study

In figure 3, a typical communications management process is being identified. First, the manager helps the teachers improve their ability to teach by communicating the message to the teacher (DiPaola & Hoy, 2008) – the messages and means of communicating which will be the message when the teacher communicates with the student. After the communication between the teachers and the students, the teaching learning process, students give feedback which will be indicative of learning and effectiveness of the teachers (Wenglinsky, 2000), also the managers provide feedback as a sort of a checking whether the teacher has delivered the message effectively. These are manifested in terms of classroom observations, directives and announcements. Normally, managers observe classes to assess teacher performance in terms of their communication with the students. This is the teacher performance that is being taken into consideration.

The relationship between communications management and teacher performance and communications management and student achievement is being identified.

In school, the managers as what was mentioned should know the capabilities of the teachers. We speak then of school management in classroom context with regards to the teaching – learning process. Landon (1883) as cited by Currie (2013), managers should put forth the efforts to supervise the teaching process and monitor the learning outcomes. Information should be taken by the students in a manner accurate enough for learning to take place. The greater amount of accurate information the teacher has under command, the more useful, easy and pleasant will learning be, both for the teacher and his students. For the teacher to know the subjects well for an examination point of view is one good thing; to know them in a form suitable for presenting to the students is another. Managers should keep in mind that not only knowledge of the subject matter is important. It is how this knowledge is to be presented to the students for learning which is more vital. Of course it is a pre-requisite for the teachers to know their stuff but the way the subject matter is to be taught is one thing that should not be taken for granted. No teacher could say that teaching is perfect and thorough; it is the managers' job to critique and identify the immense things to be done both in ways of observations and experiments perhaps and by organization of results from these. It by no means necessarily follows that if teachers carry through teaching, the teacher carries also education in its true sense. Therefore education of the students does not lie solely on the hands of the teachers but also on those who take note of every detail the teachers do inside the class – the managers. It is not enough for the teachers to teach. It is necessary for the managers to take note of “how the what” is being transferred to the end clients. So the monitoring

should not center only on the attendance of the teachers inside the classroom and to see if they are conducting classroom discussions. It is important for the managers to see if there is education; Not only instruction. “Instruction”, says M. Rendu, “gives a man a certain amount of talents and certain knowledge; education cultivates the faculties by which knowledge is to be acquired and talents turned to practical account. By instruction we learn certain things: education enables us to use properly what we have learned. Instruction gives us resources to meet such and such a condition of life, and prepares us for a particular career; education puts us in possession of general rules applicable to all circumstances and all careers.” Instruction and education then, though distinct are united: they mutually support each other. The one without the other is incomplete. Managers then should keep track not only if instruction but also learning or education. We speak then the monitoring function of the managers as instructional leaders. And we may add from Willm, education, however imperfect, provided it is in harmony with human nature is a benefit; and no excess of it is to be feared with respect to the social conditions of the students in schools. An incomplete and inadequate instruction may be an evil, or at least may be without real utility; whilst any degree of development given to the natural sentiments and dispositions can never be so; for effort made in this direction, even though not crowned with complete success, must always be useful. Managing instruction then is not only focused on if teachers teach but also of teachers have done the job, even in small amounts, to educate the students in everyday encounter inside the classroom. Managers may then direct their attention too much on the results of teaching assayed through examination results and neglect the fact of observations, experiments and assessments of results if the product presents a good evidence of education. Managers should not fall

into this misconception that good end products do come from good teaching always without having seen them themselves. The ends do not always justify the means. Teachers or even managers at times fail to recognize the steadiness of the purpose of classroom observations. Some may think of these as threats to their current status as good performers of the craft or even potential reasons for them to lose their jobs. It must not be the case, there should be a collective system of effort in the part of the teachers and managers to improve the quality of education. All honors then is due to all teachers and managers who, as far as their skill and opportunities go, endeavor steadfastly this higher side of their work, content to wait for the results to show themselves in the higher usefulness of their efforts not only today but for the future. Managers, communicating freely to the teachers, and the teachers, not only through direct feedback but also improved teaching skills and performance communicating the managers as a result of good school management and participation.

Having mentioned the importance of communication between the manager and his workers, it is inevitable then to focus our attention on communication. Communication is defined as the sharing or exchange of thought by oral, written, or nonverbal means (Timm and DeTienne, 1991). To function effectively, managers need to know and be able to apply strategically a variety of communication skills that match varying managerial tasks. These tasks might call for nonverbal, presentational, or written skills as the manager meets others, speaks at meetings, or prepares reports to be read by clients or those higher on the organizational ladder. To work effectively, managers also need to know sources of information. Finally, managers need to understand the different communication channels available.

In school, communication takes place between the teacher and learners most of the time. Teachers more likely are to communicate to the students the subject matter which is for the students to learn and in return, students communicate for feedback. This is common but there is still one vital communication process that has something to do with the learning of the students even though they are not directly involved – the teacher – manager communication. Managers, through observations assess and criticize positively the teaching process that had occurred and in return, the teachers respond through direct feedback and improved teaching performances.

A quality curriculum and effective instruction are the key elements to a successful teaching and learning on campus. Due to the current climate on school reform, managers are held more accountable for student success making school leadership even more critical (Levine, 2005). Traditionally, managers were expected to set clear goals, allocate sources to instruction, manage the curriculum, monitor the lesson plans and evaluate the teachers (DiPaola and Hoy, 2008). Today, the managers' responsibilities include a deeper and broader involvement in the mechanics of teaching and learning, the use of data to make decisions, and prescribe and participate in meaningful and innovative professional development (King, 2002). The latter statement by King mentioned more involvement in the mechanics of teaching and learning as well as participate in meaningful and innovative professional development. Upon knowing such, it is then unavoidable for the managers to communicate with the teachers and the students. This is where instructional leadership through communications management takes its place.

Statement of the Problem

This study will look into the relationship between communications management employed by the managers, teacher performance and student achievement in a city schools division and will determine any possible relationships between the three variables: communications management, teaching performance and student achievement.

To address the main purpose of this study, the researcher will look for answers to the following specific problems:

1. How do the teachers assess the communications management of the school managers in terms of the following variables:
 - a. nature of communications;
 - b. communication process.
2. What is the teaching performance of the teachers in the different respondent schools in the city schools division?
3. What is the academic performance of students in the respondent schools in the city schools division?
4. Is there a significant relationship between the following pairs of variables?
 - a. Communications management and teaching performance
 - b. Communications management and student achievement (GPA and NAT)
5. What input to management may be developed to enhance communications management involved in the study?

Hypothesis of the Study

With the previously mentioned problems as bases, this study proceeded with the following null hypothesis:

1. There is no significant relationship between the following pairs of variables.
 - a. Communications management and teaching performance
 - b. Communications management and student achievement (GPA and NAT)

Scope and Delimitations of the Study

This study is for the purpose of finding out if communications management done by the managers affects teacher performance and student achievement in the public secondary schools in the City Schools Division of Cavite City during the school year 2012 – 2013. Respondents include 10 head teachers, 59 teachers and 254 students. Data gathering was through a researcher designed validated survey questionnaire and interview.

The researcher aims to correlate three (3) variables: Communication management strategies employed by the managers (nature of communication and communication process); teacher performance; and student achievement. Concern was on the frequency and content of communication from the managers to the teachers and its effect on their teaching performance and the learning of the students. In arriving at the inputs drawn, indicators with satisfactory ratings were taken into consideration.

The study focused on public secondary schools in the City Schools Division of Cavite City only. The findings were solely based on the perceptions of the respondents

alone. Thus, recommendations of this study shall be applicable only to the managers, and teachers of the public secondary schools in the City Schools Division of Cavite City.

Significance of the Study

This study will be of significance mainly to the managers of the public secondary schools of the city schools division of Cavite City because this study aims to identify the effects of communications management they employ on the teaching performance and student achievement. This will be a good measure to improve communications management in their respective schools as far as teaching performance and student achievement is concerned. Through better facilitating of communication, the school is in better shape in attaining its set goals and objectives. There will also be suggested measures for improvement, not on the perspective of the researcher but gathered from the teachers and the students who are directly affected by the communications management employed by the managers of the schools. In summary, the respondents of this research will benefit from the findings of this research.

Definition of Terms

This section presents the important terms related to the research. The following terms are defined operationally according to their use in the study.

Commitment. The relative strength of a teacher's involvement in the learning of the students.

Communications Management. Tools and means by which communication is delivered to the intended recipients; a process of ensuring that services received by the students

does not deviate from the norms or standards. This involves the processes of observing classes, posting announcements and discussing directives.

Communication Process. Pertains to how the managers play their roles in establishing the lines of communication in school processes.

Employee and Job Satisfaction. The degree which an employee has a positive emotions towards the ‘organization’, not towards the ‘specific work role’, which is part of ‘job satisfaction.

Improved performance. Refers to teaching performance, the teachers are more effective in performing teaching tasks towards the learning of the students.

Internal Client. Refers to the employees of the organization. Different from the end clients, the internal clients are those who serve the organization towards the attainment of its set goals and objectives. In school setting, the teachers may be referred to as the internal clients.

Managers. These are head teachers, principals or may be teacher leaders who employ communications management.

Motivation. May be in the form of salary or bonuses but can also be in the form of positive feedback on the part of the managers about the teaching and learning outcomes.

Nature of Communication. Mainly focuses on the messages incorporated in the communication process that involves the managers and the teachers.

Organizational Supportive Attitude. A positive attitude toward the organization’s strategic direction.

Sense of belonging. Does not primarily depend on the quality of their informal and social-emotional interactions with peers and proximate colleagues, but it is related more strongly to their appreciation of management's communication.

Student Achievement. Grades of the students and NAT results on the time frame this research was undertaken.

Teaching Performance. These are scores of the teachers on the scale of the performance rating they get after each school year.

Transformational Leadership. The ability of some leaders, across many types of organizations, to engage with staff in ways that inspired them to new levels of energy, commitment, and moral purpose.

Trust. The basis for interpersonal relationships, cooperation and stability in social institutions.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter presents the literature and related studies which have direct bearing on this study.

Management and its Functions

Management is the process of working with and through others to achieve organizational objectives in a changing environment. Central to this process is the effective and efficient use of limited resources (Kreitner, 2000). Practice of management is a process consisting of functions that will have tremendous effect on the end product and the acquisition of the end objectives of the organization.

Henri Fayol was the first person to identify elements or functions of management in his classic 1916 book *Administration Industrielle et Generale*. Fayol was the managing director of a large French coalmining firm and based his book largely on his experiences as a practitioner of management. Fayol defined five functions, or elements of management: planning, organizing, commanding, coordinating, and controlling. Fayol argued that these functions were universal, in the sense that all managers performed them in the course of their jobs, whether the managers worked in business, military, government, religious, or philanthropic undertakings.

The functions of management uniquely describe managers' jobs. The most commonly cited functions of management are planning, organizing, leading, and controlling, although some identify additional functions. The functions of management define the process of management as distinct from accounting, finance, marketing, and other business functions.

Focusing on one function of management – controlling/ commanding, we define it as the process of ensuring that performance does not deviate from standards. Controlling consists of three steps, which include establishing performance standards, comparing actual performance against standards, and taking corrective action when necessary. Performance standards are often stated in monetary terms such as revenue, costs, or profits, but may also be stated in other terms, such as units produced, number of defective products, or levels of customer service. According to Fayol, controlling as a managerial function concerned the personal supervision of subordinates and involved inspiring them to put forth unified effort to achieve objectives. Fayol emphasized the importance of managers understanding the people who worked for them, setting a good example, treating subordinates in a manner consistent with firm policy, delegating, and communicating through meetings and conferences.

Legal Bases on School Management

The Implementing Rules and Regulations of Republic Act No. 9155, otherwise known as the “Governance of Basic Education Act of 2001”, under Rule VI, define the following roles of the school head: Section 6.1. The School Head. There shall be a school head for all public elementary schools, public high schools or a cluster thereof. The establishment of integrated school from existing elementary and public high school shall be encouraged, subject to the guidelines that will be issued for the purposed by the Secretary of Education.

The school head, who may be assisted by an assistant school head, shall be both an instructional leader and administrative manager. The school head shall form an

instructional leader and administrative manager. The school head shall form a team with the school teachers/ learning facilitators for delivery of quality educational programs, projects and services. A core of none – teaching staff shall handle the school's administrative, fiscal and auxiliary services.

Section 6.2. Authority, Accountability and Responsibility of the School Head.

Consistent with the law, national educational policies, plans and standards, the school head shall have authority, accountability and responsibility for the following: (1) Setting the mission, vision, goals and objectives of the school; (2) Creating an environment within the school that is conducive to teaching and learning; (3) Implementing, monitoring and assessing the school curriculum and being accountable for higher learning outcomes; (4) Developing the school education program and school improvement plan; (5) Offering educational programs, projects and services which provide equitable opportunities for all learners in the community; (6) Introducing new and innovative modes of instruction to achieve higher learning outcomes; (7) Administering and managing all personnel, physical and fiscal resources of the school; (8) Recommending and staffing complement of the school based on its needs; (9) Encouraging and enhancing staff development; (10) Establishing school and community networks and encouraging the active participation of teacher organizations, non – academic personnel of public schools, and parents – teachers – community associations; (11) Accepting donations, gifts, bequests and grants in accordance with existing laws and policy of the department for the purpose of upgrading teachers/ learning facilitators' competencies, improving and expanding school facilities and providing instructional materials and equipment. Such donations or grants must be reported to the division

superintendents; and (12) Performing such other functions as may be assigned by the Secretary, Regional Director and Schools Division Superintendents where they belong.

Aforementioned was the principal should be an instructional leader and at the same time an administrative manager. Communications management, which is the process of ensuring that outcomes do not deviate from the standards, demands these efforts from the school heads. The parallelism of the job descriptions of the principals and the demands of communications management is not at all queer because being a communications manager in school is like being an instructional leader and administrative manager at the same time. Observation of classes somehow falls under item number 6 in section 6.2 – introducing new and innovative modes of instruction to achieve higher learning outcomes. If a school head observes classes, he gives himself a chance to fulfill this duty of instructional leadership for he can assess whether the teachers uses the more applicable teaching strategy in class. This is instructional leadership. Information dissemination somehow falls under item number 10 of section 6.2 – establishing school and community networks and encouraging the active participation of teacher organizations, non – academic personnel of public schools, and parents – teachers – community associations. Announcements and directives in schools are properly disbursed when a school head is an effective administrative manager which ultimately makes him a very good communications manager. This directs the organizations to a closer realization of the school’s vision and mission.

Instructional Leadership

In particular, the communication of the managers to the teachers must always be integrated on the vision of the school and its mission. There are certain roles of instructional leaders which they need to fulfill in order to set the direction of the school; (a) provide instructional leadership through establishment, articulation, and implementation of a vision of learning, (b) create and sustain a community of learners that make student learning the center of focus, (c) facilitate the creation of school culture and climate based on high expectations of students and faculty, (d) advocate, nurture and sustain a school culture that is conducive to student learning and staff professional growth, (e) lead the school improvement process in a manner that addresses the needs of the students, (f) engage the community in activities to solicit support for student success, and (g) utilize multiple sources of AmeriData to assess, identify and foster instructional improvement (Green, 2010; Jenkins, 2009; Wanzare and Da Costa, 2001).

The first role of an instructional leader is to provide instructional leadership through establishment, articulation, and implementation of a vision of learning. As instructional leaders, managers should have a vision of what students should the school have in the future and in the long term, what kind of graduates would the school produce. Managers should foresee the learning the students can acquire from the school and should be able to articulate or communicate this to all people concerned – the teachers, students and members of the community. In the end, the vision of learning that the managers have for the school should be implemented to ensure that the learning of the students is maximized.

Another would be to create and sustain a community of learning with the students as the center of focus. Managers should always consider that the school exists for the learning of the students, not the other way around. Therefore, an environment, where learning is possible and easy should be established and what way would that be possible but through the mediation of the teachers. Therefore, the managers should then focus on the teachers' teaching for the learning of the students. In this way, an environment conducive for student learning is acquired. Communications management therefore is a need.

The third and fourth are facilitating the creation of school culture and climate based on high expectations of students and faculty and advocate, nurture and sustain a school culture that is conducive to student learning and staff professional growth. The school should offer what is intended for the students and the teachers to have. It is one responsibility of the managers to establish a school climate conducive for learning on the part of the students and teaching on the part of the teachers. Even though it is a responsibility on the managers' part, it is inevitable to involve the students and teachers in accomplishing this objective. Upon mentioning the involvement of the teachers and students, it is unavoidable for the managers to communicate, or do communications management in context of the attainment of the objectives.

Another role of managers as instructional leaders is to lead the school improvement process in a manner that addresses the needs of the students. It is not enough for the school to maintain status quo in terms of academics, curriculum and instruction. There is always room for improvement and this should continuously be attained by the schools in order to continuously offer quality education to the students,

which in the first place is what the community expects. Leading the school improvement process involves communications management on the part of the managers. They should communicate to the teachers, the direction at which the school is geared at towards improvement. They should, moreover communicate improvement of instruction, for the betterment of teaching the teachers could offer the students which would lead to better learning; one simple domino effect on the school improvement process.

Last role of managers as instructional leaders that has something to do with communications management is utilize multiple sources of data to assess, identify and foster instructional improvement. Research is one role of the managers. There are various advancements in the field of education. Managers should keep themselves and their teachers updated to these new trends in education. Upon updating oneself on the new improvements, especially in instruction, managers should communicate to the teachers these trends and also communicate to the teachers the monitoring being done whether they are implementing the advancements properly or not.

We therefore view instructional leadership as a social construct. Organizational scholars like Pfeffer (1977), Smircich and Morgan (1982), Smircich (1983), and Tierney (1987, 1997) have pursued the idea that leadership emerges from the constructions and actions of people in organizations (Ospina and Schall, 2001). Since people is involves, and the processes are in school setting, “leadership must be relational, collective and purposeful” (Burns, 1978). Managers should relate to the experiences of the teachers and the students for the purpose of knowing better the experiences that they are going through for better decision making on what communication tool to use in communicating vital points to them. Moreover, to relate to the teachers in particular takes away from them

defensiveness which is one communication barrier between managers and teachers. Being an instructional leader then is not an absolute power enjoyed by the managers though they have more of this power when instructional leadership is being talked about. Leadership must be collective. Managers should learn to share the authority of managing instruction with the teachers for the teachers in the first place are the ones who do instruction first hand. Managers also should look for teacher leaders to follow what they have started and continue leading the school in the attainment of the main and ultimate objective of the school. Leadership should be purposeful. Instructional leadership in particular should be purposeful. There are different facets of instruction and there should always be monitoring on these parts of instruction. Communications management is then needed and whenever it is being undertaken, there should be a purpose; there should be a focus on the different facets of instruction on the part of the teachers. Upon mentioning leadership as a social construct, Ospina and Schall (2001) determine that leadership in reality exists to fulfill a social function. Since leadership is to fulfill a social function, it is incomplete not to mention communication in form of relational dialogue. The practice of "relational dialogue" has been documented in recent literature using different terms. This is evidenced by the increasing importance given to concepts like dialogue, collaboration, and shared and dispersed leadership in contemporary theories of leadership (Crosby, 1999; Gronn, 1999; Goldman and Kahnweiler, 2000; Hesselbein, Goldsmith and Somerville, 1999; and Lipman-Blumen, 1996). So far, these elements are viewed and defined as isolated behaviors and processes linked to traits and styles of leaders rather than providing the base for a more integrated framework (Ospina and Schall, 2001). Needed is then to facilitate relational dialogues or communication.

Administrative Management

Administrative management is the process of managing information through people. This usually involves performing the storage and distribution of information to those within the organization.

Administrative management is the third branch of the classical viewpoint, the first and second being scientific management and behavioral management. Administrative management focuses on principles that coordinate the organizations' internal activities. Contributors include Henri Fayol and Chester Bernard, both executives of large firms. Their work laid the foundation for the concept of management as a professional field (Bateman and Snell 2004).

The main focus of administrative management is the internal activities of the organization. Data dissemination or internal communication is one key concern. Data dissemination fell into two key areas – internal communication and external communication. Different mechanisms for disseminating data were defined by the respondents of the research by May, et.al, 2006. Informal methods such as emails, phone, newsletters, memoranda and networking, staff liaison such as staff meetings between academic and support staff to review the progress of learners and offer advice on teaching practices, seminars and training courses – sometimes involving away-day team events and staff induction, reporting and review days; publications such as staff handbooks and bulletins; open access records including electronic learner records, standardized forms such as admissions, referral and disclosure; activities with learners, and internal annual evaluation and quality audits. Within institutions, respondents referred to the need for information to be shared between a number of different staff, particularly in large

organizations. Information pertaining to an individual learner can be shared amongst teaching staff including tutors, teachers, tutorial coordinators, course based staff, departmental and faculty staff; central staff and services including registry; support staff including library, computer staff, learning support, disability and support staff, senior management and internal quality management. There may be internal committees and working groups such as Equal Opportunities Forum, Disability Forum, Boards of Studies, Equality and Diversity Committee and Inclusion Panel who receive regular information about learners. There is also dissemination to other stakeholders including study support groups, internal staff and parents.

Upon defining the administrative management practices, the respondents of the said research also defined different challenges and issues or barriers to the effective dissemination of data within an institution. The responses fell under three categories: (1) Individual commitment. There are barriers caused by individual apathy and reluctance to share information. Any policy implemented in an institution will ultimately be down to an individual to actualize, people need encouragement and to see the benefits and value in their actions. (2) Size of the institution. The size of an institution was perceived to be a barrier since any new policy or transfer of information is perceived to be easier in a smaller setting. (3) Confidentiality and privacy. Data protection procedures were perceived to act as a barrier to the effective communication of information.

Staff awareness and development is a key issue emerging around the dissemination of data across each of the education sectors. There was significant support amongst survey respondent of the research for the need to raise staff awareness through staff development.

Another key issue involving administrative management is the inconsistency between organizations in the provision of trainings, which is major information, disseminated in organizations. The inconsistencies involve – Regularity. Some reported training being provided on a needs/ demands basis, whilst for others training was occasional. Staff involved. Training was not always provided for all staff. Some reported training only being available for new staff, whilst for others it was for long standing staff. Sometimes training was offered across the whole institution or department, whilst others provided it for specific individuals. Course Content. Reportedly courses varied in being either general or focused, for instance either highlighting the inclusive curriculum or targeting specific disabilities or subjects. Requirement. Training was reported to require either mandatory or voluntary attendance, or be either formal or informal in nature.

Lastly but the most vital issue that affect administrative management is Data protection Protocols. Data protection has emerged as a key theme affecting the dissemination of information (May, 2006). The research found out that there are opposing opinions regarding data protection. There are respondents who are in favor of data protection. As per the research was about students with learning difficulties, opinions were mixed as to disclose information about the child or not. This is also true, not only on the case of children with special needs but also with information in schools that middle level managers have the freedom to disclose to the people of the organization or not. The other responses were against data protection. The argument existed on the light of support. If learners do not want to disclose their cases, they will miss out on support. They cannot expect suitable support/ adjustments that can be made out very quickly. As to academic organizations, data protection will spell a lack of support from the people of

the said organization. Teachers and other staff will feel a sense of not belonging since information was hidden from them. Still, some managers choose to undertake data protection procedure since they believe that there are some information that are needed to be kept secret. Transparency though is of question. A big question mark as to data protection protocols are needed or not exist in all organizations. Research says it is relative.

Challenges and Issues in Instructional Leadership

While the issues in administrative management are being on focus, the dilemma of addressing instructional leadership issues is far sparser. In a study completed by Harchar (1993) that examined administrative instructional leadership, it was found that the barriers to successful instructional leadership focused on four main categories: mid set or negative attitude of teachers; department of education mandated; time constraints; and parental opposition. According to Waddell (1992) as cited by Mason (2013), one seemingly universally reported item that impacted administrators' abilities to be effective instructional leaders was the lack of time available to accomplish their duties and responsibilities. One managers had completed addressing student, parent, staff and administrative concerns very little was left to devote to instructional leadership practices. Lastly, according to Hartzell (1995), a significant barrier to instructional leadership practices is the lack of training available before the administrators take on the role of evaluating teaching staff. Administrators are largely untrained and inexperienced when the task of teacher evaluation is completed and as a result overemphasize personality

features that they are familiar with. This approach may occur because poor or inadequate teaching practices are not easily visible to the uninformed evaluator.

As the instructional leadership practices of superintendents have come to be more clearly defined, it is apparent that managers are becoming more responsible and answerable for student achievement. This has led to a shift in instructional leadership practices away from managerial duties to more of a focus on instructional responsibilities. It is evident from literature that the role of managers is multifaceted and diverse and researches have struggled to highlight the exact nature of these duties and responsibilities. Because of the educational accountability era that school districts and schools currently find themselves in, managers are directing more of their energies towards being an effective instructional leader as a means to positively impact student achievement. The following section examines facilitating communication in the light of instruction and instructional leadership.

Facilitating Communication

Erven (1998) identified 6 ways in facilitating communication. Have a positive attitude about communication. Defensiveness interferes with communication. This may be on the part of the teachers. Managers, in doing communications management, need to often communicate with the teachers and oftentimes, teachers see communication as a negative facet of managing since a stereotype has been established already that managers communicate flaws and communicate badly. Defensiveness then arises on the part of the teachers which sometimes hinder effective communication for positive criticisms on his teaching.

Work at improving communication skills. This is on the part of both the managers and the teachers since they both do the communicating. The managers have this responsibility to improve on communicating the observations to the teachers. Preferred is when communicating the observations on teaching occurs privately; between the observer – the manager and the observed – the teacher. In this way, comparisons between teachers will not arise and defensiveness will not happen on the part of the teachers. Managers who communicate positive observations publicly and do not communicate negative observations communicate badly because the teachers will know that one is doing well while the other is not performing well since there was no observation communicated. Private communication then is preferred to avoid defensiveness on the part of the teachers.

Include communication as a skill to be evaluated along with all the other skills in each person's job description. This is the heart of this research as identified by the author. The communication skill of the managers to the teachers that affects the performance of the teachers that affects the achievement of the students is the focus of this research.

Make communication goal oriented. In such a way, communication will be more transparent since the goals, in which communication is based has been already defined. Having mentioned that communication must be goal oriented, different areas of communications management should be of focus. We define then communications management as a social construct in lieu of teacher – manager exchange of messages.

Areas of Communications Management

Different areas of communications management then has to be included in consideration for a better view of how it should be undertaken. We speak of the different areas of communications management in school context for better clarifications on the efficacy of performing communications management in accordance to the accomplishment of the primary task of the teachers and the managers. The first area of communications management that should be taken into consideration is the nature of communications. For the past 35 years researchers – mostly economists – have been studying teacher characteristics and attributes (inputs) that relate to student achievement instead of studying and characterizing effective teaching. This line of research has been ineffective in finding any conclusive results. What are rarely looked at is how the teacher actually performs in the classroom and how that performance translates into both student achievement and evaluations by peers, administrators, and outside "experts." The performance of the teachers inside the classroom translates into evaluations by administrators. In this, the nature of communication being done by the administrators – managers takes place. How do the managers communicate to the teacher the assessment of their performances inside the classroom? Are these communications being done verbally or in written, black and white observation sheets which could be reviewed for better understanding? In this case, the manager must use terminologies appropriately. He must articulate meaning, limitations and implications of observations done through class visits (announced or unannounced). The means on how the manager does communications management has an effect on its outcomes. May be positive or negative, it depends on the nature of communication done by the managers to the teachers.

The second concern in communications management is communications protocol as part of assessment of teaching performance. This assessment can give one an insight on how teachers perform their roles as facilitator of learning inside the classroom which translates into students' learning achievement and their progress towards the desired skills and abilities. Involving communications management, as a whole, it is primarily concerned whether the teacher is effective inside the classroom or not. The teaching process can be viewed as a well thought of series of steps or action to facilitate learning and teaching effectiveness can be measured by the degree to which the expected learning takes place (De La Rosa, 2001). Effective teaching is said to be brought about by the inner drive of the faculty to guide student learning equipped by his or her mastery of subject content and competence in utilizing appropriate pedagogical requirements (de Guzman, 2000). Communications management on teacher performance through the school administrator or supervisor is the traditional way of assessing teachers. This is commonly done through classroom observation where the supervisor visits the class of the teacher (announced or unannounced) and observes the teacher handle the class, in part or the whole duration. The schedule and frequency of observations depends on the needs of the school and the purpose of observation. Obviously, a classroom observation for the purpose of formative evaluation necessitates observation in more than one occasion.

The rating scale or checklist is the common instrument of choice and involves observation of how the students respond to their teachers. In a typical elementary or high school class, the observation may involve assessing the lesson plan of the teacher prior to the class or while the class is on-going. The supervisor can also review other class-related documents of the teacher (e.g. teacher's portfolio, students' works). A conference with

the teacher is usually conducted by the supervisor before (pre observation conference) and after the observation (post observation conference). The purpose of the conference varies but the primary aim of the post-conference is for the supervisor to communicate the result of his observation and assessment to the teacher.

The main criticism of having administrators/supervisors as raters or evaluators in assessing teacher performance is the threatening nature of such exercise. There is the possibility of inducing fear in the evaluatee due to perceptual dilemma resulting from contradictory bureaucratic and professional expectations inherent in administrative and supervisory roles (Nhundu, 1999). To some teachers, this exercise may feel more like an administrative task conducted by the supervisor and less of an exercise for the purpose of teacher' s development. The validity of the rating may also be questioned because it is susceptible to subjectivity, especially if there is only one supervisor acting as rater or evaluator. Nhundu (1999) adds that the assessment of teacher performance using supervisor-ratings is often too sporadic, and supervisory visits are too few and far apart in their frequency that they may not have any meaningful effect in the modification of teaching behavior.

Aside from the nature of communications and communications protocol, the more important aspect of communications management incorporated in the previously mentioned areas of communications management is the messages contained in the communication process itself. Basically, the messages on teacher performance involve assessing if a teacher has the competencies in general areas required of a teacher. But in view of the accountability of teachers in the learning process of students, whether they are being effective or not form part of their assessment. Danielson & McGreal (2000)

proposed a model containing four domains embodying the components of professional practice. These are planning and preparation, the classroom environment, instruction, and professional responsibilities. This model highlights the fact that teachers' functions and responsibilities are varied and encompasses several areas of competencies. Competence in these domains can serve as criteria of teacher's performance and effectiveness. Meanwhile, Tigelaar, Dolmans, Wolfhagen, and van der Vleuten (2004) proposed a framework of teaching effectiveness with the following major domains – person as a teacher, expert on content knowledge, facilitator of learning processes, organizer, and scholar/lifelong learner. The most significant addition in this framework is the authors' giving importance on aspects of a teacher's personality that are conducive to learning by proposing the domain of "person as a teacher". Indeed, outside of the teaching competencies and other professional responsibilities that help define what makes an effective teacher, a teacher must also have certain traits or characteristics that are imperative to make his or her teaching effective. The absence or lack of such traits may spell the difference between success and failure in bringing about the desired learning outcomes in students. For example, the qualitative study of Bustos-Orosa (2008) on Filipino teachers' conception of good teaching reveals that both dispositional traits and professional competence are seen as components of good teaching. Furthermore, Bustos-Orosa named personality-based dispositions, content mastery and expertise, pedagogical knowledge and teaching competence traits as critical factors in good teaching (2008). Orosa's findings on the importance of personality traits in teaching fit in the framework for teaching competencies developed by Tigelaar, Dolmans, Wolfhagen, and van der

Vleuten (2004). On the other hand, a quantitative study of Magno and Sembrano (2007) using structural equations modeling (SEM) found that the personality characteristics of a teacher influences his teaching performances, effective teaching characteristics, and teaching efficacy.

Communicating as a Manager

Communication is at the heart of everything a manager does. Studies show that managers spend 80 percent of their workday communicating. School managers, most especially need to communicate with their teachers especially when changes in policies and directives are being undertaken. High level managers, of the Division Offices or even the Department of Education communicate directives and policies to the teachers, who are the implementing agents of the said changes. The role of the school managers is to manage the communication between the High Level Managers and the teachers in order to lessen the barriers to communication and to ensure that implementation is in accordance of what was originally planned. The better the school managers are in sharing ideas, the more they will understand how to manage communication and the more successful the communications management process will be. It is important then, that in communicating directives to the teachers to be a positive communicator. This is one skill school managers should have in order to implement a successful communications management process. Research shows that employees whose managers communicate in positive ways are more productive and effective. Being a positive communicator means offering support and recognition in the teachers' efforts to undertake the aforementioned

changes, praise and encouragement when a successful implementation of the new directives has been done.

Being positive in managing communication is one thing, being effective in communications management is another. So aside from being a positive communicator, the journal published by the province of Nova Scotia in Canada, *Internal Communication, It's Not Rocket Science: A Manager's Guide in Communicating with Employees*, suggested other indicators of effective communication from immediate managers to their employees as identified by Deloitte and Touche. The first is clarity of purpose. Successful organizations and initiatives focus on a few key messages. Leaders in successful organizations are consistent in their messages and ensure that everyone involved understands the goals and how to achieve them. Making the teachers understand what the changes are, and how the changes are to be implemented makes communications management more successful since performance will be according to performance standards. Secondly, effective communication methods; the level of trust and openness in various key activities is also critical for success. Employees at all levels can ask for information and receive honest, useful answers. The way information is being disseminated is different in different organizations. Some organizations are effective in information dissemination, using different and up – to – date methods which speed up the communication process and at the same time make it more effective such that the purpose of communicating is not defeated. In this light comes the argument on technology in communications management. Organizations which are more effective in information dissemination tend to have the more up – to – date means of doing so. On the other hand, lesser effective organizations in information dissemination are using out dated means of

information dissemination therefore defeating the purpose of communication. Third is effective sharing of information. Information sharing is effective when systems and networks enable managers and employees to have the right information at the right time to do their jobs, to share opinions and discuss ideas, and to circulate best practices and learn from each other. Timing is one key factor in communicating information within the organization. Certain information, when communicated too early or too late is useless. It defeats the purpose of communicating in the first place. An activity plan, when communicated too early provides lesser or no room for improvement and flexibility. On the other side of the coin, if it is shelled out late, it gives no time for preparations. There will be no time to discuss ideas to make the most out of the available resources and attain the objectives of the activity. Lastly is walking the walk. Leaders must also be good communicators themselves, so they can convey their ideas convincingly. Their behavior must be consistent with what they are saying, both formally and informally.

Communications Management Outcomes

Communication, as the literature documents, creates an environment for commitment and is thus an important antecedent (Katz and Khan, 1978;; Foy, 1994; Meyer and Allen, 1997; Postmes et al, 2001; Elving, 2005). Mowday et al. (1979) define organizational commitment as “the relative strength of an individual’s identification with, and involvement in a particular organization,” what some researchers call affective commitment (McFarlane et al., 1993; Meyer and Allen, 1997). In practical terms, this implies that an employee is committed to, and wishes to act in, the best interests of the organization because of his emotional attachment to it.

Mathieu and Zadjac's meta-analysis (1990) shows communication to have a fairly strong effect on commitment. There is evidence that information provided by the management on running the business as well as policies affects commitment (DeCotiis and Summers, 1987). But other research suggests that communication is especially effective in fostering participation and commitment (Trombetta and Rogers, 1988; Welsh and LaVan, 1981). Similarly, Unzicker et al., (2000) contend that a positive relationship exists between effective internal communication and employee commitment to and perceptions of their firm. Postmes et al.'s study (2001) shows that direct communication between management and employees correlates strongly to commitment. "... Employees were strongly committed if they obtained adequate information to perform their task and this information was presented to them via formal bureaucratic channels rather than informal channels. Interpersonal communication with peers, and direct superiors predicted commitment less than communication with more senior management did and communication with a socio-emotional content was less predictive of commitment than formal communication was" (Postmes et al, 2001). In a study that explores managing the psychological contract, Guest and Conway (2002) report the importance of communication directed to daily work; the accuracy of communications and the quality of feedback about an employees work. Drawing on previous and original research, De Bussy et al. (2003) conclude that the higher the quality of the employee's task – related information, the more commitment they will have towards the organization.

Commitment is one of the outcomes of doing communications management. It is the idea that managers should communicate to the teachers the information, in a formal way, which the teachers may perform better towards the achievement of the set goals of

the school. Another positive outcome and area of communications management is trust, the basis for interpersonal relationships, cooperation and stability in social institutions (Lewicki et al., 1998). Employees want to trust their companies and acquire company-related information directly. They want to contribute to future decisions of their company and to be proud of the company they work for (Dortok, 2006). Among the different types of trust are trust in the management (Creed and Miles, 1996; Tyler and DeGoey, 1996; Kramer and Tyler, 1996; Bijlsma-Frankema, 2001); trust in colleagues (Shepard and Tuchinsky, 1996; Lewinko and Bunker, 1996; Sitkin and Roth, 1993); and interpersonal trust in the organizational context (Meyer et al. 1995). Based on a review by Meyer et al. (1995), De Ridder and Human (2004) conclude that the most salient characteristics that determine trustworthiness are ability, benevolence and integrity. Theorists have not surprisingly linked the quality of communication and trust (Butler and Cantrell, 1994), which allows the role of openness in communication (Ruppel and Harrington, 2000; Butler, 1991; Whitener et al, 1998). As Zand (1997) points out, management demonstrates its trustworthiness by releasing information about goals, organizational problems, and organizational policy, which Dortok (2006) terms 'non-task-related' information. De Ridder and Human (2004) contend that the higher the quality of non-task related information, the more trust the employees will place in the management.

Employee and job satisfaction is another outcome at which communications management should be anchored. Davies and Chun (2002) define employee satisfaction as "the degree which an employee has a positive emotions towards the 'organization', not towards the 'specific work role', which is part of 'job satisfaction'". Consistent support for a positive relationship between communication and both employee and job

satisfaction exists in the literature (King et al; 1988 Dolphin 2005). Good communication, as George and Berry (1981) and others have argued, can keep levels of satisfaction high (Asif and Sergeant, 2000). Satisfaction as an outcome of internal communications management has been explored as part of internal marketing. When frontline employees, like the teachers, have the tools to achieve the goals. Experience appropriate interactions, recognize efforts of colleagues, and obtain training and encouragement; they will be more satisfied with their jobs and the organization (Lings, 1999). Frontline employees experience satisfaction as increased self worth and purpose, for example, when they participate in knowledge discovery and generation (Ballantyne 1997).

According to Ing-San Hwang and Der-Jang Chi (2005), an enterprise's internal marketing can improve employee job satisfaction (Tansuhaj et al, 1991; Rafiq and Ahmed, 2000; Conduit and Mavondo, 2001) and in turn improve the enterprise's performance (Pfeffer and Veiga, 1999, Nebeker et al, 2001). Singh (2000) offers support for positive relationships among internal marketing and internal customer job satisfaction and commitment. A research by Keller et al. (2006) concluded that the internal marketing mix, and thus also internal communications management, is positively associated with internal customer satisfaction.

In school, teachers are motivated and satisfied upon their jobs if there are positive outlooks on their performances. Communication by the managers to the teachers should always include good points on the teaching – learning process observed inside the classroom. This is where the transformational leadership aspect of communications management takes place; to keep the good points and to improve the facets of teaching

that has flaws and needed to be taken care of. Communications management, having been mentioned to be a process of monitoring the what and how part of communication of the internal suppliers to the internal customers to the end clienteles, should make the satisfaction of its employees a priority for the betterment of the services being offered by the organization.

Another focus in better results drawn by communications management is improved performance. Internal customer performance refers to the outputs of the employee when performing his or her job duties (Keller et al, 2006). Proponents of internal marketing believe that satisfied internal customers achieve higher performance (Ballantyne, 1997). In particular, frontline employees perform tasks, communicate, and expand their individual capabilities more competently when they have quality exchanges with internal suppliers (Ballantyne, 1997; Lings, 1999). Production errors, deficiencies in service, and overall performance issues can often be averted if the network of employees in a process focuses on the downstream commitments.

Keller et al (2006), state that process work and internal marketing are similar to a relay race. The teammate holding the baton (internal supplier) must accurately place it in the hand of the next runner (internal customer) at the right time, in the right position, and at the right speed. Only when the baton is there and the next runner concentrates fully on running are relays won. In essence, when internal suppliers provide the proper support to internal customer, they can then focus on their performance.

For example, a school manager (internal supplier) wanted to immerse the teachers (internal customer) in a training seminar on a certain teaching strategy recently developed which provides improved productivity in terms of learning outcomes. Not only this but

everyday observations, rotating on teachers, would result to improved performance. When the organization develops a satisfied workforce through internal marketing, and thus through internal communications management, greater service-type behaviors among entire work groups ensues.

Development is another outcome at which communications management is focused on. It is one goal by which communications management is being undertaken. Proctor and Doukakis (2003) view internal communications management as an integral part of employee development practice. They emphasize the need to develop a formal, coordinated, and organization-wide internal communication system that facilitates the implementation and practice of employee development. Employee development can change staff attitudes and behavior to emphasize service and customer orientation. Lack of internal communication system for the employee development suggests that appropriate information is not properly communicated to staff and may not be implemented well.

One goal of communications management being done by the managers is for the development of the teachers. Not to carry out communications management is parallel to the managers, not wanting the development of his teachers. There is no perfect teaching. There will never be therefore, the managers, being looked upon as the more knowledgeable person with regards to the processes inside the classroom should have a concern on the teaching process being done. Communications management then should be undertaken by the manager in accordance to the development of the teachers since communications management as a process is geared towards it on the first place.

De Ridder and Human (2004) show that high quality internal communications management may promote an organizational supportive attitude (OSA) defined as a positive attitude toward the organization's strategic direction. They propose two ways to view support. First, employees may be supportive because they do not differentiate between their own organizational activities, seeing themselves at one with the organization. This feeling is related to the concept of commitment and especially to affective commitment (Allen and Meyer, 1996). Affective commitment refers to a feeling of solidarity with the organization. The greater an employee's commitment to the organization, the more supportive s/he will be towards the organization's strategic direction (De Ridder and Human, 2004). According to these authors, employees can also develop a supportive attitude if they believe that everything is functioning smoothly, relying on others (especially the management) to ensure that actions will follow a dependable course. If employees believe that management is competent and has integrity, they will support management's plans. Thus, trust in management creates a supportive attitude and the more employees trust the management, the more supportive they will be of the organization's strategic direction (De Ridder and Human, 2004). Commitment to the organization and trust in management are two distinctive concepts, but they both have a positive relationship with good internal communications management, which in turns affects a supportive organizational attitude positively (De Ridder and Human, 2004).

To do communications management is also to motivate the employees of the organization to do better towards the attainment of its set goals and objectives. To motivate them is to let them know of the functions and activities of the organization

towards a certain direction which will be of help to the organization in terms of giving the best service to its clients. Employees who are not informed of events become demotivated, as communication is key to motivation (Kitchen, 1997; Argenti, 1998). Enlightened managers know that the more information they provide to employees the more likely they are to be highly motivated, resulting in better performance and furthering the goals of the organization itself (Argenti, 1998).

As part of being motivated comes the next outcome of communications management – the sense of belonging in the part of its employees. Postmes et al (2001), cited also by Elving (2005), suggests that the employees' sense of belonging as a possible outcome of internal communications management and, in particular, of top-down communication: "... does not primarily depend on the quality of their informal and social-emotional interactions with peers and proximate colleagues, but it is related more strongly to their appreciation of management's communication (Postmes et al, 2001).

The notion of employees buying in to organizational vision, goals and strategy as an outcome of internal communications management is identified by Thomson and Hecker (2000), who say that buy-in consists of two main components, an intellectual element and emotional element. The intellectual element is concerned with employees buying in and aligning themselves with the organizations strategy, issues and overall direction. The emotional element is concerned with employees taking ownership of their contribution and becoming committed to the achievement of the stated goals. The term buy-in suggests a form of internal communications management which is essentially on of persuasion as part of a top-down communication process (Thomson and Hecker, 2000; Hardaker and Fill, 2005).

Hardaker and Fill (2005) tie internal communications management to employees' engagement, suggesting that it reflects a more symmetrical communication process (Grunig and Hunt, 1984) within a conceptual framework that serves to develop employees as part of a corporate service brand (Hardaker and Fill, 2005). Employee engagement today represents one of the company's main priorities. This goal is to make sure people have the knowledge and understanding of business priorities to guide their decisions and actions, and the capability – in terms of skills, tools, processes and overall organizational culture – to contribute to those goals. This definition implies the need to build intellectual engagement through knowledge and maintain emotional engagement through organizational culture. Thomson and Hecker (2000) note that the level of organizational communication, as perceived by employees, equates with their level of engagement. The better the communication, the higher the level of engagement.

Guidance on what constitutes good communication and how to best construct and deliver information to achieve employee engagement are also relevant (Hardaker and Fill, 2005).

Asif and Sargeant (2000) point to the concept of loyalty as an outcome and important area of communications management. This came out as from their research as a separate issue related to commitment. Loyalty, they add, "is a particularly difficult issue for communicators to address, since it is clearly desirable for each institution to engender loyalty at a global level, to ensure that staff critical to the success of each organization are maintained. However, communicating the need for loyalty to those employee groups to whom the bank is not prepared to show loyalty in return could well serve to engender ill

feeling. Once again a segmented approach to internal communications management would appear to be warranted”.

Loyalty as a possible outcome of internal communications management occurs in the work of Gilly and Wolfinbanger (1998), who argue that communication through which the organization confirms and reinforces its own symbols, values and assumptions – in effect its own cultural identity – serves as a source of identity, motivation and loyalty (Hardaker and Fill, 2005). From an internal marketing perspective, just as external customer loyalty is driven by customer satisfaction, so too is employee (internal customer) loyalty. Jobs can be viewed as products that must attract, develop and motivate employees, satisfying the needs and wants of these internal customers while addressing the overall objectives of the organization (De Bussy et al, 2003).

Empowerment as an outcome of communications management appears with particular emphasis in Asif and Sargeant’s (2000) and Proctor and Doukakis’ (2003) research. In their study on internal communication systems of two UK banks, Asif and Sargeant (2000) note that the success of internal communication in creating a greater degree of staff empowerment as a part of communications management was a factor mentioned in the overwhelming majority of their interviews. According to Proctor and Doukakis (2003), empowerment – together with trust, commitment and loyalty – can be developed with the help of internal marketing, which includes internal communication and communications management. The kind of information presented by management and how it is communicated may be key determinants of whether employee development succeeds in the workplace (Proctor and Doukakis, 2003).

Numerous studies reveal the tremendous impact schools and teachers can have on student achievement. For example, a study conducted by Sanders and Horn (1994, reviewed in Marzano, 2003) reveals a 39 percentage-point difference in student achievement between students with “most effective” and “least effective” teachers. In classrooms headed by teachers characterized as “most effective,” students posted achievement gains of 53 percentage points over the course of one academic year, whereas in classrooms led by “least effective” teachers; student achievement gains averaged 14 percentage points (Marzano, 2003).

Teacher Performance

These outcomes have something to do with the variable directly affected by communications management employed by the managers – teaching performance basically manifested by teacher effectiveness inside the classroom. The teacher effectiveness is defined impacts how it is conceived and measured and influences the development of education policy including monitoring. Teacher effectiveness, in the narrowest sense, refers to a teacher’s ability to improve student learning as measured by student gains or standardized achievement tests. Although this is one important aspect of teaching ability, it is not a complete and robust measure of teacher effectiveness.

Teaching performance goes beyond what the test results may show and goes beyond the four walls of the classroom. In line with teaching performance being solely related to student gains, one must also consider the role of the managers in making these outcomes as good as possible for a better performance rating of his teacher. It is part of instructional leadership and it affects teacher morale. If the teachers are externally

motivated through communication by the manager to them, they may perform at their best. If otherwise, they might just perform at a minimum. This is a dilemma that managers in the Philippines face year by year; to keep the teachers motivated and improve teacher performance. The ever-present challenge is to find better ways to reach students but the other side of that, for the managers is to find better ways to reach the teachers in lieu of the teaching process that they undertake inside the classroom. Proper communication and communications management then is a must for the managers to ensure that the process of managing communication between the teachers and the students will work for the favor of the organization and not the ruin the process being run by the school. To improve teaching performance is to improve the school as a whole. One of the most fundamental concepts to improve a school is by improving teacher motivation, which can be largely affected by feelings about the school or the environment provided at the school (Evans, 1997; Hunter-Boykin & Evans, 1995). These feelings can be described as morale, which can greatly affect the motivation and achievement of students.

Teachers are the largest professional body in a school, have the most contact with students throughout the day, and influence the environment of the school greatly. When teachers feel positively about their position, feelings referred to as teacher morale, they have tremendous positive influence on the students and the school. The reverse is also true; when teachers have negative feelings about the school, they may negatively influence the students and the school. Teachers have the power as a group and as individuals to greatly influence a school's environment. It is very important for educational leaders to be aware of factors that affect teacher morale and how they may

affect student achievement. How will the teachers possibly feel negative about their position in school? This is where the managers take vital place in ensuring that teachers are motivated for better performance. If the teachers are motivated, they might have a positive effect on student achievement, otherwise, they might affect the learning of the students in a not so good manner.

Principals have the power to influence the teacher morale in their school by the actions or daily practices they exhibit (Hunter-Boykin & Evans, 1995). Often teachers feel they are not treated as professionals, are not appreciated, or are overworked, thus causing low teacher morale. On the other hand, some teachers with a high morale level may say their principal is very supportive or that they are able to teach instead of having to perform an abundance of clerical tasks. In addition to the many roles of the position, principals must also understand they have a tremendous influence on the morale of the teachers.

A motivated teacher is an effective teacher. We now define an effective teacher caused by good communications management. Research offered a plethora of definitions of an effective teacher. Clark (1993) wrote that, "Obviously, the definition involves someone who can increase student knowledge, but it goes beyond this in defining an effective teacher." Vogt (1984) related effective teaching to the ability to provide instruction to different students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students. Collins (1990), while working with the Teacher Assessment Project established five criteria for an effective teacher: (a) is committed to students and learning, (b) knows the subject matter,

(c) is responsible for managing students, (d) can think systematically about their own practice, and (e) is a member of the learning community.

Swank, Taylor, Brady, and Frieberg (1989) created a model of effectiveness that was based upon teacher actions. For them, *effective* meant increasing academic questions and decreasing lecture and ineffective practices, such as negative feedback and low-level questions. The authors believed that these factors become easily identifiable in the assessment of performance. Million (1987) based effectiveness on the lesson design and method of delivery. If teachers met a preset list of criteria during their evaluation, they were deemed effective. Papanastasiou (1999) stated “that no single teacher attribute or characteristic is adequate to define an effective teacher”.

Measuring Teacher Performance

In a study conducted by the Bill and Melinda Gates foundation, *Ensuring Effective and Reliable Measures of Effective Teaching*, one of the measures of effective teaching is the classroom observation instruments used by the principals on their teachers. These include subject – specific and cross subject tools that define discreet teaching competencies and describe different levels of performance. Teaching is too complex for any single measure of performance to capture it accurately. Upon stating the ambiguity of measuring teaching performance, the three year study identified different domains of teaching patterned to the *Hillborough County’s Classroom Observation Instrument* to help synthesize the measure of how teachers perform. We state the third domain for the purposes of this study since it is the most applicable. Domain 3 is focused on Instruction. There were a few components defined under Instruction: (1)

Communicating with students, (2) Using discussion and questioning techniques, (3) Engaging students in learning, (4) Using assessment in instruction, (5) Demonstrating flexibility and responsiveness. Notice that these indicators were focused on communication of teacher to students or students to teacher in case of the fourth indicator wherein students communicate to the teacher through test scores as a sort of feedback. The components of Domain 3 embody the core of teaching the engagement of students in activities that promote and foster learning. (a) *Communicating with students*. This component entails the clarity and effectiveness with which the teacher communicates with students. The teacher should have strong, dynamic presence inside the classroom and effectively develop students' understanding of the learning objectives. Elements of this component include: (1) Expectations of learning, (2) Directions and Procedures, (3) Explanations of Content, (4) Use of Oral and Written language. (b) *Using discussion and questioning techniques*. This component involves a teacher's ability to question and lead discussions between and among students so as to elicit thoughtful responses. The questions should reflect high expectations and should be culturally and developmentally appropriate. The teacher should employ questioning and discussion techniques to gain an accurate pulse of the class' understanding. Additionally, these techniques help the teacher probe for high level understanding of the subject while engaging the students in the learning process. Elements of this component include: (1) Quality of questions, (2) Discussion techniques (3) Student participation. (c) *Engaging the students in learning*. This component deals with the implementation of what has been planned. This component involves activities, assignments, materials and grouping of students that are appropriate of instructional outcomes and students' cultures and level of understanding.

The heart of this component is that teachers engage students in relevant work that supports instructional outcomes. Elements of this component include: (1) Activities and assignments, (2) Grouping of Students, (3) Use of instructional materials, resources and technology (as available), (4) Structure and pacing. (d) *Using assessment in instruction*. This component entails regularly assessing and monitoring the progress of learning. In demonstrating this component, teachers guide students through self assessment; monitor student learning and provide clear and quality feedback to students. Elements of this component include: (1) Assessment criteria, (2) Monitoring of student learning, (3) Feedback to students, (4) Student Self assessment and monitoring of progress. (e) *Demonstrating flexibility and responsiveness*. This component reflect the teachers' ability to understand and act on the need to modify planned teaching in response to cues from or the needs of their students. Elements of this component include: (1) Lesson adjustment, (2) Response to students, (3) Persistence.

Student Achievement

Wenglinsky (2000) believed that the classroom practices are important to learning. In his research, Wenglinsky (2000) found that what happens in the classroom is critical and that how a teacher teaches is important. Practices that promote higher order thinking and active participation are most successful. The problem is to translate this knowledge into an acceptable evaluation procedure. Clark (1993) pointed out that "One area that was avoided by most authors was the idea of using student achievement as a measure of effectiveness".

Researchers appear to have taken student achievement for granted; they have believed that effective teaching techniques would automatically yield positive student achievement. Only recently has research seriously begun to look at achievement data. As Clark (1993) pointed out, the problem is determining how best to measure student achievement. The research of Sanders (Sanders, 1996, 1999; Sanders, Wright, & Horn, 1997) and others at the University of Tennessee and of Wenglinsky (2000) offered a possible solution to this question. Their work demonstrated that teacher effectiveness can be measured and may be critical to student success. Both Sanders' (1999) and Wenglinsky's (2000) work asserted that teacher effectiveness is the single biggest contributor to student success. Teacher effectiveness outweighs all other factors, such as class size, socioeconomic status, and gender.

In the past, academic performance was often measured more by ear than today. Teachers' observations made up the bulk of the assessment, and today's summation, or numerical, method of determining how well a student is performing is a fairly recent invention. Different teachers valued different aspects of learning more highly than others, and although some standardization was attempted in order to make the system more fair, the problem continued. Today, changes have been made to incorporate differentiation for individual students' abilities, and exploration of alternate methods of measuring performance is ongoing.

The tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework for talking about how students fare in school, and a constant standard to

which all students are held. Performance results also allow students to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade.

Performance in school is evaluated in a number of ways. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and side notes, to describe how well a student has done. At the national level in the Philippines, students are evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievements students in each year level are expected to meet.

The subjectivity of academic performance evaluation has lessened in recent years, but it has not been totally eliminated. It may not be possible to fully remove subjectivity from the current evaluation methods, since most are biased toward students that respond best to traditional teaching methods. Standardized testing is best responded to by students that excel in reading, mathematics and test-taking, a skill that is not in itself indicative of academic worth. The tests reward visual learners, and give no chance for kinesthetic or auditory learners to show their abilities. The standardized test fails to recognize students with learning and physical disabilities that do not allow them to complete the test in the same manner or amount of time as other students. Evaluations from classroom teachers, though they give the most detailed information, may still retain bias if individual differentiation and learning styles have not been taken into account.

Another means of measuring student achievement is through standardized tests. The National Achievement Test (NAT) is one that is geared towards measuring student

learning in the Philippines. It is an annual examination given to Grade 3 and Grade 9 students. The knowledge and mastery over the subjects English, Mathematics, Science, Filipino and Hekasi is measured using multiple choices type of examination. The examination is administered by the Department of Education (DepEd) through the National Educational Testing and Research Center (NETRC).

Having mentioned the different considerations on student performance, it is where the effects of leadership on student achievement take place through proper communications management. The teachers need to consider that students have different learning styles, strengths and weaknesses. The managers, as instructional leaders should make this a thought in communication with his teachers.

There is unprecedented international interest in the question of how educational leaders influence a range of student outcomes. In consequence, at least five reviews of empirical research on the direct and indirect effects of leadership on student outcomes have appeared recently (Bell, Bolam, & Cubillo, 2003; Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004; Marzano, Waters, & McNulty, 2005; Witziers, Bosker, & Krüger, 2003). A review of the impact of instructional leadership on student outcomes concluded as follows: “The size of the effects that principals indirectly contribute toward student learning, though statistically significant is also quite small” (Hallinger, 2005, p. 229). This conclusion was reached as part of a literature review and discussion of research on instructional leadership rather than as a result of the calculation of the effect size statistic for each relevant study.

Summing all up the linkages between communications management employed by the managers, its effects on teacher morale and teaching effectiveness as part of teaching performance, and student achievement, we discuss the importance of leadership to student achievement.

Effective leadership adds value to the impact of classroom and teacher practices and ensures that lasting change flourishes. Awareness of the school and teacher practices that impact student achievement is critical, but without effective leadership, there is less of a possibility that schools and districts will address these variables in a coherent and meaningful way.

Effects of Instructional Leadership on Student Performance

There has been identified 21 leadership responsibilities with statistically significant relationships to student achievement that, when consistently implemented, can have a substantial impact on student achievement (Waters, Marzano, & McNulty, 2003). These responsibilities include such tasks as establishing a set of standard operating procedures and routines; involving teachers in the design and implementation of important decisions and policies; and monitoring the effectiveness of school practices and their impact on student learning.

The caliber of leadership in a school can have a dramatic effect on student achievement. According to Waters, Marzano, and McNulty (2003), the average effect size between leadership and student achievement is .25. Waters et al. explain this correlation as follows:

Consider two schools (school A & school B) with similar student and teacher populations. Both demonstrate achievement on a standardized, norm-referenced test at the 50th percentile. Principals in both schools are also average — that is, their abilities in the 21 key leadership responsibilities are ranked at the 50th percentile. Now assume that the principal of school B improves her demonstrated abilities in all 21 responsibilities by exactly one standard deviation.

The research findings indicate that this increase in leadership ability would translate into mean student achievement at school B that is 10 percentile points higher than school A.

Communications management as what has been mentioned countless times in this research is a process. To have an impact on student performance, managers employ communications management, as a part of instructional leadership to monitor the “what” and “how” of the communication process between the teachers and students, taking into consideration the morale of the teachers, how they will be motivated to be able to perform better teaching and acquire improved student outcomes. Different learning styles, as observed by the managers should also be a part of communications management. It is a part of transformational leadership. It is a process undertaken under such type of leadership style that should be employed by the managers.

Since teacher performance is a correlate of student achievement, that is, teacher performance is one factor for improved student achievement as Sanders (1999) and Wenglinsky (2000) mentioned, it is then a concern to look for factors to improve teacher performance to ultimately improve student achievement. Communications management

is one factor to improve teacher performance. It is one function of management that should be taken account for.

In a study conducted by Patterson in 2008 which studied the effects of principal's communication in teacher performance and student achievement, it was found out that in performing schools, the perceptions of the school community regarding the characteristics of the principal's communication were as follows:

1. The principal communicates the vision clearly and frequently to all stakeholders.

Researchers agree that effective principals communicate the vision clearly and frequently for learning for students and staff. The principal models the vision through an open communication system through different forms. These different forms of communication about the vision should inspire efforts and commitment to the academic success of all students.

2. The principal's communication practices influences the school improvement work.

Arlestig (2007) as cited by Patterson (2008) confirms that the principal leads and unifies his or her staff members in the work necessary for academic results and school improvement.

3. The principal communicates high expectations for all parents, students and equally high demands for staff who serve them.

Good and Brophy (2003) as cited by Patterson (2008) shared communicating and reinforcing high expectations helps the school community become bonded by shared values.

4. The principal provides for two-way communication with staff, parents, and the community.

The principal communication channels are established but not limited to whatever practices are already in use. Most of these channels were devoted to discussion about academics and behavioral goals for student success and school improvement. The principals described their communication processes as “direct, open and honest”. This demonstrates the principal seeks to understand, uses language appropriate to the situation and communication modes, and exhibits sensitivity toward diverse population. The evidence reveals the principal demonstrates various communication practices that promote student and school success.

5. The principal develops a collaborative culture through communication.

Anderson (2006) as cited by Patterson (2008) notes that a school, as an organization, depends on the cooperation and collaboration of its members to meet its developmental and education goals and communication plays a major role in meeting these goals.

6. The principal communicates that staff operates under the guiding principle, consensus building.

The principal communicates consensus building during in service meetings. Although teachers differed in ideas, the majority will always reach a consensus.

7. The principal expressed clear and concise language in communication.

Rebore (2003) as cited by Patterson (2008) supports that it is the professional advantage of educational administrators to remember that the content of their communications sets the tone for how others perceive their competence. The staff benefits from positive thoughts and comments and written communication that allows for planning.

8. The principal monitors instruction through frequent classroom walkthroughs and creates a focus on student learning.

McEwan (2003) as cited by Patterson (2008) found that strong instructional leaders are constantly observing classes and taking note of the way teachers allocate learning time.

All the aforementioned practices were all from principals from performing schools. As the researches have mentioned, these should be taken into consideration together with the school environment and other factors to be able to gauge the school towards the attainment of its set goals and objectives. Following this logic, the relativity of these practices to the operating environment is crucial. These are all incorporated to the communications management process. To be able to scrutinize these practices and be able to find out if these can be applied to the operating environment of this research is one prime goal in this thesis.

Chapter 3

METHODOLOGY

This chapter presents the research method, the setting, describes the participants and the instruments as well as the phases wherein each process of the research methodology comes into place.

Research Design

This study used descriptive correlation method, primarily concerned on determining the relationships between communications management employed by the managers of the Public Secondary Schools in the City Schools Division of Cavite on teaching performance and student achievement.

The descriptive research attempts to describe, explain and interpret conditions of the present. The purpose of a descriptive research is to examine a phenomenon that is occurring at a specific place and time. A descriptive research is concerned with conditions, practices, structures, differences or relationships that exist, opinions held, processes that are going on or trends that are evident.

Correlational research is one type of descriptive research that describes what exists at the moment, nevertheless, these conditions, practices, processes or structures described are markedly different from the way they are usually described in a survey or an observational study.

Correlational research comprises of collecting data to determine whether, and to what extent, a relationship exists between two or more quantifiable variables. Correlational research uses numerical data to explore relationships between two or more

variables. The degree of relationship is expressed in terms of a coefficient of correlation. If the relationship exists between the variables, it implies that scores on one variable are associated with or vary with the scores on another variable. The exploration of relationship between variables provides insight into the nature of the variables themselves as well as an understanding of their relationships. If the relationships are substantial and consistent, they enable a researcher to make predictions about the variables.

Correlational research is aimed at determining the nature, degree and direction of relationships between variables or using these relationships to make predictions. Correlational studies typically investigate a number of variables expected to be related to a major, complex variable. Those variables which are not found to be related to this major, complex variable are omitted from further analysis. On the other hand, those variables which are found to be related to this major, complex variable are further analyzed in a causal – comparative or experimental study so as to determine the exact nature of the relationship between them.

This study attempted to gain an insight of whether communications management employed by the managers is related to teacher performance and student achievement and if it so, to what extent is the former related to the latter.

Research Locale

The study focused on public secondary schools of the city schools division of Cavite City. The participants were selected purposively as to whether they are involved in communications management employed by the managers or not. School managers were

limited to school principals or school heads while the teachers were limited to third year high school teachers and the students were limited to fourth year high school students.

Participants of the Study

Purposive sampling is a sampling type which selects participants for a certain purpose. This research will utilize such sampling type. The purpose is to select respondents which has direct involvement on communications management employed by the managers.

Stratified random sampling is a technique which attempts to restrict the possible samples to those which are less extreme by ensuring that all parts of the population are represented in the sample in order to increase efficiency. In stratified sampling the population of N units is first divided into disjoint groups respectively. These subgroups are called strata, together they comprise the whole population. From each stratum a sample, of a pre – specified size is drawn independently in different strata. Then the collection of these samples constitutes a stratified sample. If a simple random sample selection scheme is used in each stratum then the corresponding sample is called a stratified random sample.

The following reasons for stratification were taken into consideration upon choosing the said sampling technique. (1) To obtain estimates of known precision for certain subdivisions as a stratum. Since sampling is done independently in each stratum, separate stratum estimates and their precision can be obtained by treating each stratum as a population in its own right. For example, teachers were divided per department or subject area taught. Students were divided in terms of their sections considering their

academic performances. This is considered as dividing the population per strata. (2) For administrative convenience; for example stratification can provide survey organization to control the distribution of survey questionnaires to different respondents. (3) Sometimes different parts of the population may call for different sampling procedures. (4) Stratification may often produce a gain in precision of the estimates of characteristics of the whole population. The amount of gain depends on the type of stratification. If the population is heterogeneous and if it can be divided, using prior information about the population, into subpopulations (strata), each of which is internally homogenous. If each stratum is homogenous, that is characteristic under consideration vary little from one unit to another, a precise estimate of any stratum parameter can be obtained from a small sample in that stratum. These estimates can then be combined to obtain a precise estimate for the whole population.

Upon the mention of direct involvement, head teachers, teachers and selected senior high school students will be chosen as participants.

All head teachers were chosen as respondents for this research since it is them whom the teachers are going to assess in terms of the communications management they employ in their respective schools.

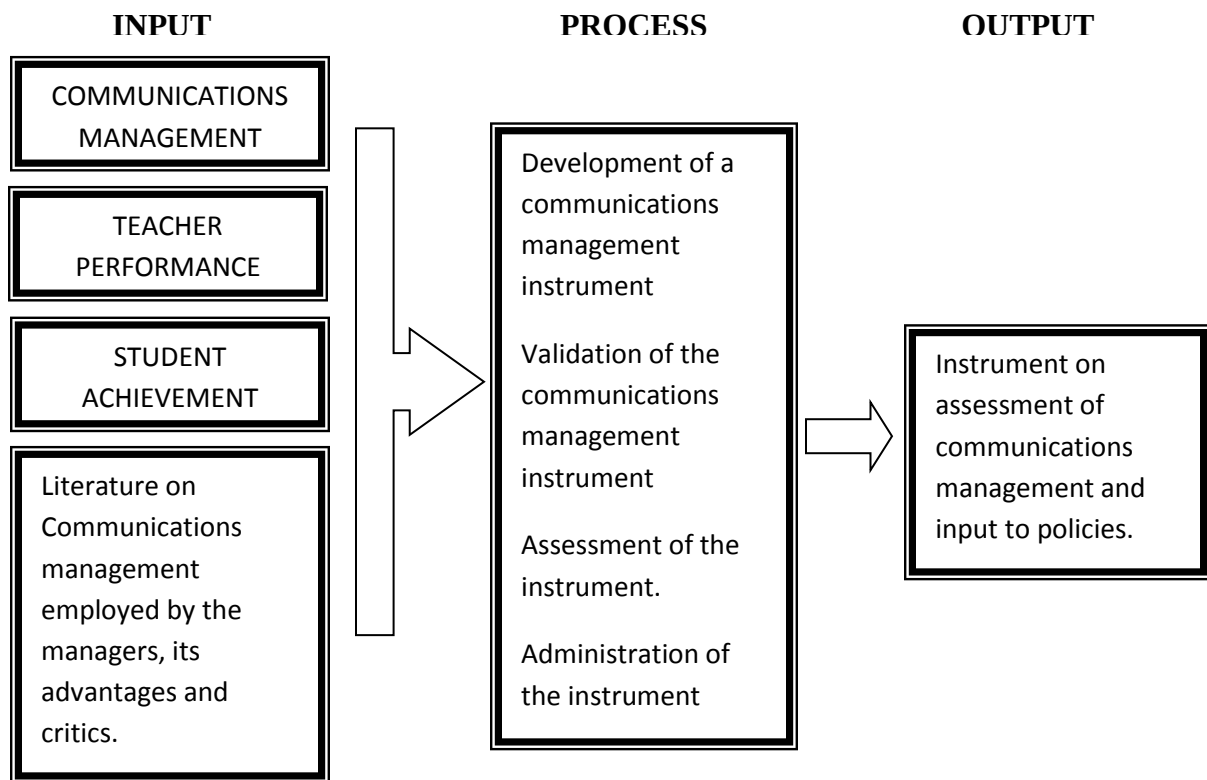
All third year teachers were chosen to represent whole population of the teachers since it was aforementioned that the performances of the senior high school students are to be taken into consideration. If it is so, then their performances from the previous year are to be acquired. Thus so, the performances of their teachers last year are to be acquired as well as to have parallel set of data when it comes to the time where the performances were made.

As per the students, there are a total of 1360 senior high school students from the respondent schools. The researcher used the G – Power tool to determine the number of students to be taken as sample to represent the student achievement variable of the study.

G – Power is a free resource for power analysis. This program provides power analyses for tests that use F, t, chi – square, or z distributions plus various “exact” distributions for nonparametric applications.

Research Paradigm

Communications management is a process that has an overall effect on the outcomes of the organization. In school, where the end clienteles are the students and the end product is student learning, communications management done by the head teachers has a vital role in ensuring that the students learn what they need to learn in school and how they learn the information relayed by the teachers inside the classroom. We therefore construct a flow on how communications management affects teacher performance and student achievement.



Research Instruments

The main instrument to be used was a researcher made validated 5-point Likert Scale to quantify responses and obtain scores for the managers on the communications management they employ and the teachers on their teaching performance which will be based on their own perception, their students' perception and the point of view of the managers. A likert scale is a psychometric scale commonly involved in research that involves questionnaires. It is the most widely used approach to scaling responses in survey research. Likert scaling is a bipolar scaling method measuring either positive or negative responses to a statement. Since the Pearson Product Moment Correlation is to be used, the five response category of the Likert Scale is preferred to represent an interval level of measurement.

Interviews were also made on selected teachers and students. Interviewing is a technique used to understand the experiences of others. In this case, to have a better perspective on communications management employed by the managers as seen by the respondent teachers and students which might not reflect on survey questionnaires and Likert scales. Since interviews are exploratory in nature and allows more flexibility, experiences of selected teachers and students may be yielded and considered in the data analysis procedure later on.

Description of the Instrument

The assessment tool used in this study is aimed to determine how effective the communications management employed by the managers is in terms of instructional leadership, focusing on observation of classes and administrative management which focuses on information dissemination (i.e. directives and policies) in the City Schools Division of Cavite City. This is made up of two parts:

Part I – On the Nature of Communication: This is comprised of 28 items that focuses on what is natural in communicating – the message that is being communicated in the observation of classes and announcing policies and directives. This part mainly brings out the question of “What is being communicated?”.

Part II – On the Communication Process: This is comprised of 27 items that focuses on the process of communication – how is the communication process being undertaken by the managers when it comes to observation of classes and disseminating school policies and directives.

The part that follows is an optional part that asks for the profile of the teacher respondents.

Procedures Undertaken in the Development of the Assessment Instrument

A. Development of the Questionnaire

Based on the problems of this research and the review of related literature, accompanied by some other developed instruments — Change Facilitator Style Questionnaire (1988), Diagnostic Assessment of School and Principal Effectiveness (1992), Instructional Activity Questionnaire (1987), Leadership Practices Inventory (2002), Performance Review Analysis and Improvement System for Education (1985), Principal Instructional Management Scale (1985), Vanderbilt Assessment of Leadership in Education (2006), the researcher was able to complete the instrument that is appropriate for this study.

Significant parts of the review of related literature paved the way for the researcher to gain insights on how the assessment tool should be designed. It was defined that communications management is a process of ensuring that services offered does not deviate from the standards. Schools provide services to students which are assessed mainly from their grades in different subjects. To be able to ensure that services offered by schools do not deviate from standards, it was found out that school heads should be instructional leaders and administrative managers. Observation of classes and monitoring is one common manifestation of instructional leadership. Communicating inside the organization, disseminating directives and announcements is one part of administrative management on the other hand. These were the content of the instrument designed for

this research. The two parts, focused on the two main considerations on communication – the message contained and the process of communication.

The draft of the instrument was presented to the advisers and was subjected to a number of revisions. After the appropriate changes were made, the instrument has to undergo a content validity process to ensure that it is reliable and valid for the purposes of this research. The following scale was used by the experts to validate the instrument:

Weight	Interpretation
3	Applicable
2	Needs Revision
1	Not Applicable

B. Validation of the Instrument

The assessment tool went through the validation of 9 experts in the field of education. The experts who validated the instrument were composed of two (2) experts from the Division of Cavite City, one (1) expert from the Division of Cavite Province, two (2) experts from De La Salle University, Dasmarias, three (3) from San Sebastian College Recoletos de Cavite and one (1) expert from Saint Joseph College, Cavite. All experts were qualified and has wide experiences in instructional leadership, school management and research.

The validation started October 2013 after the initial checking of the advisers. The researcher was able to retrieve the instrument, which is subject to validation after over a month.

The validators were asked to assess the validity and reliability of the instrument as well as its appropriateness of the instrument for the purposes of this research.

After tallying the responses of the validators, the mean of each indicator was computed as:

2.45 – 3.00	Applicable
1.45 – 2.44	Needs Revision
1.00 – 1.44	Not Applicable

The result of the validation yielded an average of 2.80 which was interpreted as “Applicable”. Therefore the indicators were found out to be valid and the instrument in appropriate for use. Table 1 presents the summary of the results of the responses of the experts.

Table 1
Summary of the Validation Results of the Survey Questionnaire

Parts of the Survey Questionnaire	Mean	Interpretation
1. On the Nature of Communication	2.79	Applicable
2. On the Communication Process	2.81	Applicable
Average	2.80	Applicable

Some experts advised the researcher to make some revisions and omit some of the indicators which they think is not needed or are a replicate of another indicator. The revisions were as follows:

Original Indicators	Revised Indicators
On the Nature of Communications	
1. Lets the teachers know if the results of the said directives are not up to expectation.	1. Lets the teachers know the level of achievement acquired from the implementation of school directives.
On the Communication Process	
1. Supervises communications unannounced.	1. Conducts unannounced classroom observations.
2. Confers with teachers when they are left on their own and when they are to be followed up on suggested corrective actions in their teacher.	2. Confers with teachers about self – will implementation of the suggested changes in the teaching process.

C. Establishing the Reliability of the Instrument

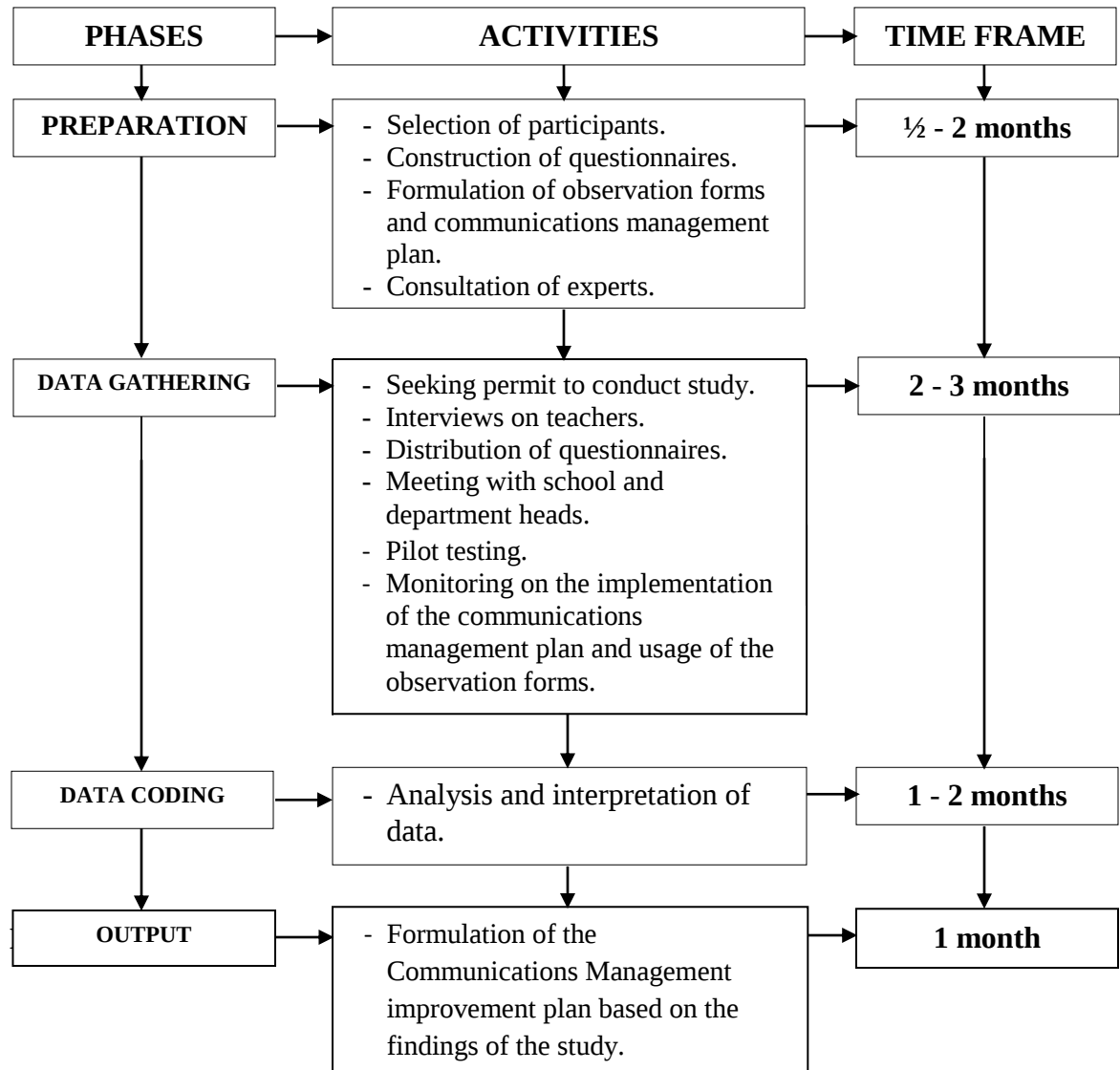
After all suggested revisions were made, the final instrument was presented to the advisers for final checking and approval. After the approval of the final instrument, it was tested to selected teachers of the Mathematics Department of Cavite National High School. The test respondents were asked about whether there are vague indicators and to determine the time frame the instrument will be accomplished by the real respondents of the research. After the pilot testing, the results and the performance rating of the test respondents were statistically treated using Pearson Product Moment Correlation to determine if there is a relationship between the two and to what extent the relationship is. The resulting correlation coefficient was 0.84 which is a high correlation. The final instrument then was considered valid and reliable thus appropriate for use in this research.

D. Administration of the Instrument

The researcher wrote letters to the principals of the respondent schools to conduct the data gathering procedure since the newly installed Schools Division Superintendent was not available at the moment. Upon the approval of the principals and the department heads, the researcher administered the instrument to the teacher respondents.

While the instrument was being administered to the teacher respondents, informal interviews were done with the department heads to determine the level of readiness they have in undertaking communications management in their respective departments. Their practices in observations and information dissemination were also discussed to the researcher. The data gathered from the informal interviews were used to clarify more the responses made by the teacher respondents.

Research Process



Data Analysis

The following statistical procedures were utilized in this study:

Mean and Relative Frequency:

This was used to describe the assessment of the teachers on the communications management process employed by the managers. This statistical procedure was undertaken to address the following problems: (1) how do the teachers assess the

communications management employed by the department heads and school managers?

(2) What is the average teaching performance of the teachers in the different respondent schools? (3) What is the academic performance of the students in the different respondent schools?

Pearson Product Moment Correlation:

This was used to determine if there is a correlation and the extent of correlation between the following pairs of variables: (a) Communications management and teacher performance, (b) Communications management and student achievement (GPA and NAT).

Linear Regression:

This was used to model the relationship between the independent variable in the research – Communications management and the dependent variables – teacher performance and student achievement.

Chapter 4

PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

In this chapter the results of the data analysis are presented. The data were collected and then processed in response to the problems posed in the first chapter of this research. Two fundamental goals drove the collection of the data and the subsequent data analysis. These goals were to develop a functional, reliable and valid instrument to assess the communications management employed by the managers on the teachers which has a direct effect on teacher performance and student achievement, and to find out if the aforementioned process affects teacher performance and ultimately, student achievement. These objectives were accomplished. The findings presented in this chapter demonstrate the potential effects, if there are any, of communications management to how the teachers teach and how much the students learn.

The analysis and interpretation of the data gathered were through the application of the appropriate statistical treatment of the data such as average means, relative frequencies, general weighted means and Pearson Product Moment Correlation. The results were all included in the tables presented and discussions about these results were also indicated.

Problem 1: How do the teachers assess the communications management of the school managers in terms of the following variables:

- a. nature of communications;
- b. communication process.

The following tables present the responses of the teacher respondents on the communications management employed by the managers. The average mean for each

indicator was computed. Along with the average per indicator, the average mean of the communications management employed by the managers in general was also computed as well as the frequencies of responses per indicator was also included.

Table 2
Mean of the Assessment of Teachers on Communications Management per Indicator
(Nature of Communications)

Indicators	Mean	Description
NC1 - Communicates the school's mission effectively to teachers linked to student achievement.	3.54	Very Satisfactory
NC2 - Discusses school academic goals with teachers.	3.53	Very Satisfactory
NC3 - Talks about ensuring that academic goals are reflected in each teaching learning process in observations.	3.58	Very Satisfactory
NC4 - Communicates performance standards to ensure teaching does not deviate from the norms.	3.44	Satisfactory
NC5 - Communicates points for improvement through post conferences	3.64	Very Satisfactory
NC6 - Discusses teachers' strong points applicable to attain the objectives of the lesson.	3.56	Very Satisfactory
NC7 - Discusses teachers' strengths and weaknesses very timely such that the procedure of communications is not altered.	3.46	Very Satisfactory
NC8 - Talks about teachers' good points to be adapted to learning competencies.	3.49	Very Satisfactory
NC9 - Suggested changes are being followed up.	3.46	Very Satisfactory
NC10 - Allows teacher to give feedback regarding the observations in their teaching.	3.54	Very Satisfactory
NC11 - Focuses communication with the teacher in addressing the needs of the students.	3.59	Very Satisfactory
NC12 - Explains learning goals, concepts and processes clearly and accurately to teachers.	3.53	Very Satisfactory
NC13 - Conveys the attitude that teaching is one big factor in student learning.	3.81	Very Satisfactory
NC14 - Provides input on teaching methodologies, strategies and techniques.	3.53	Very Satisfactory
NC15 - Communicates school policies and directives the moment when these are available.	3.49	Very Satisfactory
NC16 - Communicates the proper undertaking of school policies and regulations.	3.53	Very Satisfactory
NC17 - Discusses special features of school directives and challenges that may arise upon implementation.	3.36	Satisfactory
NC18 - Clearly explains the desired results when giving out instructions concerning school directives.	3.37	Satisfactory
NC19 - Lays out the points of concern in assessing the implementation of new policies in school community.	3.41	Satisfactory
NC20 - Lets the teachers know the level of achievement acquired from the implementation of school directives.	3.49	Very Satisfactory
NC21 - Keeps subordinates updated on suggested changes made on the implementation of school policies.	3.66	Very Satisfactory
NC22 - Discusses school academic goals based on new announcements released by the DepEd.	3.63	Very Satisfactory
NC23 - Confers with teachers when making curricular goals in line with DepEd memoranda.	3.61	Very Satisfactory
NC24 - States the views of the management with regards to changes made concisely logically.	3.32	Satisfactory
NC25 - Communicates announcements timely as to not defeat the purpose of communicating such changes.	3.34	Satisfactory
NC26 - Informs the teachers about division – wide announcements.	3.54	Very Satisfactory
NC27 - Ensures the successful dissemination of school – wide announcements.	3.41	Satisfactory
NC28 - Disseminates announcements to teachers to obtain maximum results of implementation.	3.53	Very Satisfactory
OVERALL	3.51	Very Satisfactory

Legend: 4.45 – 5.00 – Outstanding, 3.45 – 4.44 – Very Satisfactory, 2.45 – 3.44 – Satisfactory, 1.45 – 2.44 – Unsatisfactory, 1.00 – 1.44 – Poor

Table 2 shows the mean scores of the responses made by the teacher respondents in assessment of the communications management employed by the managers when it comes to the Nature of Communications. The overall mean was 3.51 which was found out to be “Very Satisfactory”.

Majority of the indicators received a rating of Very Satisfactory however, there are some indicators which was assessed by the teachers as Satisfactory: NC4, “Communicates performance standards to ensure that teaching does not deviate from the norms.”, NC17, “Discusses special features of school directives and challenges that may arise upon implementation.”, NC18, “Clearly explains desired results when giving out instructions concerning school directives.”, NC19, “Lays out points of concern in assessing the implementation of new policies in school community.”, NC24, “States views of the management with regards to changes made concisely logically.”, NC25, “Communicates announcements timely as to not defeat the purpose of communicating such changes.”, and NC27, “Ensures the successful dissemination of school – wide announcements.”.

A gap of 1.49 exists between the perfect rating of 5 and the obtained mean which is 3.51. The indicators which received a rating of Satisfactory were indicative that the skills of the managers in communicating the messages to teachers in the form of announcements and directives as well as communicating the proper messages in classroom observations needs to be further enhanced to be able to yield better results.

Some negativity on the comments of the department heads during informal interviews arose. Below are some of the responses which are related to the above mentioned component:

“We have so much to do. We attend numerous meetings and sometimes forget to observe classes and even communicate to the teachers what the meetings were all about.”

“Some of the announcements that the higher ups make are very tentative. They call meetings every now and then and the previous agenda are being changed. The problem is we have communicated the previous content of the meetings to our teachers. We have to meet our teachers again and again.”

According to Waddell (1992) as cited by Mason (2013), one seemingly universally reported item that impacted administrators’ abilities to be effective instructional leaders was the lack of time available to accomplish their duties and responsibilities. One managers had completed addressing student, parent, staff and administrative concerns very little was left to devote to instructional leadership practices.

This concern of the department heads would not be much of a concern if the different mechanisms of disseminating data, defined in the research by May, 2006 were taken into consideration. These include emails, phone, newsletters, memoranda and networking. Even if numerous, abrupt changes were made in a short span of time, talking about the dissemination of directives and policies, these would not be of problem if department heads practice the different mechanisms in data dissemination.

On the part that assesses the communication process, a summary of responses is shown in table 3.

Table 3
Mean of the Assessment of Teachers on Communications Management per
Indicator (Communication Process)

Indicators	Mean	Description
CP1 - Conducts regular classroom observations.	3.52	Very Satisfactory
CP2 - Announces classroom observations.	3.40	Satisfactory
CP3 - Conducts unannounced classroom observations.	3.05	Satisfactory
CP4 - Jots down points for improvement to be communicated to teachers when observing classes.	3.57	Very Satisfactory
CP5 - Files a summary of observations for reference.	3.59	Very Satisfactory
CP6 - Confers with teachers about self – will implementation of the suggested changes in the teaching process.	3.59	Very Satisfactory
CP7 - Provides information to teachers about new trends in classroom observations as part of assessment of teacher performance.	3.52	Very Satisfactory
CP8 - Have a structured way of delivering post conferences.	3.22	Satisfactory
CP9 - Converses with teachers in post conferences with enthusiasm.	3.39	Satisfactory
CP10 - Speaks effectively when undertaking post conferences.	3.40	Satisfactory
CP11 - Uses proper terminologies in post conferences.	3.35	Satisfactory
CP12 - Converses with teachers in post conferences to motivate.	3.42	Satisfactory
CP13 - States views concisely and logically such that student learning will not suffer.	3.47	Very Satisfactory
CP14 - Writes clear and concise summary of observations.	3.45	Very Satisfactory
CP15 - Uses correct grammar in written communication on observation of classes.	3.76	Very Satisfactory
CP16 - Post conferences are done privately and with proper confidentiality.	3.40	Satisfactory
CP17 - Engages in two way dialogues with teachers.	3.42	Satisfactory
CP18 - Utilizes a systematic way of communicating school policies and changes to policies.	3.25	Satisfactory
CP19 - Engages in open dialogues with teachers about school policies and directives.	3.28	Satisfactory
CP20 - Disseminates information to teachers when urgent tasks are to be undertaken.	3.37	Satisfactory
CP21 - Promotes information sharing about policies.	3.33	Satisfactory
CP22 - Ensures that information dissemination is effective and policies reach the teachers for implementation.	3.44	Satisfactory
CP23 - Uses clear and understandable means of communicating school – wide announcements.	3.35	Satisfactory
CP24 - Ensures the successful dissemination of school-wide announcements.	3.25	Satisfactory
CP25 - Discusses that the optimality of the implementation is highly required as to the achievement of the goals and objectives.	3.35	Satisfactory
CP26 - Uses comprehensible language such that barriers to written communication are lessened.	3.44	Satisfactory
CP27 - Makes use of the most effective venue like meetings to communicate announcements in schools.	3.55	Very Satisfactory
OVERALL	3.41	Satisfactory

Legend: 4.45 – 5.00 – Outstanding, 3.45 – 4.44 – Very Satisfactory, 2.45 – 3.44 – Satisfactory, 1.45 – 2.44 – Unsatisfactory, 1.00 – 1.44 – Poor

Table 3 shows the mean scores of the responses made by the teacher respondents in assessment of the communications management employed by the managers when it comes to the Communication Process. The overall mean was 3.41 which was found out to be “Satisfactory”.

Majority of the indicators also yielded a Satisfactory rating but there are also some indicators that got Very Satisfactory. CP1, “Conducts regular classroom observations.”, CP4, “Jots down points for improvement to be communicated to teachers when observing classes.”, CP5, “Files a summary of observations for reference.”, CP6, “Confers with teachers about self – will implementation of the suggested changes in the teaching process.”, CP7, “Provides information to teachers about new trends in classroom observations as part of assessment of teacher performance.”, CP13, “States views concisely and logically such that student learning will not suffer.”, CP14, “Writes clear and concise summary of observations.”, CP15, “Uses correct grammar in written communication on observation of classes.”, and CP27, “Makes use of the most effective venue like meetings to communicate announcements in schools.”.

A gap of 1.59 is in between the perfect score and the mean of the assessment of the teachers when it comes to the Communication Process. Since the descriptive rating of the assessment is Satisfactory, it is inevitable to take a look on the indicators which received a satisfactory rating and see what could be done to help improve these facets of communications management.

Confessions of some of the department heads proved appropriate why these indicators received such scores:

“I was promoted from Master Teacher to Department Head. I had very little idea what needs to be done in this position. There are a lot of meetings about issues. Meetings are predominantly problem – based and trainings were not of a concern at all.”

This was one of the challenges in administrative management. As the research by May, 2006 cites, another key issue involving administrative management is the inconsistency between organizations in the provision of trainings, which is major information, disseminated in organizations. The inconsistencies involve – Regularity. Some reported training being provided on a needs/ demands basis, whilst for others training was occasional. Staff involved. Training was not always provided for all staff. Some reported training only being available for new staff, whilst for others it was for long standing staff. Sometimes training was offered across the whole institution or department, whilst others provided it for specific individuals. Course Content. Reportedly courses varied in being either general or focused, for instance either highlighting the inclusive curriculum or targeting specific disabilities or subjects. Requirement. Training was reported to require either mandatory or voluntary attendance, or be either formal or informal in nature.

Jumping from one position to another, especially from a teaching position to an administrative one is very vital. People who were given this kind of opportunities are the ones who are most likely to be needing trainings about their new job description. How will they carry on their new responsibilities which are very much different from the one they left behind?

Upon analyzing the mean scores of the responses per indicator, table 4 shows the mean score of the managers on communications management as assessed by the teacher respondents:

Table 4
Mean of the Assessment of Communications Management (Overall)

Variable	Mean	Standard Deviation	Description
Communications Management (Nature of Communications)	3.51	.38	Very Satisfactory
Communications Management (Communications Process)	3.41	.50	Very Satisfactory
Communications Management (Overall)	3.46	.46	Very Satisfactory

Legend: 4.45 – 5.00 – Outstanding, 3.45 – 4.44 – Very Satisfactory, 2.45 – 3.44 – Satisfactory, 1.45 – 2.44 – Unsatisfactory, 1.00 – 1.44 – Poor

Table 4 showed that the mean score of the managers in communications management as assessed by the teachers is 3.46 which is described as Very Satisfactory. However, considering the legend, there is a little distance between the mean score of the managers 3.46, and the highest possible score on the Satisfactory level which is 3.44. This poses a concern that managers from the City Schools Division of Cavite City might have been rated as not effective in terms of communications management.

Problem 2: What is the average teaching performance of the teachers in the different respondent schools in the city schools division?

As what was mentioned earlier, to establish the relationship between communications management between communications management and teacher performance, it is necessary to compute for the mean score of communications

management. The same was done on teacher performance. Table 5 shows the mean score of teacher performance:

Table 5
Mean of Teacher Performance and Student Achievement

Variable	Mean	Standard Deviation	Description
Teacher Performance	3.64	.289	Very Satisfactory
Student Achievement (GPA)	81.43	4.35	Approaching Proficiency
Student Achievement (NAT)	46.14	2.11	Basic

Legend (TP): 4.45 – 5.00 – Outstanding, 3.45 – 4.44 – Very Satisfactory, 2.45 – 3.44 – Satisfactory, 1.45 – 2.44 – Unsatisfactory, 1.00 – 1.44 – Poor

Legend (SA): 90 above – Advanced, 85 - 89 – Proficient, 80 - 84 – Approaching Proficiency, 75 - 79 – Developing , 74 below – Basic

Reflected in the above table that the mean score of the performance of the teachers is 3.64 which has a description of Very Satisfactory. Unlike the mean score of the assessment of communications management, the rating of the teachers is quite far from the demarcation line between the Very Satisfactory and Satisfactory ratings. Therefore, it can be said that this is a legitimate Very Satisfactory rating.

The assessment tool used to determine teacher performance was the Performance Appraisal System for Teachers (PAST). The performance indicators were as follows: I. Instructional Competence. (a) Lesson Planning and Delivery. (d) School, Home and Community Involvement. II. Professional and Personal Characteristics and III. Punctuality and Attendance. Notice that under performance indicator I, items b and c were omitted. These are items for master teachers only which are not part of this study since they have administrative responsibilities as well.

Problem 3: What is the average academic performance of students in the respondent schools in the city schools division?

The third variable that the research focuses on is student achievement. Since the correlation between teacher performance and student achievement is already established with supporting literature, the correlation between communications management and student achievement is of focus.

Adapting the K-12 descriptive grades, the students fall under the “Approaching Proficiency” category. It was also found out that majority of the scores were below the mean and scores above the mean are very high scores that resulted to a very high standard deviation meaning the scores are scattered if presented in a normal curve. The mean of student achievement has a gap of 6.43 points from the passing score of 75 but is way far to the “Advanced” category which has a score of 90 above.

Considering the NAT results, the Division of Cavite City is not at par with the standards set by the Department of Education. The 75% passing score that is described as developing is far from the score obtained by the students during the National Achievement Test which is 46.14%.

Problem 4: Is there a significant relationship between the following pairs of variables?

- a. Communications management and teaching performance.
- b. Communications management and student achievement.

The following tables present the results of the statistical treatment the aforementioned set of variables underwent. The relationship between the set of variables were computed using Pearson Product Moment Correlation.

Table 6
Correlation among the variables

Variables	Correlation Coefficient	P - value	Description
Nature of Communications and Teacher Performance	.588	.000	Significant
Communication Process and Teacher Performance	.527	.000	Significant
Communications Management and Teacher Performance	.557	.000	Significant
Nature of Communications and Student Achievement (GPA)	.541	.000	Significant
Communication Process and Student Achievement (GPA)	.420	.000	Significant
Communications Management and Student Achievement (GPA)	.428	.000	Significant
Nature of Communications and Student Achievement (NAT)	.427	.095	Significant
Communication Process and Student Achievement (NAT)	.311	.303	Significant
Communications Management and Student Achievement (NAT)	.371	.171	Significant

The correlation coefficient between teacher performance and nature of communications is .588 which is indicative of moderate correlation between Teacher Performance and Communications Management in the light of the Nature of Communication according to Downie and Heath (1984).

Referring to Table 2, which shows the mean of the assessment of the teachers on the communications management process (nature of communication); the mean is 3.51 which is labeled Very Satisfactory. However, there is a slim difference of .07 between the mean score and the satisfactory label.

Therefore, the communications management employed by the managers in the light of the nature of communications affects the performance of the teachers and it has a moderate effect on the performance of the teachers.

The coefficient correlation between teacher performance and communication process is .527 which is still indicative of a moderate correlation between teacher performance and the communications management in the light of the Communication Process.

Referring to Table 3, which shows the mean scores of the managers as assessed by the teachers on the communications management they employ considering the Communication Process, the mean score is 3.41 which is Satisfactory which is indicative that the assessment of the managers was not at par with the standards.

The correlation coefficient suggests that the Communication Process of the communications management employed by the managers affect teacher performance strongly even of the assessment of communications management in light of the communication process is just satisfactory. If the assessment reaches the very satisfactory level, the correlation coefficient may reach the perfect correlation level also.

The correlation coefficient between teacher performance and communications management as a whole is .557 which is still an indication a moderate correlation; rightfully so, since the two subparts of communications management as a whole yielded strong positive correlation with teacher performance.

Table 4 presented the mean score of the managers in terms of communications management as a whole and got a score of 3.46. The gap between this score and the highest possible score on the satisfactory level is a slim .02 which makes the assessment on the managers bordering to the satisfactory level.

As what the two subparts of communications management suggests, the overall rating of the communications management employed by the managers has a strong positive effect on teacher performance.

The interview responses were made concrete by the results of the statistical treatments the variables underwent to identify relationship and to what extent the relationship exists between the variables. The probable causes why the communications management employed by the managers has a strong effect on the performances of the teachers and possible areas for improvement are trainings on instructional leadership and administrative management and the fact that they are not able to observe classes the way they should and the number of times they should to have an impact on the teaching – learning process.

The resulting correlation coefficient between communications management and student achievement (GPA) is .428 which is perceived as a moderate correlation. This translates that the communications management employed by the managers has a moderate effect on student achievement. The two subparts of communications management, nature of communications and communication process had correlation coefficients of .541 and .42 respectively with student achievement (GPA).

On the other hand, the correlation coefficient between communications management and student achievement (NAT) is .371 which is a positive moderate correlation meaning communications management employed by the managers has moderate effect on the NAT performances of the students.

Table 7
Regression Analysis

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
TP	.557 ^a	.310	.298	.26331	.310	25.629	1	57	.000
SA (GPA)	.428 ^a	.183	.182	.24618	.183	22.185	1	57	.000
SA (NAT)	.371 ^a	.138	.123	1.97594	.138	9.121	1	57	.004

a. Predictors: (Constant), Communications Management

The above table provides R and R² values. The R value represents simple correlations which are also present in table 7. The R² value indicates how much of the total variation in the dependent variable can be explained by the independent variable (constant). In this case, 31% of teacher performance can be explained by communications management. 18.3% of student achievement (GPA) is explained by communications management and 13.8% of NAT results.

A student was asked about her experiences when department heads come into class to observe classes. Here is her statement:

When the department head comes inside, the room was all silent. I am totally out of words. She might see me chatting and send me out. I don't like the feeling when she is around.

The interview results may seem to contradict with the correlation coefficient but the effect of communications management employed by the managers, which is indicative of instructional leadership and administrative management has a discreet effect on the performance of the students since it is translated on the performances of the teachers. Time and time again, it is said that teacher performance is a correlate of student achievement.

According to Waters, Marzano, and McNulty (2003), the average effect size between leadership and student achievement is .25. This follows then that the Communications management employed by the managers in the City Schools Division of Cavite City has a greater effect on student achievement.

Problem 5: What input to management may be developed to enhance communications management involved in the study?

After the data gathered had been summarized, undergone statistical treatment and interpreted, the researcher came up with the following input to management to improve communications management outcomes:

1. Devise and strictly follow observation guidelines.

Considering the assessment done by the managers on the communications management employed by the managers, there are indicators under the observation of classes cluster that had relatively low ratings – NC4 which got a rating of 3.44, CP3 which acquired a rating of 3.05 and CP11 which got a rating of 3.35. It was found that it is a need to define classroom observation protocols such that this process will serve its purpose better. There should be pre-observation arrangements since classroom observations will serve different purposes – for performance management or for benchmarking only. Post conferences should be done with proper confidentiality and positivity such that teachers will not feel intimidated on classroom observations. Through this, the attitude of teachers towards observation of classes will gradually improve and a more healthy and productive communications management process may arise. (See Appendix F)

2. Provide provisions for trainings for managers on communications management.

Taking the assessment of the teachers on the communications management process employed by the managers under the dissemination of policies, directives and school-wide announcements cluster, there were also indicators that received low satisfactory ratings – NC18, NC19, NC24, NC25 and CP27. Some of these concern the timing of the communication and discussion of the important factors in the messages communicated especially in school-wide announcements that needed urgent dissemination of information. Including interview responses, it was found out that department heads needed further learning through trainings and seminars on communications management. Their previous job descriptions as Master Teachers or even Teacher III are far from the administrative nature of department heads. There is a need to improve their communications management skills through trainings and seminars to improve the results of their manifestations. (See Appendix G).

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The overriding purpose of this study was to determine whether or not communications management has some effect on teacher performance and student achievement as a result since teacher performance and student achievement are significantly correlated. To accomplish that goal, it became necessary to accomplish prerequisite goals. Assessing the communications management process as perceived by the teachers, assumed a high degree of importance in determining its effects on the other variables defined in this research. To provide the possibility that communications management could be perceived as a viable component in better teacher performance and student achievement, it was important to develop a model that would define better some areas of communications management that would affect the other variables of this study. Related to that effort, it was inevitable to design an instrument to serve the purposes of this study and have it validated by experts on the field of communications management and management and leadership skills. Once these fundamental steps were achieved, this study was able to move forward. This chapter presents the conclusions and recommendations that resulted in this study.

Summary

This study was undertaken to assess the communications management employed by the managers of the City Schools Division of Cavite City. The Communications management process was divided into two parts: Nature of Communication and Communication process. Using the descriptive co-relational approach and employing

stratified random sampling technique, this study involved a total of 10 department heads, 59 teachers and 254 students from the public secondary schools of the Division of Cavite City. Data and other information necessary for the accomplishment of this research were through documentary analysis, the researcher designed survey questionnaire and interviews.

In McREL's meta-analysis on school-level leadership, the average effect size of school-level leadership on student achievement is .25. In this research, the Pearson coefficient is .428. It means that communications management employed by the managers has greater effect on student achievement as that of the manager-respondents of the previous researches. The relationship of communications management to teacher performance is also a moderate correlation.

Findings of the Study

The following were the findings and results which this study arrived at:

1. On the Nature of Communications part of communications management, majority of the indicators received a rating of Very Satisfactory however; there are some indicators which were assessed by the teachers as Satisfactory. As a whole, there is a lot of room for improvement on the part of the managers since the rating received by this part, 3.51, although described as Very Satisfactory is very close to the Satisfactory level and has a wide gap to the perfect rating of 5.
2. The Communication Process part of communications management received a Satisfactory rating in majority of its indicators but there are some indicators that received a Very Satisfactory rating. The total rating of the Communication

Process is 3.41 which is considered Satisfactory but close to the Very Satisfactory level and still presents a vast room for improvement.

3. Having its parts with ratings of Very Satisfactory and the other reaching the satisfactory level, Communications management was also rated a very close to the Satisfactory Very Satisfactory. This means that there are major changes to be made in the Communications Management process in the Division of Cavite City to be able to obtain better assessment results.
4. It was found out that Communications management employed by the managers in the City Schools Division of Cavite City affects the performance of the teachers in a positive way moderately that it makes any difference on the performance of the teachers. However, the assessments were not so good therefore should be improved on. In this view, the areas of improvement on communications management should be focused on to be able to yield larger positive effect on teacher performance.
5. The results of the statistical treatment made on the scores on communications management and student achievement yielded a positive moderate correlation. The communications management that the managers in the City Schools Division then make a positive effect on the achievement level of the students although the students are intimidated by their presence in the classroom as the interview responses show.

Conclusions

Given the findings of the study, it can be concluded that:

- Communications management employed by the managers affects teacher performance and student achievement both on GPA and NAT results.
- Communications management employed by the managers in the Division of Cavite City can be further enhanced for it to have a greater effect on teacher performance and student achievement.

Recommendations

Considering the findings of this research, the following recommendations are hereby suggested:

1. The need to further enhance the communications management skills of the managers in light of the nature of communications should be given proper attention. The following items should be much of a concern:
 - 1.1. Communicating performance standards.
 - 1.2. Discussion of points of concern on directives and policies.
 - 1.3. Timing of announcements and monitoring of implementation.
 - 1.4. Discussion of the implementation new directives and policies.
 - 1.5. Explanation of desired results on changes made on directives and policies.
2. The need to further enhance the communications management skills of the managers in light of the communication process should be given proper attention. The following items should be much of a concern:
 - 2.1. Classroom observations.

- 2.2. Post conferences.
- 2.3. Dialogues with teachers regarding directives and policies.
- 3. Provisions for trainings and seminars for managers focusing on instructional leadership and administrative management skills.
- 4. Further studies on communications management focusing on:
 - 4.1. Public Elementary Schools.
 - 4.2. Further validation of the instrument.
 - 4.3. A comparative study between different divisions to determine best practices to be adapted by others with poor communications management performances.

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APPENDICES

APPENDIX A: Letter to the Validators

Philippine Normal University
The National Center for Teacher Education
**COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION
RESEARCH**
Taft Avenue, Manila

9 November, 2013

DR. MANUEL G. CAMARSE
Dean, College of Education
De La Salle University, Dasmarias

Dear Dr.Camarse:

Greetings of love and peace!

I am currently working on my thesis entitled, “COMMUNICATIONS MANAGEMENT, TEACHER PERFORMANCE AND STUDENT ACHIEVEMENT IN A CITY SCHOOLS DIVISION”, in partial fulfillment of the requirements for the degree, Master of Arts in Education with specialization in Educational Management at the Philippine Normal University, Manila.

Attached hereto is a copy of a survey questionnaire which I developed as my research instrument. However, this needs to be validated by a pool of educators who may have expertise to determine its merit for use in the gathering of the needed data in this study. I also attached a copy of the statement of problem part of my study.

May I therefore request your honor to be one of the expert validators of this research instrument. I strongly believe that with your wide knowledge and experiences in the field of communications management, you could be of great help for me to improve this instrument.

Thank you very much for your kindest accommodation of this request.

Respectfully yours,

AMEER BENJAMIN B. CALDERON
MaEd Student, Researcher

Noted:

PROF. RENE BELECINA, Ph.D.
Adviser

PROF. DANILO K. VILLENA, Ph.D.
Adviser

APPENDIX B: Letter to the Principals

Philippine Normal University
The National Center for Teacher Education
**COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION
RESEARCH**
Taft Avenue, Manila

2 December, 2013

VICTORIA S. GALANG, Ed.D.
Principal IV
Cavite National High School

Dear Dr.Galang:

Greetings in the Name of the Lord Jesus!

I would like to request your good office to please allow me to conduct the data gathering procedure related to my thesis, “**Communications Management, Teacher Performance and Student Achievement in a City Schools Division**” in your school, Cavite National High School through the administration of the attached instrument and the **Teachers’ Performance Rating Form**. These data is very essential in the progress and completion of the study and the information gathered will be used solely for this study’s purposes and will be treated with utmost discretion.

Your positive response regarding this request is greatly appreciated.

Respectfully yours,

AMEER BENJAMIN B. CALDERON
MaEd Student, Researcher

APPENDIX C. List of Expert Validators (Research Instrument)

Expert Number	Designation	School/ Office
1	OIC, Assistant Schools Division Superintendent	Division of Cavite City
2	Master Teacher I	Cavite National High School
3	Teacher III	Tanza National Trade School
4	Dean, College of Education	De La Salle University, Dasmarinas
5	Vice Chancellor for Academics and Research	De La Salle University, Dasmarinas
6	Principal, Basic Education Department	San Sebastian College Recoletos de Cavite
7	Professor	San Sebastian College Recoletos de Cavite
8	Professor	San Sebastian College Recoletos de Cavite
9	Academic and Research Coordinator	St. Joseph College, Cavite

APPENDIX D. Summary of the Results of Validations

The Survey Questionnaire

Dear Validators:

The survey questionnaire below is intended to assess the communications management employed by school managers in the context of teacher and student performances. It consists of two parts: Part I is on the Nature of Communication and Part II is on the Communication Process.

For the purpose of gathering the necessary data, all that the teacher – respondents need to do is to tick of place a check mark (✓) on the desired/ chosen box opposite each of the statement. The rating scale below will help them as reference for their responses.

Weight	Interpretation
5	Outstanding
4	Very Satisfactory
3	Satisfactory
2	Unsatisfactory
1	Poor

For the purpose of validation of this instrument, the same procedure is applied; following the rating scale below to assess its overall usefulness.

Thank you so much for your cooperation.

Weight	Interpretation
3	Applicable
2	Needs Revision
1	Not Applicable

AMEER BENJAMIN B. CALDERON
Researcher

Part I. On the Nature of Communication

INDICATORS	SCALE				
	3	2	1	Mean	Description
1. Conducts regular classroom observations.	7	0	2	2.56	Applicable
2. Announces classroom observations.	8	1	0	2.89	Applicable
3. Supervises communication unannounced.	0	7	2	1.79	Needs Revision
4. Communicates performance standards to ensure teaching does not deviate from the norms.	7	2	0	2.79	Applicable
5. Communicates points for improvement through post conferences.	8	1	0	2.89	Applicable
6. Discusses teachers' strong points applicable to attain the objectives of the lesson.	9	0	0	3.00	Applicable
7. Have a structured way of delivering post conferences.	9	0	0	3.00	Applicable
8. Uses proper terminologies in post conferences.	8	0	1	2.79	Applicable
9. Converses with teachers in post conferences with enthusiasm.	9	0	0	3.00	Applicable
10. Converses with teachers in post conferences to motivate.	8	1	0	2.89	Applicable
11. Talks about teachers' good points to be adapted to learning competencies.	7	2	0	2.79	Applicable
12. Corrective actions are being followed up.	8	1	0	2.89	Applicable
13. Allows teacher to give feedback regarding the observations in their teaching.	7	2	0	2.79	Applicable
14. Focuses communication with the teacher in addressing the needs of the students.	8	0	1	2.79	Applicable
15. Explains learning goals, concepts and processes clearly and accurately to teachers.	8	0	1	2.79	Applicable
16. Engages in two – way dialogues with teachers.	9	0	0	3.00	Applicable
17. Conveys the attitude that teaching is one big factor in student learning.	6	0	3	2.33	Needs Revision
18. Provides input on teaching methodologies, strategies and techniques.	9	0	0	3.00	Applicable
19. Communicates the proper undertaking of school policies and regulations.	9	0	0	3.00	Applicable
20. Clearly explains the desired results when giving out instructions concerning school directives.	8	1	0	2.89	Applicable

21. Lays out the points of concern in assessing the implementation of new policies in school community.	7	2	0	2.79	Applicable
22. Lets the teachers know if the results of the implementation of the said directives are not up to expectations.	7	1	1	2.67	Applicable
23. Keeps subordinates updated on corrective actions made on the implementation of school policies.	9	0	0	3.00	Applicable
24. Discusses school academic goals based on new announcements released by the DepEd.	8	1	0	2.89	Applicable
25. Confers with teachers when making curricular goals in line with DepEd memoranda.	8	1	0	2.89	Applicable
26. Uses clear and understandable means of communicating school-wide announcements.	9	0	0	3.00	Applicable
27. States the views of the management with regards to changes made concisely logically.	8	1	0	2.89	Applicable
28. Communicates announcements timely as to not defeat the purpose of communicating such changes.	7	2	0	2.79	Applicable
29. Discusses that the optimality of the implementation is highly required as to the achievement of the goals and objectives.	7	2	0	2.79	Applicable
30. Disseminates announcements to teachers to obtain maximum results of implementation.	9	0	0	3.00	Applicable

Part II. On the Communication Process

INDICATORS	SCALE				
	3	2	1	Mean	Description
1. Communicates the school's mission effectively to teachers linked to student achievement.	9	0	0	3.00	Applicable
2. Discusses school academic goals with teachers.	9	0	0	3.00	Applicable
3. Talks about ensuring that academic goals are reflected in each teaching learning process in observations.	8	1	0	2.89	Applicable
4. Jots down points for improvement to be communicated to teachers when observing classes.	8	1	0	2.89	Applicable
5. Files a summary of observations for reference.	6	1	2	2.44	Needs Revision
6. Confer with teachers when they are left on their own and when they are to be followed up on suggested corrective actions in their teaching.	5	4	0	2.56	Applicable
7. Provides information to teachers about new trends in classroom observations as part of assessment of	9	0	0	3.00	Applicable

teacher performance.					
8. Discusses teachers' strengths and weaknesses very timely such that the procedure of communications is not altered.	9	0	0	3.00	Applicable
9. Speaks effectively when undertaking post conferences.	9	0	0	3.00	Applicable
10. Facilitates teaching through effective questioning.	5	1	3	2.22	Needs Revision
11. States views concisely and logically such that student learning will not suffer.	8	0	1	2.79	Applicable
12. Writes clear and concise summary of observations.	9	0	0	3.00	Applicable
13. Uses correct grammar in written communication on observation of classes.	9	0	0	3.00	Applicable
14. Post conferences are done privately and with proper confidentiality.	9	0	0	3.00	Applicable
15. Communicates school policies and directives the moment when these are available.	9	0	0	3.00	Applicable
16. Utilizes a systematic way of communicating school policies and changes to policies.	8	1	0	2.89	Applicable
17. Engages in open dialogues with teachers about school policies and directives.	8	1	0	2.89	Applicable
18. Disseminates information to teachers when urgent tasks are to be undertaken.	8	1	0	2.89	Applicable
19. Deals effectively with reactions on new policies and directives.	6	1	2	2.44	Needs Revision
20. Discusses special features is school directives and challenges that may arise upon implementation.	8	1	0	2.89	Applicable
21. Promotes information sharing about policies.	7	2	0	2.79	Applicable
22. Ensures that information dissemination is effective and policies reach the teachers for implementation.	9	0	0	3.00	Applicable
23. Informs the teachers about division-wide announcements.	9	0	0	3.00	Applicable
24. Discusses the changes/ activities in division-wide announcements.	8	0	1	2.79	Applicable
25. Ensures the successful dissemination of school-wide announcements.	9	0	0	3.00	Applicable
26. Talks about school announcements to make sure that miscommunication does not take place.	7	2	0	2.79	Applicable
27. Limits barriers to communication about written announcements.	4	5	0	2.44	Needs Revision
28. States key points to remember in school announcements.	7	1	1	2.67	Applicable

29. Ensures the understanding of announcements by each person involved.	8	1	0	2.89	Applicable
30. Makes use of the most effective venue to communicate announcements in schools.	8	1	0	2.89	Applicable

Legend: 1.00 – 1.44 – Not applicable
1.45 – 2.44 – Needs Revision
2.45 – 3.00 - Applicable

APPENDIX E. The Survey Questionnaire

The Survey Questionnaire

Dear Respondents:

The survey questionnaire below is intended to assess the communications management employed by school managers in the context of teacher and student performances. It consists of two parts: Part I is on the Nature of Communication and Part II is on the Communication Process.

Please feel free to answer the questionnaire as there are no right or wrong answers. All you need to do is to tick or place a check mark (✓) on the desired/ chosen box opposite each of the statement. The rating scale below will help you as reference for your responses.

Weight	Interpretation
5	Outstanding
4	Very Satisfactory
3	Satisfactory
2	Unsatisfactory
1	Poor

Your objective response to this questionnaire would help me attain the needed data for analysis in this study.

Thank you very much for your kind participation.

AMEER BENJAMIN B. CALDERON
Researcher

Part I. On the Nature of Communication

INDICATORS	SCALE				
	5	4	3	2	1
1. Communicates the school's mission effectively to teachers linked to student achievement.	☐	☐	☐	☐	☐
2. Discusses school academic goals with teachers.	☐	☐	☐	☐	☐
3. Talks about ensuring that academic goals are reflected in each teaching learning process in observations.	☐	☐	☐	☐	☐
4. Communicates performance standards to ensure teaching does not deviate from the norms.	☐	☐	☐	☐	☐
5. Communicates points for improvement through post conferences.	☐	☐	☐	☐	☐
6. Discusses teachers' strong points applicable to attain the objectives of the lesson.	☐	☐	☐	☐	☐
7. Discusses teachers' strengths and weaknesses very timely such that the procedure of communications is not altered.	☐	☐	☐	☐	☐
8. Talks about teachers' good points to be adapted to learning competencies.	☐	☐	☐	☐	☐
9. Suggested changes are being followed up.	☐	☐	☐	☐	☐
10. Allows teacher to give feedback regarding the observations in their teaching.	☐	☐	☐	☐	☐
11. Focuses communication with the teacher in addressing the needs of the students.	☐	☐	☐	☐	☐
12. Explains learning goals, concepts and processes clearly and accurately to teachers.	☐	☐	☐	☐	☐
13. Conveys the attitude that teaching is one big factor in student learning.	☐	☐	☐	☐	☐
14. Provides input on teaching methodologies, strategies and techniques.	☐	☐	☐	☐	☐
15. Communicates school policies and directives the moment when these are available.	☐	☐	☐	☐	☐
16. Communicates the proper undertaking of school policies and regulations.	☐	☐	☐	☐	☐
17. Discusses special features of school directives and challenges that may arise upon implementation.	☐	☐	☐	☐	☐
18. Clearly explains the desired results when giving out instructions concerning school directives.	☐	☐	☐	☐	☐
19. Lays out the points of concern in assessing the implementation of new policies in school community.	☐	☐	☐	☐	☐

20. Lets the teachers know the level of achievement acquired from the implementation of school directives.	☐	☐	☐	☐	☐
21. Keeps subordinates updated on suggested changes made on the implementation of school policies.	☐	☐	☐	☐	☐
22. Discusses school academic goals based on new announcements released by the DepEd.	☐	☐	☐	☐	☐
23. Confers with teachers when making curricular goals in line with DepEd memoranda.	☐	☐	☐	☐	☐
24. States the views of the management with regards to changes made concisely logically.	☐	☐	☐	☐	☐
25. Communicates announcements timely as to not defeat the purpose of communicating such changes.	☐	☐	☐	☐	☐
26. Informs the teachers about division – wide announcements.	☐	☐	☐	☐	☐
27. Ensures the successful dissemination of school – wide announcements.	☐	☐	☐	☐	☐
28. Disseminates announcements to teachers to obtain maximum results of implementation.	☐	☐	☐	☐	☐

Part II. On the Communication Process

INDICATORS	SCALE				
	5	4	3	2	1
1. Conducts regular classroom observations.	☐	☐	☐	☐	☐
2. Announces classroom observations.	☐	☐	☐	☐	☐
3. Conducts unannounced classroom observations.	☐	☐	☐	☐	☐
4. Jots down points for improvement to be communicated to teachers when observing classes.	☐	☐	☐	☐	☐
5. Files a summary of observations for reference.	☐	☐	☐	☐	☐
6. Confers with teachers about self – will implementation of the suggested changes in the teaching process.	☐	☐	☐	☐	☐
7. Provides information to teachers about new trends in classroom observations as part of assessment of teacher performance.	☐	☐	☐	☐	☐
8. Have a structured way of delivering post conferences.	☐	☐	☐	☐	☐
9. Converses with teachers in post conferences with enthusiasm.	☐	☐	☐	☐	☐

10. Speaks effectively when undertaking post conferences.	☐	☐	☐	☐	☐
11. Uses proper terminologies in post conferences.	☐	☐	☐	☐	☐
12. Converses with teachers in post conferences to motivate.	☐	☐	☐	☐	☐
13. States views concisely and logically such that student learning will not suffer.	☐	☐	☐	☐	☐
14. Writes clear and concise summary of observations.	☐	☐	☐	☐	☐
15. Uses correct grammar in written communication on observation of classes.	☐	☐	☐	☐	☐
16. Post conferences are done privately and with proper confidentiality.	☐	☐	☐	☐	☐
17. Engages in two way dialogues with teachers.	☐	☐	☐	☐	☐
18. Utilizes a systematic way of communicating school policies and changes to policies.	☐	☐	☐	☐	☐
19. Engages in open dialogues with teachers about school policies and directives.	☐	☐	☐	☐	☐
20. Disseminates information to teachers when urgent tasks are to be undertaken.	☐	☐	☐	☐	☐
21. Promotes information sharing about policies.	☐	☐	☐	☐	☐
22. Ensures that information dissemination is effective and policies reach the teachers for implementation.	☐	☐	☐	☐	☐
23. Uses clear and understandable means of communicating school – wide announcements.	☐	☐	☐	☐	☐
24. Ensures the successful dissemination of school-wide announcements.	☐	☐	☐	☐	☐
25. Discusses that the optimality of the implementation is highly required as to the achievement of the goals and objectives.	☐	☐	☐	☐	☐
26. Uses comprehensible language such that barriers to written communication are lessened.	☐	☐	☐	☐	☐
27. Makes use of the most effective venue like meetings to communicate announcements in schools.	☐	☐	☐	☐	☐

Profile of the Teacher – Respondent

1. Name (Optional): _____
2. Age: _____
3. Gender: _____
4. Civil Status: _____
5. Current Position: _____
6. Total Teaching Experience: _____
7. Highest Educational Attainment: _____

THANK YOU AND GOD BLESS

- abc

APPENDIX F: Interview Questions

FOR MANAGERS

1. Prior to being a department head, what was your position?
2. Why did you end up being a department head?
3. What administrative works do you usually do as a department head?
4. What do you consider to be your strengths and challenges as a department head?
5. What is your philosophy as a manager?
6. How do you facilitate communication lines between your people?
7. Share your philosophy of managing communication processes in your organization.
8. What makes communication in your department effective?
9. Was there a time where you disagreed on changes done by managers in the higher positions?
10. Describe a way you create a sense of confidence on the part of your teachers on how you manage communication between higher management and them.

FOR STUDENTS

1. Do you see the principal/ department heads often?
2. When you see them, what do they do?
3. Was there an instance where the principal/ department head entered your classroom? What did s/he do?
4. How do you feel when the principal/ department heads enter your classroom?
5. Are there changes in policies and directives that are made in your school?
6. How did you find out about these changes?
7. Are there instances where policies were implemented before you were informed?
8. Are there instances where policies were implemented that you did not know about? What do you think is the reason behind?
9. Do you think they (the principal/ department heads) affect your performance in school?
10. In what way do the principal/ department heads affect your performance in school?

APPENDIX G: Input-based Communications Management Improvement Plan

Communication is a vital tool in the operations of an organization in achieving its goals and objectives. There are multiple communication processes that are needed to be dealt with in order for the organization to keep track of its progress. This is where communications management takes place. Managers need to ensure that every transfer of message is in accordance to the set goals and objectives as to not alter the progression of the organization in inching closer to achievement of the said agenda.

This is predominantly the responsibility of principals and department heads when it comes to school operations. There are certain communication processes that are needed to be monitored by the school managers in order to ensure that the teaching – learning process is of success manifested in high academic achievement of the students. Classroom observations therefore are needed to be undertaken according to protocol so as not to threaten the teachers. Another concern of managing communication is on the announcement of policies. There are various ways on how to communicate changes to students and to communicate these timely and effectively.

In the study conducted by the researcher on communications management employed by school managers in the Division of Cavite City, it was found out that there is a strong positive relationship between communications management as assessed by the teachers and teacher performance. The same is true when the correlation between communications management and student achievement is taken into consideration.

Considering the result of the assessment of the teachers on communications management employed by the managers and the correlation between the variables, the researcher came up with inputs to management as reflected on the matrix that follows.

Matrix of Inputs Drawn from the Findings of the Study (Per Indicator)

Indicators	Input	
	Student	Teacher
Nature of Communications		
NC4. Communicates performance standards to ensure teaching does not deviate from the norms.	NA	Pre - observation arrangements should be organized between the observer and the teacher to be observed.
NC17. Discusses special features of school directives and challenges that may arise upon implementation.	Planning skills and foresight of the challenges to be encountered should be developed by the managers.	Planning skills and foresight of the challenges to be encountered should be developed by the managers.
NC18. Clearly explains the desired results when giving out instructions concerning school directives.	Result oriented discussion of school policies for better execution and implementation.	Result oriented discussion of school policies for better execution and implementation.
NC19. Lays out the points of concern in assessing the implementation of new policies in school community.	NA	Proper and timely assessment of the implementation of new policies.
NC25. Communicates announcements timely as to not defeat the purpose of communicating such changes.	Timely information dissemination, using various ways of communicating.	Timely information dissemination, using various ways of communicating.
NC27. Ensures the successful dissemination of school – wide announcements.	Proper monitoring of the delivery of announcements	Proper monitoring of the delivery of announcements
The Communication Process		
CP2. Announces classroom observations.	NA	Pre - observation arrangements should be organized between the observer and the teacher to be observed.
CP3. Conducts unannounced classroom observations.	NA	Observations that are part of managerial tasks only and not part of assessment for benchmarking.
CP8. Have a structured way of delivering post conferences.	NA	Feedback should be well balanced and follows a certain procedure.
CP9. Converses with teachers in post conferences with enthusiasm.	NA	Post conferences should be constructive.
CP10. Speaks effectively when undertaking post conferences.	NA	Feedback should be easy to understand.

CP11. Uses proper terminologies in post conferences.	NA	Post conferences should be constructive and follows pre-observation agreements.
CP12. Converses with teachers in post conferences to motivate.	NA	Feedback should contain positive points from the lesson and constructive advice for improvement.
CP16. Post conferences are done privately and with proper confidentiality.	NA	In cases of observations for performance management, post conferences should take place in an appropriate environment that ensures confidentiality,
CP17. Engages in two way dialogues with teachers.	NA	Teachers should be allowed to read comments and give their own if they wish.
CP18. Utilizes a systematic way of communicating school policies and changes to policies.	Uses various and effective means of communicating policies and changes to current policies.	Uses various and effective means of communicating policies and changes to current policies.
CP19. Engages in open dialogues with teachers about school policies and directives.	NA	Teachers should be allowed to raise questions and acquire reasonable answers about directives and policies.
CP20. Disseminates information to teachers when urgent tasks are to be undertaken.	NA	Utilizes the most effective and efficient way of communicating urgent tasks to teachers.
CP21. Promotes information sharing about policies.	Encourages information dissemination	Encourages information dissemination
CP22. Ensures that information dissemination is effective and policies reach the teachers for implementation.	Monitors the communication process if effective and utilizes other effective means if not.	Monitors the communication process if effective and utilizes other effective means if not.
CP23. Uses clear and understandable means of communicating school – wide announcements.	Uses various and effective means of communicating policies and changes to current policies.	Uses various and effective means of communicating policies and changes to current policies.
CP24. Ensures the successful dissemination of school-wide announcements.	Proper monitoring of the delivery of announcements	Proper monitoring of the delivery of announcements
CP25. Discusses that the optimality of the implementation is highly required as to the achievement of the goals and objectives.	Ensures full implementation to reach the goals and objectives.	Ensures full implementation to reach the goals and objectives.

CP26. Uses comprehensible language such that barriers to written communication are lessened.	Development of communication skills such that communication is most effective.	Development of communication skills such that communication is most effective.
CP27. Makes use of the most effective venue like meetings to communicate announcements in schools.	NA	Strategically uses meetings to be able to communicate announcements.

*see attachments below

Matrix of Inputs drawn from the findings of the study (Per clustered area)

Area	Input
Observation of Classes	- Pre - observation arrangements should be organized between the observer and the teacher to be observed. - Observations that are part of managerial tasks only and not part of assessment for benchmarking. - Feedback should be well balanced and follows a certain procedure. - Post conferences should be constructive. - In cases of observations for performance management, post conferences should take place in an appropriate environment that ensures confidentiality. - Teachers should be allowed to read comments and give their own if they wish.
Dissemination of School-wide Announcements	- Proper monitoring of the delivery of announcements - Ensures full implementation to reach the goals and objectives. - Development of communication skills such that communication is most effective. - Strategically uses meetings to be able to communicate announcements.
Dissemination of Policies and Directives	- Uses various and effective means of communicating policies and changes to current policies. - Teachers should be allowed to raise questions and acquire reasonable answers about directives and policies. - Utilizes the most effective and efficient way of communicating urgent tasks to teachers. - Monitors the communication process if effective and utilizes other effective means if not.

Communications Management Improvement Plan

Priority Improvement Areas	Objectives	Program, Projects, Activities	Time Frame												Sources of Funds				Success Indicators
			Q1			Q2			Q3			Q4			MOOE	LGUs	PTA	Others	
			J	F	M	A	M	J	J	A	S	O	N	D					
Classroom Observations	1. Standardize classroom observation protocols in all departments.	1. Development of a standard observation guide for classroom observers.	✓	✓	✓										✓				Developed observation guide for observers.
		2. Implementation of the developed observation guide for observers.				✓		✓	✓	✓									Full implementation of the observation guide for observers.
		3. Assessment of the developed observation guide for observers.							✓	✓									Assessment of the observation guide and correlating it to teacher performance evaluation for the first rating period.
		4. Improvement of the developed observation guide for observers.									✓		✓	✓					Improved observation guide based on the findings of the assessment done during the first rating period.
Information Dissemination	1. Strengthen supervision and internal management areas.	1. Enhancement of Seminars and Trainings				✓									✓	✓	✓	✓	More Training and Seminars for school heads on supervision and management
		2. Orientation of newly hired teachers					✓								✓				Orientations done every start of the school curriculum year.
		3. Regular faculty meetings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				Regular faculty meetings whole year round.
		1. ICT Training and Seminars.				✓									✓	✓		✓	More Trainings and Seminars for school heads on ICT
	2. Improve communication skills of managers through ICT integration.	2. ICT integration in communication and supervision trainings and seminars.				✓								✓	✓		✓	More Training and Seminars for school heads on ICT integration in communication and supervision.	

CONTENTS

Introduction

Objectives for Carrying out Classroom Observations

In response to:

NC4 “Communicates performance standards to ensure that teacher does not deviate from the norms.”.

The Arrangements for Classroom Observations

In response to:

CP2 “Announces classroom observations.”,
CP3 “Conducts unannounced classroom observations.”, and

Expectations and Time Allocation

The Conduct of Classroom Observations

In response to:

CP9 “Converses with teachers in post conferences with enthusiasm.”,
CP10 “Speaks effectively when undertaking post conferences.”,
CP11 “Uses proper terminologies in post conferences.”,
CP12 “Converses with teachers in post conferences to motivate.”,
CP16 “Post conferences are done privately and with proper confidentiality.”, and
CP17 “Engages in two way dialogues with teachers.”.

Stages of Classroom Observation

In response to:

CP8 “Have a structured way of delivering post conferences.”.

Introduction

Certain requirements which require head teachers to organize classroom observations are: (1) as part of their responsibilities to carry out the school performance management policies determined by school governing bodies, head teachers are required to ensure that classroom observation arrangements established by a classroom protocol are in place. (2) the responsibilities of head teachers for evaluating standards of teaching and learning combined with the accomplishment of reports have resulted to observations that are unplanned and unclear of its purpose.

Objectives of Carrying Out Classroom Observations

1. For the purposes of visits from the DepEd Regional Office or Division Offices.
2. For the purposes of carrying out institutional statutory responsibilities.
3. For the purposes of teacher performance rating bases.
4. For the purposes of capability procedures and benchmarking based on national standards.

The Arrangements for Classroom Observation

1. Classroom observations should be strictly undertaken in accordance with the protocol of the school for the conduct of classroom observation. They should be supportive and developmental.
2. Classroom observation arrangements for the purposes of performance arrangement should be agreed between the reviewer and the reviewee and should be set out in the performance review statement of the teacher.

3. In addition, the arrangements set out in the statements should specify that they should be used to gather information for school self – evaluation.
4. Classroom observations of teachers by head teachers should sometimes be undertaken with master teachers to act as observers or to replace the role of the head teacher whenever the head teacher is in no position to carry out the said procedure. All those who act as observers should provide constructive feedback and support.
5. Sufficient timetabled release time should be provided for post conferences which are not done right after the observation has been made to give proper time to the observers and head teachers to accomplish the task as soon as possible for the purposes of monitoring.

Expectations and Time Allocation

1. Oftentimes, head teachers conduct classroom observations and accomplish management requirements later. Classroom observation can be conducted in such a way as to achieve a range of objectives at the same time. Often there is no need for classroom observation to be conducted separately for different purposes. In particular, both classroom observation and fulfilling performance management requirements and the required forms reflective of the assessment of teaching and learning can be conducted at the same time.
2. Education Program Supervisors may be invited by head teachers into schools to conduct classroom observations. The purpose of these observations should be

made clear to the teachers who are being observed and agreement sought with teachers on when or whether they should take place.

3. Classroom observation for the purposes of performance management should be limited to for observations per school year of one period in length per performance cycle; subject to the teacher choosing to request a further observation if he or she thinks is necessary.
4. Those who will undergo observations for the purposes of performance management and evaluation standards of teaching and learning should have at least three days' notice before the observations take place. Unannounced drop-ins for the purposes of carrying out management requirements only are acceptable.
5. Observations carried out for the purposes of performance management should carry out one lesson per rating period only per each teacher.
6. There should be a reasonable amount of time between classroom observations irrespective of the purposes of these observations. Classroom observations generated to accomplish management requirements should not take place after the observation of the Educational Program supervisor for example.
7. The head teacher should consult a pattern of classroom observations which teacher can expect per quarter. Agreement should be sought by head teachers from reviewees for monitoring.
8. Teachers should be observed on an equitable basis. In any one school, the number of classroom observations per year within each performance cycle should be the same for every teacher.

The Conduct of Classroom Observations

Teachers should be made aware of the purpose or purposes of any proposed observation before it takes place. Observations should not take place in a negative atmosphere. They should be conducted in a supportive and professional manner and should be neither intrusive nor threatening.

Classroom observations:

1. should be undertaken with professionalism, integrity and courtesy;
2. should involve objective evaluation (see CBPAST form 3 below);
3. should be reported honestly and fairly;
4. should involve accurate communication about its purpose and outcome;
5. should be conducted in the best interests of the students at the school; and
6. should ensure that information gained through the observation is confidential to the observer and the observed.

Stages of Classroom Observation

Before the Observation

1. The purpose or purposes of any observation should be made clear before it takes place. The reviewer or the observer conducting the observation should respond positively to any reasonable request from the teacher to be observed on when the observation should take place. Sufficient time should be allocated within the school day to enable the participants in the classroom observation to discuss and agree the arrangements for the observation. The information and arrangements

should be available to and accepted by both the observer and the observed beforehand. The information agreements should include:

- the reasons why the observation is taking place;
 - the procedures to be followed;
 - an agreement about the recording of any evaluation outcomes made and their reporting;
 - a discussion about the aims and objectives of the lesson; and
 - where relevant the identity of the person or persons from who further information may be obtained if required.
2. All teachers should be given at least three days notice of the observation if the observation is aimed on performance standards.
 3. The head teacher or observer, for any instance, should use a standard observation form in any of the observations regardless of the purpose. (see CBPAST form 3 below).

During the Observation

1. During the lesson or lessons, the observer should respond positively to any reasonable request from the teacher being observed. The observer should act in an unobtrusive, sensitive and in as professional a manner as possible.
2. Observers should indicate what is required including where they wish to sit and copy of any lesson plans or handout/ worksheets to be utilized during the lesson.

3. The first few minutes of any lesson are always the most unsettled. The lesson observation should be a substantial part of the lesson, starting on the priming and not on the first few minutes of the lesson.
4. Each observed teacher should receive a professional verbal feedback followed by a written feedback. At the verbal feedback, the teacher observed may correct any factual errors on the part of the observer. These should be taken into account when the final accomplishment of the observation form is agreed. The written feedback should be an accurate reflection of the agreed verbal feedback.
5. Feedback should include all positive aspects of the lesson and practical advice/suggestions for realistic improvements.
6. Teachers should be given a copy of the written accounts of the observation after their lessons.

After Observations

1. The feedback following the observation should be well balanced and constructive. Where possible, feedback should be given at the time and in the manner agreed during pre – observation discussions.
2. Feedback may take a number of forms. In the case of classroom observation which falls outside the requirements of performance management, a brief discussion after the class has been dismissed should be sufficient. In the case of classroom observation for the purposes of performance management, feedback should take place within the normal school day, in an appropriate environment which ensures confidentiality. Timetabled release time should be provided as

soon as possible to enable the reviewer and reviewee to organize time for a discussion on the outcomes of classroom observation. In addition, the reviewer should be given sufficient time within the school day to put in written form the conclusions agreed with the teacher observed on the outcomes of the classroom observation. Time for preparation and feedback for classroom observation for performance management purposes should be made available in addition to, and not part of PPA time.

3. Teachers should be allowed to read any notes arising from the observation before any discussion takes place. They should have the opportunity to record their own comments if they wish.
4. Feedback should identify the positive points arising from the lesson and constructive advice for any area of improvement.
5. Discussion of the professional needs of each teacher should be built into any feedback and used to identify opportunities for support and continuing professional development.
6. Plans or statements arising from observation should be kept in a secure place and remain confidential to the reviewer or observer, the reviewee or the observed and the head teacher.

CB – PAST Form 3/ Instructional Supervision Form 3

TEACHER PERFORMANCE OBSERVATION GUIDE

Name: _____ Position Title: _____
School: _____
District: _____ Division: _____
School Year: _____ Semester: _____ Date of Observation: _____

General Instructions to the Observer

For the purposes of formative appraisal for supervision, the Teacher Performance Observation Guide of the Competency – Based Performance Appraisal System for Teachers (CB – PAST) shall be used. The tool will generate objective information needed for the technical support of instructional supervisors for the teachers.

Form 3A shall be used for the actual observation of the Teaching – Learning Process in the Classroom. The domains to be observed are Diversity of Learners, Curriculum and Pedagogy and Planning, Assessing and Reporting.

Form 3B shall be used for the observation of the Home, School and Community Involvement. The domains to be observed are the Learning Environment and Home, School, and Community Linkages. Indicators which cannot be actually observed shall be verified in the Teacher's Portfolio for evidences.

Form 3C shall be used for the observation of the Personal, Social Growth and Professional Development of Teachers. The domains to be observed are the Social Regard for Learning and Personal, Social Growth and Professional development indicators which cannot be actually observed shall be verified in the Teacher's Portfolio for evidences.

For the guidance of the observers, the rating scale is described as follows:

4 – High Proficient (HP)

Teacher behaviour consistently exceeds expectations. Displays consistently at all times, high level of performance in skills, abilities, attributes, initiatives and productivity. Self – direction of the teacher is evident.

3 – Proficient (P)

Teacher behaviour often exceeds expectations. Displays a high level of competency related skills, abilities, initiatives and productivity, exceeding requirements in many of the job areas.

2 – Basic (B)

Teacher behaviour on the job meets basic expectations based on standards. Displays basic level of work performance outputs as required outcomes.

1 – Below Basic (BB)

Teacher behaviour on the job and outputs frequently fall below standard. Performance and work outputs consistently low, fails to need required outcomes hence needs repetition of action or by completion of others. The teacher may need immediate directive instructional support.

0 – Not observed (NO) Indicator is required of the job, but not observed.

APPENDIX H: Improvement Plan on Communications Management trainings for
Managers

Action Steps	Timeline for Completion	Person(s) Responsible	Resource Allocation	Status
1. Provide trainings and guidance for managers and prospective managers on communications management.	Summer of every school year	Principals, Department Heads, Master Teachers	Staff Allocation and Time	
2. Based on the assessment of communications management employed by the managers, develop and implement standards on communications management improvement that will be beneficial for managers and prospective managers.	Summer of every school year	Principals, Department Heads, Master Teachers	Staff Allocation and Time	
3. Develop and implement appropriate standards and objectives related to communications management.	Whole Year Round	Principals, Department Heads, Master Teachers	Staff Allocation and Time	

CURRICULUM VITAE

AMEER BENJAMIN B. CALDERON

305 Pura Ballesteros St. San Roque,
Cavite City

I. PERSONAL DATA

BIRTHDATE	:	December 5, 1989
BIRTHPLACE	:	Cavite City, Cavite
CIVIL STATUS	:	Single
HEIGHT	:	5'9"
WEIGHT	:	158 lbs.
RELIGION	:	Iglesia Ni Cristo
FATHER'S NAME	:	Benjamin M. Calderon
MOTHER'S NAME	:	Elenita B. Calderon

II. EDUCATIONAL BACKGROUND

GRADUATE	:	Master of Arts in Education (MAEd.) with Specialization in Educational Management Philippine Normal University Taft Ave. cor. Ayala Blvd., Manila May 2014
TERTIARY	:	Bachelor of Secondary Education Major in Mathematics St. Joseph College, Cavite Cavite City March 2009
SECONDARY	:	Cavite National High School Cavite City March 2005
ELEMENTARY	:	Garita Elementary School Cavite City March 2001

III. WORK EXPERIENCES

NAME OF INSTITUTION/ ORGANIZATION/ OFFICE	POSITION/ DESIGNATION
Department of Education Division of Cavite City Cavite National High School Cavite City	Teacher I July 2011 – present
STI College – Rosario	College Instructor March 2010 – March 2011
Academe of Donna Christine	High School Teacher June 2009 – March 2010