

School Administrators' Communication Styles And Teachers' Motivation Among Public Secondary Schools Of Ministry Of Basic, Higher And Technical Education In Sulu

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ABSTRACT

This descriptive-correlational study determines the extent of school administrators' communication styles and teachers' motivation among public secondary schools of Ministry of Basic, Higher and Technical Education in Sulu (MBHTE) during school year 2022-2023. With 200 respondents, it employed frequency counts and percentage, weighted mean and standard deviation, t-test for independent samples and One-way ANOVA, and Pearson's r. This study reveals the following findings: 1) Out of 200 teacher-respondents, majority are female gender, within 30 years old & below and 41-50 years old of age brackets, are married teachers, have bachelor's degree, and have 5 years & below of length of service. 2) Generally, teacher-respondents in this study agreed that school administrators' communication styles are commonly used to motivate teachers and support staff to effectively perform in their respective jobs. 3) Generally, teacher-respondents in this study agreed that secondary school teachers are oftentimes satisfied and happy of their workplace, salary, and financial benefits they receive in relation to their respective teaching jobs. 4) Variables age, gender, civil status, educational attainment, and length of service do not significantly intervene in ways how teacher-respondents assess the level of school administrators' communication styles. 5) Variables age, gender, civil status, educational attainment, and length of service do not significantly intervene in ways how teacher-respondents assess the extent of motivation of secondary school teachers. 6) Group of teacher-respondents who generally perceived the level of administrators' communication styles as "Agree" are not probably the same group of respondents who perceived the extent of teachers' motivation as "Often", respectively. 7) This seems to support Sherman's 1999, as cited by Bocar, 2017, who claims that the three basic communication styles such as aggressive, passive, assertive could be used to impact motivation and encouragement on other person.

Keywords: School Administrators, Communication Styles, Motivation, Teaching Effectiveness

CHAPTER I - INTRODUCTION

School administrators are holding capacity to develop effective teaching-learning processes. Effective teaching capabilities are assigned to teachers who undergo reforms for improvement of learning. Learning is accounted to the body of knowledge the students in their respective schools acquired as manifested in the evaluation process of the teachers. Students who have low measurement are identified as the low achievers while students with high measurement are identified as high achievers. Both the teaching and learning processes dramatically circumscribe the administrators' leadership to administrate the school.

One of the elements in leadership competency is communication. The concept of communication involves the process where messages are created and exchanged. This competency is a tool, behavior, and capability that a person needs to be successful at motivating and directing others. According to Brinia et.al (2022), The development of an effective communication system within an educational institution can potentially become the driving force for effective functioning. In support to this, in an article published by Stevenson University (2023) states that when communication is effective, it leaves all parties involved satisfied and feeling accomplished. By delivering messages clearly, there is no room for misunderstanding or alteration of messages, which decreases the potential for conflict. It was stated further that in situations where conflict does arise, effective communication is a key factor to ensure that the situation is resolved in a respectful manner. How one communicates can be a make or break factor in securing a job, maintaining a healthy relationship, and healthy self-expression.

In schools, just like any other organizations, a series of communication skills which comprises the formal and informal skills is applied by the principal. Similarly, communication can exist in many forms; be it through planned or ad hoc; digital or non-digital; virtual or face to face; verbal, video or written. Communication at schools also takes place between and among principals, teachers, auxiliary support

staff, students as well as other stakeholders. Communication that is efficient will establish the knowledge, competence, and constitution as required by the principals to exert either direct or indirect influence on teachers and the school's community. The school objectives are shared by the principals with the school's community through communication. It could be said that without effective communication, the school achievement of educational goals may not be successful. Other than communication, principals must be conscious of their school culture of which they have become a part of (Schein, 2003).

Teaching effectiveness can be enhanced by primarily putting into practice two approaches. One is teachers are required to be well-prepared and possess essential knowledge and information in terms of subjects and teaching methods. The other is, students are required to be attentive in class and work diligently and enthusiastically towards the achievement of desired academic outcomes. Apart from possession of adequate knowledge and information in terms of the academic concepts, the teachers need to adopt suitable approaches to teaching, teaching practice and instruction behaviors in relation to the teacher motivation factors (Han & Yan, 2016).

In order to perform their job duties in a well-organized manner and achieve personal and professional goals, the teachers are required to be motivated towards their job duties. To be motivated towards their job duties, it is vital for them to form constructive viewpoints and perspective in terms of working environment condition and form good terms and relationships.

The school administrators adopt conditional communication styles to make motivation more appropriate and effective. Bocar (2017) cited the study of Sherman (1999) pronouncing that there are three basic communication styles: aggressive, passive, assertive. In aggressive communication style the communicator is close minded, poor listener, has difficulty seeing the other person's point of view, interrupts, and monopolized. In passive communication style the communicator is indirect, always agrees, does not speak up, and hesitant. Whereas in assertive communication style the communicator is effective and active listener, states limit or expectations, states observations and no labels or judgments, expresses self directly, honestly, and as soon as possible about feelings and wants, and checks on others feelings. Sherman (1999) further added that "each of these styles has some effects".

Claire (2023) specified five communication styles, namely: The assertive style, aggressive style, passive-aggressive style, manipulative style and submissive style. These styles of communication are dependent on the situations and conditions of communicator. Thus, this research aims to investigate the relationship between administrators' communication styles and motivation of teachers from the perceptions of teachers at Ministry of Basic Higher and Technical Education in Sulu.

STATEMENT OF THE PROBLEM

This study aimed to assess the relationship of the school administrators' communication styles and teachers' motivation among public secondary schools of Ministry of Basic Higher and Technical Education in Sulu for the school year 2022 to 2023. This answered the following research questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Civil Status;
 - 1.4 Educational Attainment; and
 - 1.5 Length of Service?
2. What is the level of communication styles of school administrators among public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of:
 1. Assertive Communication Style;
 2. Aggressive Communication Style;
 3. Passive-Aggressive Communication Style; and
 4. Submissive-Manipulative Communication Style?
3. What is the extent of motivation among teachers in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of:
 1. Existence Needs;
 2. Relatedness; and
 3. Growth Needs?

4. Is there a significant difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of:
 - 4.1 Age;
 - 4.2. Gender;
 - 4.3 Civil Status;
 - 4.4 Educational attainment; and
 - 4.5 Length of service?
5. Is there a significant difference in the extent of teachers' motivation in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of:
 - 5.1 Age;
 - 5.2 Gender;
 - 5.3 Civil Status;
 - 5.4 Educational Attainment; and
 - 5.6 Length of service?
6. Is there a significant correlation on the subcategories subsumed under the school administrators' communication styles and teachers' motivation?

OBJECTIVES OF THE STUDY

This study was intended to achieve the following research objectives:

1. Investigate the demographic profile of the respondents in terms of age, gender, civil status, educational attainment; and length of service;
2. To determine the level of communication styles of school administrators among public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of assertive communication style, aggressive communication style, passive-aggressive communication style, submissive communication style, and manipulative communication style;
3. To determine the extent of motivation among teachers in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of existence needs, relatedness, and growth needs;
4. To inferentially determine the significant difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of age, gender, civil status, educational attainment and length of service;
5. To inferentially determine the significant difference in the extent of teachers' motivation in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of age, gender, civil status, educational attainment and length of service; and
6. To infer statistically the significant correlation on the subcategories subsumed under the school administrators' communication styles and teachers' motivation.

HYPOTHESIS OF THE STUDY

This study was guided by the following research hypotheses:

1. There is no significant difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of age, gender, civil status, educational attainment, and length of service.
2. There is no significant difference in the extent of teachers' motivation in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of age, gender, civil status, educational attainment and length of service.
3. There is no significant correlation on the subcategories subsumed under the school administrators' communication styles and teachers' motivation.

THEORETICAL FRAMEWORK

This study was anchored on the theory of communication styles and theory of motivation for teachers' excellence.

THEORY OF COMMUNICATION STYLES

This study was anchored from Sherman (1999, as cited by Bocar, 2017) as she pronounced that there are three basic communication styles: aggressive, passive, assertive. In aggressive communication style the communicator is close minded, poor listener, has difficulty seeing the other person's point of view, interrupts, and monopolized. In passive communication style the communicator is indirect, always agrees, does not speak up, and hesitant. Whereas in assertive communication style the communicator is effective and active listener, states limits or expectations, states observations and no labels or judgments, expresses self directly, honestly, and as soon as possible about feelings and wants, and checks on others feelings. Sherman (1999) further added that "each of these styles has some effects".

The aggressive communicator may challenge the other and get counter aggression. It will place the aggressive communicator in isolation, cause some ill-feelings of others and resentment. On the other hand, the passive communicator does not know where he or she stands and slowly loses his self-esteem. Furthermore, Sherman (1999) articulated that "the effects of assertive style are: increased self-esteem and self-confidence, increased self-esteem of others, feels motivated and understood, will let others know where they stand". The behavior of the communicator may express his communication style.

According to Sherman (1999): The aggressive communicator puts others down, does not ever think they are wrong, bossy, know-it-all attitude, and does not show appreciation. The passive communicator sighs a lot, asks permission unnecessarily, complains instead of taking action, and lets others make choices. The assertive communicator operates from choice, action-oriented, firm, fair and just, consistent, takes appropriate action toward getting what she wants without denying rights of others.

Good communication underpinned long-term successful relationships. Verbal communication is an imperative tool for people to get to know each other. To feel a connection of friendship or intimacy through communication is highly enjoyable in order to work out problems and misunderstandings ("Match Matrix", n.d.).

THEORY OF MOTIVATION FOR EXCELLENCE

This study was also anchored on Ellis (1984) who carried out a study on "motivating teachers for excellence" emphasized that teachers were primarily motivated within the school system by intrinsic rewards such as self-respect, responsibility, and sense of accomplishment, praise and commendations. Therefore, school administrators can boost morale and motivate teachers to excel by means of participatory governance, in-service education and systematic supportive evaluation.

ERG THEORY

As cited by Yang, et. al., (2011) stressed that Alderfer (1969) expanded Maslow's basic needs and refined to existence needs, relatedness needs and growth needs. He proposed the ERG theory based on the results of empirical studies to explain the relationship between satisfaction of needs and human desires. It explained further that Existence needs include various forms of safety, physiological and material needs. Safety needs mainly refer to the prevention of fear, anxiety, threat, danger and tension. Relatedness needs include senses of security, belonging, and respect. Growth needs involve needs for self-esteem and self-actualization.

CONCEPTUAL FRAMEWORK

This study investigated the relationship of the communication styles of the school administrators and the motivation of teachers towards better teaching performance. The interplay of the relationship conceptually assumed that the school administrators communicate in different styles to motivate teachers towards better teaching performance. But, the level of motivation is intervened by the profile of the teachers.

So, the independent variables are the communication styles such as Assertive, Aggressive, Passive-Aggressive, Submissive, and Manipulative Communication Style that extends to motivate teachers in the forms of Existence, Relatedness, and Growth Needs as the dependent variables that can be intervened by age, gender, Civil Status, Educational Attainment, and Length of Service.

The interplay of the variables is shown in figure 1.

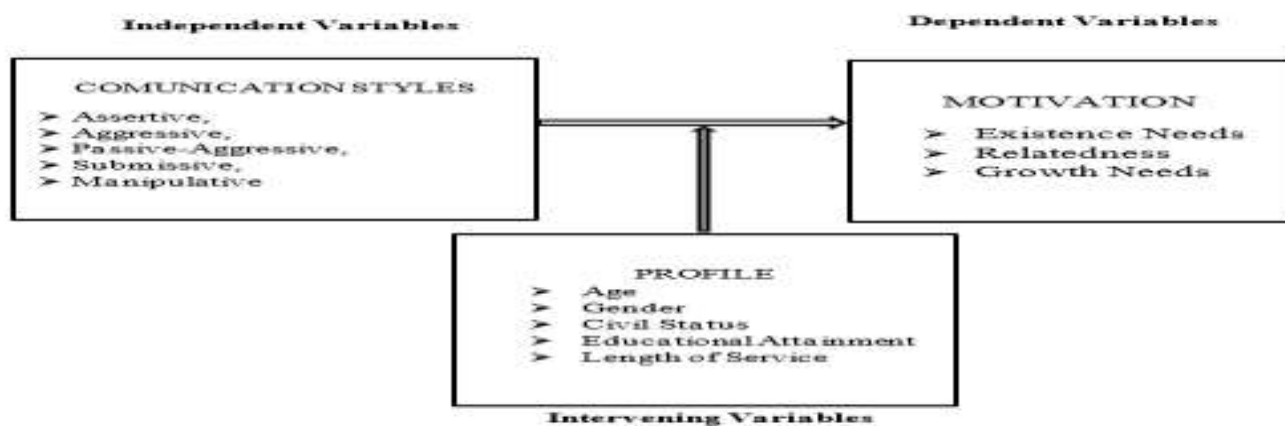


FIGURE 1 THE CONCEPTUAL MODEL OF THE STUDY

SIGNIFICANCE OF THE STUDY

The results of this study are of value not just to the school administrators and teachers, but also to the students, the parents, the community, and the future researchers.

School Administrators. The school administrators can identify their styles of communication when they motivate teachers under their command responsibilities. They will be able to adopt the most appropriate styles of communication when motivating staff, teachers, students, and the community.

Teachers. The teachers can be aware of the communication styles of their school administrator. They will be able to understand their school administrator through their communication styles. They can adjust themselves to accept the nature of their administrator in terms of their communication styles to minimize the conflict between them.

Parents. Now-a-days, parents became part of the educational process through the organization of the PTCA. The parents can be more aware of the communication styles of the school administrator. They will be able to understand that the school administrator is using such and such style of communication to be more effective in the administrative process, especially the parents are part of it.

Students. The students are the main subject of the school administration. They are core of the administrative processes by reformation of their behavior and development of their academic performance. The pupils can adopt the communication styles of the school administrator in the sense that they can adjust to follow rather than to act in the opposite. Communication styles is very essential when motivating the your today. They are very sensitive individual at their tender ages, therefore the styles of communication can affect their behavior as well as their academic performance.

Community. Today, community became part of the school. The peace and order, beautification and other supplementary activities during Brigada Eskwela, the community is highly involved. The communication styles of the school administrator can affect the relationship with the community. The community can understand the communication styles of the school administrator to be aware of their responses, at aspect, the school administrator is authoritative in nature because decision is coming from the school administrator whenever launches certain program. In this respect the school administrator can use a style of communication suited to establish better relationship with the parents and the community.

Future researchers. The findings of this study may corroborate the relationship between administrators' communication styles and teachers' motivation, and such theoretical contribution can serve as reference for future researchers who will conduct similar or related research.

CHAPTER III – METHODS

This chapter presents the research blue print and methodology. It includes the research design, research locale, research respondents, research instrument, data gathering procedures and statistical analysis.

Research Design

The primary purpose of this study was to determine the relationship between communication styles of school administrators and the motivation of teachers in the MBHTE Sulu. This study used the descriptive correlation research design. Descriptive design was utilized because it determined the level of communication styles of school administrators and the motivation of public secondary school teachers.

Research Locale

This study was conducted in the different public secondary schools in the province of Sulu. It utilized the teachers in the following schools: Sulu National High School, Jolo National High School, Jolo School of Fisheries, Jolo Agricultural School, Patikul National High School, Indanan National High School, Parang National High School, Maimbung National High School, Luuk National High School, Capual National High School, Kalingalan Caluang National High School, Panglima Estino National High School, Panamao National High School, Talipao National High School, Hadji Panglima Tahil National High School, and Lapak National School of Fisheries.

Sampling Design

A none-probability sampling design through purposive sampling method was employed in this study due to resources and time constraints. The use of purposive sampling technique ensured the representation of age, gender, civil status, educational attainment, and length of service variables.

Data Gathering Procedures

Upon approval by the oral examining committee of this proposed study, the researcher paid a courtesy visit to the MBHTE Division Superintendent and sought his permission to administer the questionnaire. When the permission was granted, the researcher visited the schools one at a time and made arrangements with the school principals regarding the launching of the questionnaire. The researcher asked the assistance of the junior high school principals to launch and retrieve the questionnaire from the respondents. Within one week following the administering of the questionnaire, the researcher collected the accomplished questionnaires of the respondents from the principal's office.

Research Instrument

The consolidated questionnaire was the primary instrument used in gathering data. It is made up of three different segments of response-eliciting items.

Part I is designed to draw demographic data from the respondents which include age, gender, civil status, educational attainment; and length of service.

Part II which is entirely closed-ended, consists of 25 items which. All responses will be in the form of check mark (✓), and the response will be any of the following: Strongly disagree, Disagree, Agree, or Strongly disagree.

Part- III questionnaire contains 30 closed-ended items that measured the level of motivation of the respondents in relation to their performance. To accomplish this part, they have to check the number that indicates the level as to which they are motivated with the given factors: existence, relatedness, and growth needs.

Validity and Reliability

The instrument used in this study was patterned and adopted from standardized questionnaires used in studies relevant to the topic. However, to suit the local settings, this was slightly modified by the researcher and subjected for a review and validation of two experts from among the faculty members of the graduate studies of Sulu State College.

Statistical Treatment

For this study, the researcher used statistical tools and appropriately employed in the treatment of data gathered as follows:

- 1) For research question number 1) which stated the demographic profile of the respondents in terms of age, gender, civil status, educational attainment, and length of service, frequency counts and percentages were employed to determine the profile of the respondents;

2) For research question number 2) which stated the level of communication styles of school administrators among public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of assertive communication style, aggressive communication style, passive-aggressive communication style, submissive communication style, and manipulative communication style, weighted arithmetic means and standard deviation were employed to determine the level of the administrators' communication styles;

3) For research question number 3) Which stated the extent of motivation among teachers in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of existence needs, relatedness, and growth needs, weighted arithmetic means and standard deviation were employed to determine the extent of the motivation of teachers;

4) For research question number 4) which stated the significant difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data were classified according to their demographic profile in terms of age, gender, civil status, educational attainment, and length of service, T-test for independent sample was employed to determine the significant differences of the communication styles when grouped according to gender and One Way Analysis of Variance when data were grouped according to age, educational attainment, civil status, and length of service.

5) For research question number 5) which stated the significant difference in the extent of teacher's motivation in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu, T-test for independent sample was employed to determine the significant differences in the extent of the teachers' motivation when grouped according to gender and One Way Analysis of Variance when data were grouped according to age, educational attainment, civil status, and length of service.

6) For research question number 6) which stated the significant correlation on the subcategories subsumed under the school administrators' communication styles and teachers' motivation, Pearson Product Moment Correlation Coefficient (Pearson's r) was employed to determine the significant relationship between administrators' communication styles and teachers' motivation as well as the sub-categories subsumed under these variables.

The following rating scales intervals were adopted in the analyses of the results of the computations to be yielded by both descriptive and inferential statistical tools:

A) Rating Scales Interval on level of administrators' communication styles and respondents' extent of motivation in relation to their performance based on 5-point Likert's Scale:

Point	Scale Value	Descriptors
5	4.50-5.00	Strongly Agree/ Always
4	3.50-4.49	Agree/ Often
3	2.50- 3.49	Undecided/ Sometimes
2	1.50-2.49	Disagree/ Rarely
1	1.00-1.49	Strongly Disagree/ Almost Never

CHAPTER IV- RESULTS AND DISCUSSIONS

This chapter showcases the presentations, analyses and interpretations of results based on the data gathered for this study. Specifically, it presents the relationship of the school administrators' communication styles and teachers' motivation among public secondary schools of Ministry of Basic Higher and Technical Education in Sulu for the school year 2022 to 2023. The following are the presentations, analyses and interpretations of results based on the proper scoring and statistical treatments of data gathered for this study that which correspond to each of the research questions:

1. What is the demographic profile of the respondents in terms of: 1.1 Age; 1.2 Gender; 1.3 Civil Status; 1.4 Educational Attainment; and 1.5 Length of Service?

1.1 In terms of Gender

Table 1.1 reflects the demographic profile of respondents in terms of gender. It can be skimmed from this table that out of 200 respondents, 70 (35.0%) are male, and 130 (65.0%) are female. This study reveals that more than one-half or majority of the total respondents involved in this study are female gender. This result implies that majority of the faculty force of MBHTE- Sulu are prorated among female gender.

1.2 In terms of Age

Table 1.2 shows the demographic profile of respondents in terms of age. It can be gleaned from this table that of the 200 student-respondents, 59 (29.5%) are 30 years old & below, 42 (21.0%) are 31-40 years old, 58 (29.0%) are 41-50 years old, and 41 (20.5%) are 51 years old & above. This study reveals that more than one-half or majority of the total respondents involved in this study are within 30 years old & below and 41-50 years old of age brackets. This result implies that there is considerable number of faculty among MBHTE-Sulu who are belonged to the middle age group as categorized in this study.

1.3 In terms of Civil Status

Table 1.3 shows the demographic profile of respondents in terms of civil status. It can be gleaned from this table that of the 200 faculty-respondents, 70 (35.0%) are single, 123 (61.5%) are married, and 7 (3.5%) are either separated or divorced. This study reveals that more than one-half or majority of the total respondents involved in this study are married teachers. This result implies that there is considerable number of faculty of MBHTE-Sulu who are facing multiple responsibilities such as attending to their teaching jobs, rearing with family and children, attending to social, religious, and community participation.

1.4 In terms of Educational Attainment

Table 1.4 shows the demographic profile of respondents in terms of educational attainment. It can be gleaned from this table that of the 200 faculty-respondents, 89 (44.5%) bachelor's degree, 74 (37.0%) have bachelor's degree with master's units, 28 (14.0%) have master's degree, 4 (2.0%) have master's degree with doctoral units, and 5 (2.5%) have doctorate degree. This study reveals that nearly one-half or majority of the total respondents involved in this study have bachelor's degree. This result implies that there is considerable number of faculty of MBHTE-Sulu who have bachelor's degree and some with master's units.

1.5 In terms of Length of Service

It can be gleaned from this table that of the 200 respondents, 73 (36.5%) have 5 years & below, 44 (22.0%) have 6-10 year, 37 (18.5%) have 11-15 years, and 46 (23.0%) have 16 years & above. This study reveals that nearly one-half or majority of the total respondents involved in this study have 5 years & below of length of service. This result implies that there is considerable number of faculty of MBHTE-Sulu who are belonged to the lowest ladder of length of service as classified in this study.

2. What is the level of communication styles of school administrators among public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of: 2.1 Assertive Communication Style; 2.2 Aggressive Communication Style; 2.3 Passive-Aggressive Communication Style; 2.4 Submissive-Manipulative Communication Style?

2.1 In the context of Assertive Communication Style

The level of communication styles of school administrators among public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of Assertive Communication Style. This category obtained a total weighted mean score of 3.7806 with standard deviation of 1.09199 which is rated as "Agree". This result indicates that respondents of this study expressed agreement that secondary school administrators of MBHTE-Sulu are adept of using assertive communication style in decoding messages to the faculty and staff. It is notable that respondents rated the following items as "Agree", namely: "The school administrator's messages are concise", "The school administrator's messages are clear", "The school administrator acts efficiently regarding campus/district policies", "The school administrator insists that teachers", "document or present some type of proof", "regarding student matters", "The school administrator has an assertive voice", and "The school administrator physically and vocally acts out what he/she wants to communicate".

Table 2.1 Level of communication styles of school administrators among public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of Assertive Communication Style

2.2 In the context of Aggressive Communication Style

Table 2.2 shows the level of communication styles of school administrators among public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of Aggressive Communication Style. This category obtained a total weighted mean score of 3.6619 with standard deviation of 1.01827 which is rated as "Agree". This result indicates that respondents of this study

expressed agreement that secondary school administrators of MBHTE-Sulu do not employ aggressive type of communication when relaying information to their subordinates.

It is notable that respondents rated the following items as “Agree”, namely: “The school administrator avoids unnecessary threats to motivate teachers to achieve goals”, “The school administrator does not behave aggressively”, “The school administrator is accurate at all times when communicating”, “The school administrator micro-manages all school functions”, and “The school administrator agrees with others; he/she is quick to answer them”.

2.3 In the context of Passive-Aggressive Communication Style

Table 2.3 shows the level of communication styles of school administrators among public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of Passive-Aggressive Communication Style. This category obtained a total weighted mean score of 3.6925 with standard deviation of 1.05642 which is rated as “Agree”. This result indicates that respondents of this study expressed agreement that secondary school administrators of MBHTE-Sulu use communication style to avoid conflict and speak about issues and problems indirectly. It is notable that respondents rated the following items as “Agree”, namely: “The school administrator’s work is not affected by his/her bad feelings”, “The school administrator seldom complains, making those around him/her feel comfortable/happy”, “The school administrator takes responsibility”, and “The school administrator avoids conflict and speaks about it indirectly”.

2.4 In the context of Submissive-Manipulative Communication Style

Table 2.4 shows the level of communication styles of school administrators among public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of Submissive-Manipulative Communication Style. This category obtained a total weighted mean score of 3.6012 with standard deviation of 1.04428 which is rated as “Agree”. This result indicates that respondents of this study expressed agreement that secondary school administrators of MBHTE-Sulu openly express their feelings and emotions through clear and friendly communication style. It is notable that respondents rated the following items as “Agree”, namely: “Tensions don’t easily affect the school administrator’s decisions”, “The school administrator openly expresses his/her feelings and emotions”, “The school administrator avoids deceptiveness to achieve goals”, and “The school administrator does not exaggerate to emphasize a point”.

3. What is the extent of motivation among teachers in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of: 3.1 Existence Needs, 3.2 Relatedness, and 3.3 Growth Needs?

3.1 In terms of Existence Needs

Table 3.1 shows the extent of motivation among teachers in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of Existence Needs. This category obtained a total weighted mean score of 4.0715 with standard deviation of .79965 which is rated as “Often”. This result indicates that respondents of this study expressed agreement that secondary school teachers of MBHTE-Sulu are oftentimes happy and satisfied with the salary and financial incentives they receive with respect to the nature of their teaching profession.

It is notable that respondents rated the following items as “Often”, namely: “Adequate salary with respect to the nature of my work or the teaching profession”, “Sufficient benefits and compensations which are at par with other organizations”, “Financial incentives through fringe benefits and bonuses”, “Wide range of health benefits like that of medical care”, “Primary needs such as durable house with amenities”, and “Living a happy and contented life with my family whom I foster strong relationship”.

3.2 In terms of Relatedness

Table 3.2 shows the extent of motivation among teachers in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of Relatedness. This category obtained a total weighted mean score of 4.1240 with standard deviation of .84349 which is rated as “Often”. This result indicates that respondents of this study expressed agreement that secondary school teachers of MBHTE-Sulu are oftentimes happy and satisfied with the supportive climate, friendly and congenial, and conducive workplace prevailing in their respective schools. It is notable that respondents rated the following items as “Often”, namely: “Organization foster supportive climate to its members”, “Friendly and congenial are

my peers or colleagues in the office or in the workplace”, “Organization promotes good working conditions through the presence of camaraderie”, “Organization demonstrates social acceptance and belongingness”, “Organization promotes trust and confidence in the workplace”, and “Organization values the contributions of each member for better performance management”.

Table 3.2 Extents of motivation of teachers in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of Relatedness.

3.3 In terms of Growth Needs

Table 3.3 shows the extent of motivation among teachers in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of Growth Needs. This category obtained a total weighted mean score of 3.9150 with standard deviation of 1.14206 which is rated as “Often”. This result indicates that respondents of this study expressed agreement that secondary school teachers of MBHTE-Sulu are oftentimes happy and satisfied with the opportunities afforded to them through attending and participating in seminars, workshops and training activities related to their teaching profession. It is notable that respondents rated the following items as “Often”, namely: “Opportunities to learn new things through attending seminars, workshops and training activities. Prospects for career advancements through study leave benefits, scholarship grants and graduate degree obtained”, “Promotion of my abilities contributing to research undertakings and other developments”, “Leadership in the organization and make necessary contributions as part of it”, “Breaks to use my special abilities in working as part of a team and in a variety of work commitments”, and “Recognition for promoting professional growth and development”.

4. Is there a significant difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of: 4.1 Age; 4.2. Gender; 4.3 Civil Status; 4.4 Educational attainment; and 4.5 Length of service?

4.1 According to Age

Table 4.1 illustrates the difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of age. It is reflected in this table that all of sub-categories subsumed under the level of communication styles of the school administrators with their corresponding F-values and probability values are not significant at alpha .05. This means that, although respondents in this study vary in age range, yet they do not differ in their assessment of the level of communication styles of the school administrators. This result implies that a respondent within the age range of 51 years old & above may not make him/her better perceiver toward the level of communication styles of the school administrators over those within the age range of 30 years old & below, 31-40 years old, and 41-50 years old. Hence, it is safe to say that variable age has no significant intervention in the ways how respondents assess the level of communication styles of the school administrators. Therefore, the hypothesis which states that “There is no significant difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to age.

4.2 According to Gender

Table 4.2 illustrates the difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of gender. It is reflected in this table that all the sub-categories subsumed under the level of communication styles of the school administrators with their corresponding Mean Differences, t-values and probability values are not significant at alpha .05. This means that, male and female respondents in this study do not differ in their assessment of the level of communication styles of the school administrators. This result implies that being a male respondent may not make him better perceiver toward the level of communication styles of the school administrators as against his female counterpart, or vice versa. Hence, it is safe to say that variable gender has no significant intervention in the ways how respondents assess the level of communication styles of the school

administrators. Therefore, the hypothesis which states that “There is no significant difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of gender” is accepted.

4.3 According to Civil Status

Table 4.3 illustrates the difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of civil status. It is reflected in this table that all of the sub-categories subsumed under the level of communication styles of the school administrators with their corresponding F-values and probability values are not significant at alpha .05. This means that, although respondents in this study vary in civil status, yet they do not differ in their assessment of the level of communication styles of the school administrators. This result implies that a respondent who is married in status may not make him/her better perceiver toward the level of communication styles of the school administrators over those who are single, and separated/widowed in status, or vice versa. Hence, it is safe to say that variable civil status has no significant intervention in the ways how respondents assess the level of communication styles of the school administrators. Therefore, the hypothesis which states that “There is no significant difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of civil status” is accepted.

4.4 According to Educational Attainment

Table 4.4 illustrates the difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of educational attainment. It is reflected in this table that all of the sub-categories subsumed under the level of communication styles of the school administrators with their corresponding F-values and probability values are not significant at alpha .05. This means that, although respondents in this study vary in educational level, yet they do not differ in their assessment of the level of communication styles of the school administrators. This result implies that a respondent with doctorate degree may not make him/her better perceiver toward the level of communication styles of the school administrators over with bachelor’s degree, bachelor’s degree with master’s units, master’s degree, and master’s degree with doctoral units, or vice versa. Hence, it is safe to say that variable educational attainment has no significant intervention in the ways how respondents assess the level of communication styles of the school administrators. Therefore, the hypothesis which states that “There is no significant difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of educational attainment” is accepted.

4.5 According to Length of Service

Table 4.5 illustrates the difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of length of service. It is reflected in this table that all of the sub-categories subsumed under the level of communication styles of the school administrators with their corresponding F-values and probability values are not significant at alpha .05. This means that, although respondents in this study vary in length of service, yet they do not differ in their assessment of the level of communication styles of the school administrators. This result implies that a respondent who have been in teaching service for 16 years & above may make him/her better perceiver toward the level of communication styles of the school administrators over those with 5 years & below, 6-10 years, and 11-15 years & above, or vice versa. Hence, it is safe to say that variable length of service has no significant intervention in the ways how respondents assess the level of communication styles of the school administrators. Therefore, the hypothesis which states that “There is no significant

difference in the level of communication styles of the school administrators in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of length of service” is accepted.

5.1 According to Age

Table 5.2 illustrates the difference in the extent of teachers’ motivation in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of age. It is reflected in this table that all of sub-categories subsumed under the extent of teachers’ motivation in public secondary schools with their corresponding F-values and probability values are not significant at alpha .05. This means that, although respondents in this study vary in age range, yet they do not differ in their assessment of the extent of teachers’ motivation in public secondary schools. This result implies that a respondent within the age range of 51 years old & above may not make him/her better perceiver toward the extent of teachers’ motivation in public secondary schools over those within the age range of 30 years old & below, 31-40 years old, and 41-50 years old. Hence, it is safe to say that variable age has no significant intervention in the ways how respondents assess the extent of teachers’ motivation in public secondary schools. Therefore, the hypothesis which states that “There is no significant difference in the extent of teachers’ motivation in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of age” is accepted.

5.2 According to Gender

Table 5.2 illustrates the difference in the extent of teachers’ motivation in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of gender. It is reflected in this table that all the sub-categories subsumed under the extent of teachers’ motivation in public secondary schools with their corresponding Mean Differences, t-values and probability values are not significant at alpha .05. This means that, male and female respondents in this study do not differ in their assessment of the extent of teachers’ motivation in public secondary schools. This result implies that being a male respondent may not make him better perceiver toward the extent of teachers’ motivation in public secondary schools as against his female counterpart, or vice versa.

Hence, it is safe to say that variable gender has no significant intervention in the ways how respondents assess the extent of teachers’ motivation in public secondary schools. Therefore, the hypothesis which states that “There is no significant difference in the extent of teachers’ motivation in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of gender” is accepted.

5.3 According to Civil Status

Table 5.3 illustrates the difference in the extent of teachers’ motivation in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms civil status. It is reflected in this table that all of the sub-categories subsumed under the extent of teachers’ motivation in public secondary with their corresponding F-values and probability values are not significant at alpha .05. This means that, although respondents in this study vary in civil status, yet they do not differ in their assessment of the extent of teachers’ motivation in public secondary. This result implies that a respondent who is married in status may not make him/her better perceiver toward the extent of teachers’ motivation in public secondary over those who are single, and separated/widowed in status, or vice versa. Hence, it is safe to say that variable civil status has no significant intervention in the ways how respondents assess the extent of teachers’ motivation in public secondary. Therefore, the hypothesis which states that “There is no significant difference in the extent of teachers’ motivation in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of civil status” is accepted.

5.4 According to Educational Attainment

Table 5.4 illustrates the difference in the extent of teachers' motivation in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of educational attainment. It is reflected in this table that, except for "Growth Needs" all other sub-categories subsumed under the extent of teachers' motivation in public secondary schools with their corresponding F-values and probability values are not significant at alpha .05. This means that, although respondents in this study vary in educational level, yet they do not differ in their assessment of the extent of teachers' motivation in public secondary schools. This result implies that a respondent with doctorate degree may not make him/her better perceiver toward the extent of teachers' motivation in public secondary schools over those with bachelor's degree, bachelor's degree with master's units, master's degree, and master's degree with doctoral units, or vice versa. Hence, it is safe to say that variable educational attainment has no significant intervention in the ways how respondents assess the extent of teachers' motivation in public secondary schools. Therefore, the hypothesis which states that "There is no significant difference in the extent of teachers' motivation in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of educational attainment" is accepted.

5.5 According to Length of Service

Table 5.5 illustrates the difference in the extent of teachers' motivation in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of length of service. It is reflected in this table that all of the sub-categories subsumed under the extent of teachers' motivation in public secondary schools of Ministry of Basic, Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of length of service with their corresponding F-values and probability values are not significant at alpha .05. This means that, although respondents in this study vary in length of service, yet they do not differ in their assessment of the extent of teachers' motivation in public secondary schools of Ministry of Basic, Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of length of service. This result implies that a respondent who have been in teaching service for 16 years & above may make him/her better perceiver toward the extent of teachers' motivation in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of over those with 5 years & below, 6-10 years, and 11-15 years & above, or vice versa. Hence, it is safe to say that variable length of service has no significant intervention in the ways how respondents assess the extent of teachers' motivation in public secondary schools of Ministry of Basic, Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of length of service. Therefore, the hypothesis which states that "There is no significant difference in the extent of teachers' motivation in public secondary schools of Ministry of Basic, Higher and Technical Education in Sulu when data are classified according to their demographic profile in terms of length of service" is accepted.

6. Is there a significant correlation on the subcategories subsumed under the school administrators' communication styles and teachers' motivation?

Table 6 illustrates the correlation on the subcategories subsumed under the school administrators' communication styles and teachers' motivation. It can be gleaned from this table that the computed Pearson Correlation Coefficients (Pearson's r) between these variables are not significant at alpha .05. Specifically, the degree of correlation on the subcategories subsumed under the school administrators' communication styles and teachers' motivation is shown as follows:

1) Nearly Zero negative correlation between the subcategories subsumed under the school administrators' communication styles and teachers' motivation. This result indicates that the respondents who generally perceived the level of administrators' communication styles "Agree" are not probably the same group of respondents who perceived the extent of teachers' motivation as "Often", respectively.

Hence, it is safe to say that, generally the level of school administrations' communication styles and extent of teachers' motivation has nearly zero correlation. Therefore, the hypothesis which states that, "There is

no significant correlation between school administrators' communication styles and extent of teachers' motivation" is accepted.

CHAPTER V - SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The following are findings of this study:

- 1.) On demographic profile of respondents; Out of the 200 respondents, majority are female gender, within 30 years old & below and 41-50 years old of age brackets, are married teachers, have bachelor's degree, and have 5 years & below of length of service.
- 2.) On the level of school administrators' communication styles; Sub-categories under the level of school administrators' communication styles in the context of Assertive Communication Style, Aggressive Communication Style, Passive-Aggressive Communication Style, and Submissive-Manipulative Communication Style are all rated as "Agree" and interpreted as with High Extent. Respondents affirmed that school administrators' communication styles are commonly used to motivate teachers and support staff to effectively perform in their respective jobs.
- 3) On the extent of teachers' motivation; The sub-category subsumed under the extent of teachers' motivation in the context of existence needs, relatedness, and growth needs are all rated as "Often". Secondary school teachers are oftentimes satisfied and happy of their workplace, salary, and financial benefits they receive in relation to their respective teaching jobs.
- 4) On differences in the level of administrators' communication styles; Generally, there is no significant difference in the level of secondary school administrators' communication styles when data are grouped according to age, gender, civil status, educational attainment, and length of service.
5. On differences in the extent of teachers' motivation; Generally, there is no significant difference in the extent of secondary school teachers' motivation when data are grouped according to age, gender, civil status, educational attainment, and length of service.
- 6) On correlation between the level of school administrators' communication styles and teachers' motivation;
Generally, there is no significant correlation between the level of school administrators' communication styles and teachers' motivation. Group of respondents who generally perceived the level of administrators' communication styles as "Agree" are not probably the same group of respondents who perceived the extent of teachers' motivation as "Often", respectively.

CONCLUSIONS

This study concludes the following:

- 1) In this study, respondents are adequately represented in terms of age, gender, civil status, educational attainment, and length of service. Thus, of the 200 respondents, majority are female gender, within 30 years old & below and 41-50 years old of age brackets, are married teachers, have bachelor's degree, and have 5 years & below of length of service.
- 2) Generally, teacher-respondents in this study agreed that school administrators' communication styles are commonly used to motivate teachers and support staff to effectively perform in their respective jobs.
- 3) Generally, teacher-respondents in this study agreed that secondary school teachers are oftentimes satisfied and happy of their workplace, salary, and financial benefits they receive in relation to their respective teaching jobs.
- 4) Variables age, gender, civil status, educational attainment, and length of service do not significantly intervene in ways how teacher-respondents assess the level of school administrators' communication styles.
- 5) Variables age, gender, civil status, educational attainment, and length of service do not significantly intervene in ways how teacher-respondents assess the extent of motivation of secondary school teachers.
- 6) Group of teacher-respondents who generally perceived the level of administrators' communication styles as "Agree" are not probably the same group of respondents who perceived the extent of teachers' motivation as "Often", respectively.

7) This study seems to support the Sherman's (1999, as cited by Bocar, 2017) who claims that the three basic communication styles such as aggressive, passive, assertive could be used to impact motivation and encouragement on other person.

RECOMMENDATIONS

This study recommends the following:

- 1) To ensure efficient delivery of quality basic education, administrators/leaders of secondary school in MBHTE-Sulu continue and sustain the use of effective communication styles that would impact motivation on teachers to perform efficiently.
- 2) Administrators/Leaders of HEIs in Sulu should continue in providing conducive and engaging organizational climate to ensure active engagement and participation of teachers in achieving school goals and objectives.
- 3) Moreover, student-researchers in the field of educational supervision and administration are encouraged to conduct study similar to this one but to include other variables such as assessment of teacher's work environment, teachers' work morale, and teachers' leadership efficacy in some other settings.

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