An Analysis of Communication Problems and Practices in the Academy

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ABSTRACT

This study looks into the communication practices and problems of administrators in academy, and based on the results of the evaluation the measures may be proposed to enhance management communication of school administrators. The study utilized a questionnaire and the Organizational Climate Descriptive Questionnaire (OCDQ) to draw out information on the communication practices of administrators along management skills, roles and functions and their organizational climate. It also dealt with the communication problems of the respondents.

Keywords: Communication, Academy, Management Skill, Organization Climate

INTRODUCTION

Communication is an essential element for the achievement of institutional goals. It is vital for interpersonal relations and if used ineffectively, people working together will likely be in conflict most of the time. Through quality communication, cooperation is fostered among employees, teachers, parents and students. School administrators need sound communication to strengthen connections and build cooperation. The entire organization relies heavily on good communication to carry out reforms and adapt to changes in the environment. Undoubtedly, communication is one of the most important elements in promoting a wholesome school organization.

The government–supported school as a bureaucracy serves the public. When the public receives information in the right form at the right time, the school delivers good service. When the public gets to communicate with the school and vice-versa, there is transparency. Thus, communication and information-transfer help raise the quality of educational services to the people.

The need for communication is an important part of human nature, but it is often neglected or ignored by many school administrators. Very often they are seen confined in their offices. Contacts and association with their peers or subordinated are made very formally. Sometimes structured, filtered and full of red tapes are their communication with their staff. A secretary or liaison officer serves as receptionist who receives or filters the communication. Seldom does interpersonal connection take place. If it ever happens, it is just to explain, report or reprimand subordinated for job half done or badly done. Communication practices of administrators and their understanding of their employees and staff are of great importance. In doing their functions and carrying out their roles, school administrators also need to considers skills in solving organizational communication problems.

Equipped with leadership qualities, the administrator is expected to manifest communication competence in terms of management skills, roles and functions in the exercise of his profession. He has to deal with different people of varied traits, orientation, ideas, needs, behavior and qualities who compose the organization. Towards this end, he has to build mutual understanding and rapport among his peers, subordinates and the community.

A closer look into administrators’ communication practices along management competence reveals diversity of personalities. In managing and dealing with their subordinates, school administrators carry out varied communication practices. An imminent problem in their communication and the organizational climate looms as diverse strategies are employed that apparently affects the self-esteem, confidence, morale, and productivity of the teachers. Any educational institution’s failure or success largely depends on how school administrators communicate their management competence to their staff.

School management and supervision become less efficient and effective when administrators’ communication practices, as well as problems arising from exercises of management skills, roles and functions are regarded as less important owing to divergent personalities, character and behaviors. Some administrators are concerned with self-development while others are unmindful of the need for motivation, teamwork, communication and feelings.
Administrators’ professional attributes and qualities that include management communication practices and problems need objective appraisal as they are deemed potent factors for achieving organizational objectives, for fast delivery of educational services and for maximized internal efficiency.

It is because of the above considerations that this study is being undertaken. Moreover, the researcher observes and experiences bog down in communication. Administrator-teacher relations are at risk. Part of her commitment is to objectively assess and if possible, improve existing situations. The need to determine the communication practices in terms of managerial skills, roles and functions becomes the basis for proposing measures to enhance supervision and instruction. The study takes into account the fact that effective communication along with good management skills to perform functions and do roles efficiently are major variables in bringing about very satisfactory performance in the school. It is believed that the realization of institutional goals rests on those factors cited.

**REVIEW OF RELATED LITERATURE**

According to Fisher (1999), organizational communication is an evolutionary, culturally dependent process of sharing information and creating relationships in environments designed for manageable, goal-oriented behavior. There are four major functions that communication serves within an organization.

Firstly, formal organizations, like the government or public school, follow authority hierarchy where guidelines and policies are outlined for every member to follow. Since policies or rules are disseminated to the members, communication performs control functions. Secondly, communication fosters motivation by clarifying to employees what is to be done, how well they are doing and what can be done. Likewise, the formation of specific goals, feedback on progress toward the goals and reinforcement of desired behavior all stimulate motivation and require communication.

Thirdly, the function of communication is for emotional expression. In an organization, many members consider their work as a source of social interaction. The communication that takes place within the organization is usually the manifestation of one’s feelings, frustrations or happiness.

Lastly, communication provides information that members and leadership of the organization need to make decisions by transmitting the data to identify and evaluate choices. For an organization to perform effectively and efficiently, the members need to maintain some form of control, stimulate the members to perform, provide a means for emotional expression and also make choices. In all these four, communication is at the center (Robbins, 2000).

The importance of efficient and effective communication in any human organization can never be overemphasized. The lack of effective communication is the root cause of many of the problems plaguing human groups like a school. Communication is the key to greater morale and productivity. It is therefore essential that a school manager carefully consider the communication process as it may be a factor that could determine success or failure of management. To appreciate the true nature of communication, it is important to understand four fundamental principles such as: Communication is a process; communication is a system; communication is both interactional and transactional; and communication can be intentional or unintentional (Seiler, 1996).

All events that occur in one’s life area, at some point relate to some act of communication. The communication and the changes it produces may not have a clearly identifiable beginning or end. For example, one might say that communication began the moment one steps into the classroom, but the reason he/she came was to learn, if he/she probably made that decision before he/she even registered. Although specific situations may have definite beginnings and endings, the events leading to them and the resulting effect may not (Littlejohn, 1992).

Words and movements are the primary communication vehicles in interpersonal relations. But interpersonal skills are more than just communication. At the most basic level, they are special kinds of effective behavior – ways that people influence and respond sensitively to one another. These skills are not just simple actions and responses, but a complex pattern of behaviors that fit each interaction between individuals and each context. The process of relating well rests on an array of knowledge, attitudes and actions both verbal and nonverbal, each tailored to the task, the setting, the personality, mood and behaviors of those being influenced (Schoonover, 1991).
Among the linguistic skills, speaking develops alongside listening. Learning to speak well is an asset. Since most men talk more often than they write, they are judged more by their speech than by their writing. In meetings and conferences, participants ask and answer questions, contribute to discussions, and give oral reports. In one’s relationship with family and friends, social conversation plays an important role. In the workplace, people who know what they are talking about and who communicate clearly are admired by many (Fernando, et. al., 1999).

Fernando et. al. (1999) noted that writing tends to be more formal than speaking. Writing can be grouped into three kinds according to style: formal, informal – public and casual. The formal style is used for writing letters to government officials, speeches, articles for newspapers and magazines, school assignments long reports and formal compositions. It is carefully organized. It should use the right words and follow the rules in grammar and punctuation.

The casual style is the everyday – no effort way of writing. It is the language one uses when he is not just thinking about language, when he wants to sound informal, casual and breezy. It may use short, incomplete sentences. It does not worry about grammatical errors and written manuscript.

Robbins (2001) explains the components of communication. These are source, encoding, message, channel, decoding, receiver, feedback, and environment. The source or sender initiates a message by encoding a thought. Four conditions affect the encoded message: skill, attitudes, knowledge, and the social-cultural system. The message is the actual physical product from the source encoding. “When one speaks, the speech is the message. When he writes, the writing is the message. When he paints, the picture is the message. When he gestures, the movement of his arms, the expressions on his face are the message.” Message is affected by the code or group of symbols one uses to transfer meaning, the content of the message itself, and the decisions that he makes in selecting and arranging both codes and content. The channel is the medium through which the message travels. It is selected by the source, who must determine which channel is formal and which one is informal. Formal channels are established by the organization and transmit messages that pertain to the job-related activities of members. Other forms of messages, such as personal or social, follow the informal channels in the organization.

There are three types of communication according to Seiler (1996). The intrapersonal, interpersonal and public types of communication are usually distinguished by the people involved, by the purpose of the communication and by the degree of formality of the situation in which it occurs. As with context, each type of communication has certain expected communicative behavior in which case verbal and nonverbal behaviors are considered appropriate. Intrapersonal communication occurs when the sender and the receiver of the message is one and the same person as when someone talks to himself. This involves self-rationalizing, daydreaming or conscience examination. Interpersonal communication is the verbal exchange of thoughts or information between two or more people. Words such as share, discuss, argue, and interact refer to this form of two-way communication. If this type of communication is to be effective, some type of feedback or response is necessary from the person receiving the information. It is similar to intrapersonal communication in that it helps people to share problems, understand their perceptions of self and others and establish relationship with others.

Other theories provide insight on this study. Developed by Baxter and Montgomery cited by Cooke (2001), the Theory of Relational Dialectics is the intimate communication that takes place in close relationships. There are many aspects of this theory such as the “push-me-pull-you” dialectics of close relationships. This is basically the idea that the closer you become with someone, the more problems or conflicts that will come about than can pull you apart. This conflict arises, likewise in organizations, and the manager has the power or ability to resolve it through communication. The most important thing to remember about small talk is to keep it casual, light and positive. One does not want to move too quickly to disclosing very personal information because it can be threatening and real conversation may stop. Also, one should try not to be negative or a winner. If one is always negative in his/her comments, it is very difficult to initiate and develop relationship (Pearce, 1994).

Devito (1993) explains the process of self-disclosure. One of the best ways to gain an understanding or how the self-disclosure process increases people knowledge of others is by examining the Johari Window. The graphic model of the Johari Window depicts the process of increasing awareness of information about others in interpersonal relationship. The model was developed to illustrate four kinds of information about a person. The open area, the blind area, avoided
or hidden area, and unknown area. The areas expand and contract depending on the relationship and the amount and type of information that has been exchanged.

Developed by Ahnar and Taylor (1993), the social penetration theory provides another view of how people enter a relationship and how their communication moves from superficial levels or small talk to more intimate and self-revealing talk. Social penetration according to the theorists is the process of increasing disclosure and intimacy in a relationship. This is easier to understand when it is seen through a dartboard, with the outer ring representing superficial communication and the innermost circle, the bull’s eye, representing the intimacy and depth of the interaction in a close relationship. As people begin new relationships, they tend to provide information, but as the relationship develops and moves to a more intimate level, they tend to talk more about personal information about each other. When one first meets someone, the information exchanged mostly consists of biographical facts such as name and interest. The first level of casual interaction involves more breadth of information. But as the relationship becomes more intimate, it involves more depth of information. The depth represents the penetration from external or factual information to inner feelings, which reveal more information about self-concepts and values.

Peters (1995) argued that excellent companies are the way they are organized to obtain extraordinary efforts from ordinary human beings. The companies are blessed with unusual leadership that is patient in coalition building; alters agenda so that new priorities get enough attention; visible when things are going awry and invisible when they are working well; builds a loyal team that speaks more or less with one voice; tough when necessary; listens, encourages and reinforces words with credible actions; and occasionally used naked power existing conditions, devising the project, choosing priorities, evaluating the program or project, identifying needs or conditions and planning anew.

**CONCEPTUAL FRAMEWORK**

The study is anchored on the theory that communication is the soul of management. It is the lifeblood of an organization. Hence, communication skills are essential to any organizational activity (Robbins, 2000). Communication pitfalls and barriers are among the most serious problems in school management (Certo, 1995).

Information is vital to effective communication (De Wine, 1994). For this reason, school administrators need to develop good communication skills to manage human interactions and to tap human potentials in the organization. They are information managers in that they monitor the process by which messages are sent and received while performing their roles and functions in the public schools.

Organizational communication provides the basis for understanding virtually every human process that occurs in organizations. Communication skills are necessary to meet organizational expectations (Daft, 1997). In functionalist perception of organizational communication, the most central idea is organizational communication structure. This is a system of pathways through which messages flow. It shows patterns of interaction among people who comprise the organization. It reveals who communicates with whom.

The types of organizational communication structure are formal and informal. The structure is formal when communication through officially designated channels of messages flows between organization positions. This is usually found in organizational charts, policy manuals or hierarchical structures. There are three types of formal communication: downward, upward and horizontal communication.

Downward communication is job instructions, job rationales, procedures and practices information, feedback and indoctrination (Fisher, 1999). Upward communication promotes morale among all employees; however, not enough superiors encourage subordinates. Horizontal communication facilitates problem-solving, information-sharing across different work groups, task coordination between departments and project teams. According to Katz and Kahn (Daft, 1997), this type of communication is effective but not efficient because it is time consuming.

Informal communication takes place when episodes of interaction do not reflect officially designated channels of communication. The ‘grapevine’ emerges from social and personal interests of the employees rather than formal requirements of the organization. Informal communications is inherent and even a necessary aspect of organization life. It creates a relaxed, comfortable climate, but should not become a substitute for an ineffective formal system.
Socially constructed reality is organizational culture (Eisenberg, 2001). Culture offers an interpretation of an institution’s history that members can use to decipher how they will be expected to behave in the future. It can generate commitment to corporate values or management philosophy so that employees feel they are working for something they believe in. Culture serves as organizational control mechanism, informally approving or prohibiting some patterns of behavior. Some types of organizational cultures are associated with greater productivity and profitability.

This study further works on the idea that organizational effectiveness is dependent upon the manager’s skills in executing his roles and functions in managing the organization. The school as an organization becomes effective if it has administrators who possess the required leadership skills to use in doing his managerial roles and functions or processes to transform his school into an effective agent of change.

Katz’s model as presented by Daft (1997) presents the three types of management skills that every manager should possess in order to succeed in his tasks. These skills are conceptual, human and technical in nature. On the other hand, Mintzberg’s Model, labeled as Management Roles Constellation, describes the ten roles that every manager plays in the management of his organization. These ten roles are clustered into three; such as interpersonal, informational and decisional.

In his model, Anderson (1995) presents the relationship of managerial skills and the five management functions such as planning, organizing, staffing, directing and controlling. Presented briefly in conceptual terms, planning is the process of deciding what objectives to pursue during a future period and what to do to achieve those objectives. Organizing is the process of grouping activities, assigning activities, and providing the authority that is necessary to carry out the activities. In such case, the manager does not only organize materials, methods, machines and money, but also men who would make use of them. This requires staffing, which is the process of determining human resource needs and recruiting, selecting, training and developing human resources under the leadership of the manager. Thus, leading is the process of directing and channeling human behavior toward the accomplishment of objectives in terms of efficiency, effectiveness and economy. This is done through controlling which is the process of measuring the performance against objectives, determining the cause of deviations, and taking corrective action where necessary.

For understanding the school organization, the theoretical model of Context-Input-Process-Product (CIPP) developed by Stufflebeam was adopted. According to Katz and Kahn (Shafrity and Hyde, 1997), the stability or recurrence of activities in an organization can be examined in relation to the context and input into the system, the assessment, comparison and analysis of relationships within the system, and the resulting product or output.

The CIPP model is a modification of the open system theory of Von Bertalanffy (Shafrity and Hyde, 1997). Common characteristics are present in the open system and the model. One is the importation of energy from the external environment, people, materials such as infrastructure and technology. The process is the transformation of the gathered input into a new product or service. Another is the open system which exports some product into the environment that is the output of the system. These activities of energy exchange goes in a cyclical pattern as the school organization seeks to improve its survival position, hence, the feedback. CIPP theory was the basis of the research paradigm presented in Figure 1.
STATEMENT OF THE PROBLEM

This study looks into the communication practices and problems of administrators. Specifically, it seeks answers to the following questions:
1. How do the assessments of administrators and teachers on communication practices compare?
2. What are the interrelationships of management skills, management roles and management functions?
3. How does organizational climate relate to skills, roles and functions?
4. What communication problems arise out of practices in carrying out management skills, roles and functions?
5. Based on the results of the evaluation, what measures may be proposed to enhance management communication of school administrators?

HYPOTHESES

Following are the hypotheses of the study:
1. There are no significant differences in the assessments of administrators and teachers on communication practices and problems.
2. Management skills, management roles, management functions and organizational climate are not interrelated.

RESEARCH METHODOLOGY

This presents the methods on how the research was conducted. This includes the research design, the subjects of the study, technique in the selection of respondents, data-gathering procedures and the statistical treatment of responses.

Research Design

The study used the descriptive correlational survey to describe present situation. The researcher considered it appropriate because it is a fact-finding study with adequate and accurate interpretation. It is used to collect demographic
data about people’s behavior, practices, intentions, beliefs, attitudes, opinions, judgments, interests, perceptions and the like, and then, such data are analyzed, organized and interpreted.

The general procedures used in this type of research are data gathering (survey), classification, interpretation and evaluation. But the method is actually more than just a survey. According to Best (1998), descriptive research describes and interprets what is.

In the present study, questionnaire including checklist was used in the gathering of data. These data were presented in matrix then tabulated, classified and statistically treated. Afterwards, they were given adequate and justifiable interpretations. The method showed the data about the respondents’ communication practices in terms of management skills, roles and functions, organizational climate in their schools, the existing communication problems, and the frequency of their responses.

Subjects of the Study

Twelve principals, two teachers-in-charge, nine department heads, and six chiefs of sections or units who constitute the total number of secondary school administrators and 223 teachers in participated in the study. The number of teacher-respondents was determined through stratified random sampling. The distribution of respondents is shown in Table 1 below.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population Frame</th>
<th>Sample Population</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Administrators</td>
<td>29</td>
<td>29</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers</td>
<td>482</td>
<td>223</td>
<td>46</td>
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</tbody>
</table>

Instruments of the Study

The study utilized a researcher-made questionnaire and the Organizational Climate Descriptive Questionnaire (OCDQ) by Halpin and Croft (1962) to draw out information on the communication practices of administrators along management skills, roles and functions and their organizational climate. It also dealt with the communication problems of the respondents. Observation and informal interview were likewise resorted to.

The questionnaire was presented to the adviser for correction and approval and later to an education expert for validation. Afterwards, the interview guide was constructed for additional information.

All the items in the questionnaire required answers to be chosen from options in the Likert scale. The following guide was used in interpreting the responses. For Part I on communication practices in terms of management skills, roles and functions, a scale of 1-10 was used; for Part II on organizational climate, a scale of 1-4 and for Part III on communication problems, a checklist showed the frequency of responses.

<table>
<thead>
<tr>
<th>Range</th>
<th>Verbal Interpretation</th>
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<tbody>
<tr>
<td>8.01 – 10.00</td>
<td>Most Effective</td>
</tr>
<tr>
<td>3.01 - 8.00</td>
<td>Less Effective</td>
</tr>
<tr>
<td>1.00 – 3.00</td>
<td>Not Effective</td>
</tr>
</tbody>
</table>

Data Gathering Procedure

Through a formal letter of request, the researcher sought permission from the Schools Division Superintendent of to float the questionnaire. Then she personally distributed the questionnaires to the target administrators at the Division Management Committee (ManCom) meeting and to the city teacher-respondents during her free time. Additional information was secured from observation and unstructured interview. There was 100 per cent retrieval of the questionnaires after three weeks. The responses were then tallied, tabulated, analyzed, interpreted and evaluated.
Statistical Treatment of Data

The gathered data were treated using descriptive and inferential statistical measures such as:

**Frequency count.** This was used to determine the number of responses to a particular item.

**Multiple regression analysis.** This was utilized for answering question 3.

**Pearson R and T-tests.** These were used to determine the relationships between and among variables.

**Percentage.** This was employed to determine the magnitude of the frequency count.

**Ranking.** This was used to determine the positional importance of the responses to items answered.

**Slovin’s Formula.** It was the tool to get the sample or the number of teacher-respondents.

**Weighted mean.** This was utilized to determine the typicality of responses chosen from a scale of five points.

**SUMMARY**

The following were the findings of the study:

1. Comparison between administrators’ and teachers’ assessments on management skills, roles and functions. The responses of the two groups were compared to test the null hypothesis that there is no significant difference between the assessments of administrators and teachers on management skills, roles and functions. Results of the analysis showed that:

   1.1 the administrators and teachers registered highly significant difference in their assessments of the technical, human and conceptual skills based on the obtained t-values of 15.90, 16.02 and 15.41 which were all higher than t-tabular value of 1.97; thus rejecting the null hypothesis.

   1.2 In like manner, the responses of administrators and teachers showed highly significant difference in their assessments of management roles as evidenced by t values of 15.71, 17.03 and 17.03 respectively. The null hypothesis is rejected.

   1.3 Similarly, highly significant difference was manifested by the administrators’ and teachers’ responses on their management function assessments which obtained t values of 15.89, 15.60, 13.33, 14.77 and 15.61 respectively, thus rejecting the null hypothesis.

2. Interrelationships among management skills and roles; management skills and functions; management roles and management functions; their relation to organizational climate

   The administrators and teachers assessed the interrelationships of management skills, roles, functions and organizational climate of the public secondary school system. Results of the assessment reveal the following

   2.1 Highly significant relationships were noted between management technical skills and management roles with Pearson r values ranging from 0.816 to 0.829, human skills and roles, with r values from 0.824 to 0.846; conceptual skills and roles with r values from 0.79 to 0.842.

   2.2 Between management technical skills and management functions, highly significant relationships were also noted with r values ranging from 0.794 to 0.837; human skills and functions from 0.808 to 0.841; conceptual skills and functions, from 0.774 to 0.816.

   2.3. Likewise, highly significant relationships were detected between management interpersonal roles and management functions with r values ranging from 0.781 to 0.815; informational roles and functions with r values from 0.733 to 0.799 and decisional roles and functions with r values from 0.801 to 0.857.

   Organizational climate dimensions in terms of intimacy, esprit, hindrance, disengagement, consideration, thrust, production emphasis and aloofness were likewise determined. Results of the assessments show the following:

   2.4 The two groups of respondents perceived that intimacy often occurs with composite means of 2.77 and 2.66. Of the items, highest value was 3.01 which cited that teachers’ closest friends are other faculty members in this school; while, lowest value was on teachers have fun socializing together during school time.
2.5 Esprit often occurs with composite means of 3.20 and 3.03. The item teachers in this school show much school spirit had the highest value of 3.23; while, there is considerable laughter when teachers gather together informally, got the lowest value of 2.99.

2.6 Hindrance was claimed to occur often as shown by composite means of 2.60 and 2.72. Highest value of 3.06 was placed on the item student progress reports require too much work while the lowest was on teachers have too many committee requirements (2.53).

2.7 Disengagement sometimes occurs as disclosed by composite means of 1.89 and 2.06. Teachers socialize together in small groups got the highest value of 2.64; while the least value (1.50) was on teachers ramble when they talk in faculty meetings.

2.8 Both groups of respondents agreed that consideration often occurs as shown by composite means of 3.12 and 2.52 with the highest value of 3.18 obtained by the item the administrators help staff members settle minor differences; while the administrators try to get better salaries for teachers had the lowest value of 2.54.

2.9 Administrators and teachers were unanimous in their responses that showed thrust often occurs as revealed by composite means of 3.16 and 2.83. The administrators are well-prepared when they speak at school functions got the highest value of 3.36. The lowest value of 2.51 was given to administrators explain their criticism to teachers.

2.10 Production emphasis often occurs as indicated by composite means of 3.11 and 2.89. The administrators insure that teachers work to their full capacity had the highest value (3.55) while extra duty for teachers is posted conspicuously obtained the least value (2.68).

2.11 Composite means of 3.05 and 2.73 proved that aloofness often occurs. Given the highest value was: teachers are informed of the results of the administrative visit (3.05). The lowest value (2.63) was accorded on the item the rules set by administrator are never questioned.

3. Results on the test of hypothesis to determine relationships of management skills, roles and functions and each dimension of organizational climate reveal the following:

3.1 Management skills
3.1.1 a significant and highly significant relationship between technical skills and production emphasis (0.134), esprit (0.176), consideration (0.357), thrust (0.256) and aloofness (0.2200; hence, the null hypothesis is rejected.

Management technical skills are not significantly related to intimacy (0.122), hindrance (-0.078), and disengagement (-0.064). Thus, the null hypothesis is accepted.

3.1.2 highly significant relationship between human skills and intimacy (0.229), esprit (0.214), consideration (0.336), thrust (0.264), and aloofness (0.235). The null hypothesis is accepted.

Management human skills do not relate significantly to hindrance (-0.089), disengagement (-0.061), and production emphasis (0.121); hence, the null hypothesis is accepted.

3.1.3 there are significant and highly significant relationships between conceptual skills and intimacy (0.154)*, production emphasis (0.145)*, esprit (0.230)**, consideration (0.359)**, thrust (0.323)** and aloofness (0.222)**; thus rejecting the null hypothesis.

Conceptual skills, hindrance (-0.080) and disengagement have no significant relationships; hence, the null hypothesis is accepted.

3.2 Management roles
3.2.1 interpersonal roles showed highly significant relation to intimacy (0.226), esprit (0.211), consideration (0.311), thrust (0.248) and aloofness (0.212) thus rejecting the null hypothesis.

With hindrance (-0.020), disengagement (-0.064) and production emphasis (0.114), there was no significant relationship; hence, accepting the null hypothesis.

3.2.2 Informational roles were found significantly and highly significantly related to esprit (0.140)*, production emphasis (0.144)*, consideration (0.298)**, thrust (0.245)** and aloofness (0.215)**; thus, the null hypothesis is rejected.
No significant relationship was noted with intimacy (0.114), hindrance (-0.033) and disengagement (-0.094); hence, the null hypothesis is accepted.

3.2.3. Between decisional roles and intimacy (0.145)*significant, with esprit (0.175), consideration (0.339), thrust (0.229) and aloofness (0.200) highly significant relationships exist; the null hypothesis is rejected. With hindrance (-0.045) and disengagement (-0.072), decisional roles were not significantly related leading to the acceptance of the null hypothesis.

3.3 Management functions

3.3.1 Planning with intimacy (0.149) and esprit (0.145) registered significant relationships; and highly significant relation to consideration (0.310), thrust (0.202) and aloofness (0.187); hence, the null hypothesis is rejected. With hindrance (-0.045), disengagement (-0.081) and production emphasis (0.032), there were no significant relationships, thus accepting the null hypothesis.

3.3.2 Organizing functions relate significantly to intimacy (0.160) and are highly significantly related to esprit (0.172), consideration (0.355), thrust (0.287) and aloofness (0.212); the null hypothesis is rejected. To hindrance (-0.052), disengagement (-0.109) and production emphasis (0.114) no significant relation was observed; hence the null hypothesis is accepted.

3.3.3 In terms of staffing, there was noted significant relation to intimacy (0.142) and aloofness (0.145); highly significant relation to esprit (0.172), consideration (0.271) and thrust (0.197); hence rejecting the null hypothesis. There was no significant relationship between staffing and hindrance (-0.055) and production emphasis (-0.005) thus accepting the null hypothesis.

3.3.4 Directing relates significantly to intimacy (0.158) and disengagement (-0.128); it has highly significant relationship to esprit (0.183), consideration (0.368), thrust (0.281) and aloofness (0.251); hence, the null hypothesis is rejected. It was found not significantly related to hindrance (-0.040) and production emphasis (0.084); thus the null hypothesis is accepted.

3.3.5 The management controlling dimension relates significantly to esprit (0.155) and has highly significant relationship with intimacy (0.63), consideration (0.340), thrust (0.249) and aloofness (0.254). No significant relationship was noted between controlling and hindrance (-0.074), disengagement 9-0.070) and production emphasis (0.069); hence accepting the null hypothesis.

4. Problems met in organizational communication. Among the communication problems encountered, late arrival of memoranda ranked first as shown by a frequency of 154 equivalent to 61.15 per cent of the respondents. More of verbal than written communication to teachers reported by 153 which was equivalent to 60.71 per cent of the two groups of respondents followed closely. Third in rank was unclear messages in memoranda. This was indicated by 140 equivalent to 55.56 per cent. That there exists communication gap between administrators and teachers was cited by 128 equivalent to 50.79 percent of the participants in the study. Pointed out by 122 equivalent to 48.41 per cent was the problem of unclear verbal or written instructions making it to the fifth slot.

Other priority communication issues mentioned by majority of respondents included: listening to rumors as source of information, too much debate on trivial matters, delayed delivery of messages to department/teachers concerned, inaccurate information and data reporting and lack of defined agenda during meetings. These were ranked from sixth to tenth in the list.

The item administrators’ selfish attitude of sharing information that concerns their respective departments was the least of the communication concerns given by 14 equivalent to 5.56 percent of the respondents.

5. Data analysis revealed that although the school administrators under study were effective in their practices along management skills, roles and functions in relation to organizational climate dimensions of intimacy, esprit, hindrance, disengagement, consideration, thrust, production emphasis and aloofness, they still need to enhance their competence in educational management in terms of communication.
CONCLUSIONS

Based on the findings of the study, the following conclusions were arrived at:
1. Basically, the communication practices of school administrators are effective.
2. By and large, the two groups of respondents manifested diverse assessments of the administrators’ effectiveness on their communication practices.
3. The management skills, roles and functions of administrators are highly significantly interrelated.
4. There are significant relationships among skills, roles, functions and each of the organizational climate dimensions of the school system.
5. Problems in organizational communication are met in the practice of management skills, roles and functions. Foremost of these is late arrival of memoranda.
6. The school administrators have to enhance their communication capabilities to sustain their competence in the different aspects of effective educational management.

RECOMMENDATIONS

In the light of the findings and conclusions of the study, the following recommendations are endorsed.
1. That the proposed management communication measures be adopted and implemented for the performance enhancement and evaluation of the school administrators and the organization.
2. A replication of this study may be conducted in another division to validate the findings of the study.
3. A parallel study may be conducted in another division where parents are included as another group of respondents along with the school administrators and teachers.

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