**“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 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.

**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 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”.

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?

1. 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?
2. 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?
3. 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?

1. 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?

1. 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.



**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. The 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.

**SCOPE AND DELIMITATION OF THE STUDY**

This study focused on the relationship of the school administrators’ communication styles and the motivation of teachers in the field of education. The communication styles were set on the Assertive Communication Style; Aggressive Communication Style; Passive-Aggressive Communication Style; Submissive Communication Style; and Manipulative Communication Style. These communication styles assumed to bring effect on the motivation process which focused on Existence Needs; Relatedness; and Growth Needs.

The data were delimited to the perception of the high school teachers of the public secondary schools in the province of Sulu under MBHTE that includes: 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.

**OPERATIONAL DEFINITION OF TERMS**

The following terms were operationally defined to suit the objectives of the study.

**Styles of Communication** – the process of delivering the message for purpose of motivation.

**Assertive Communication Style** – refers to the communication

process in which the communicator is effective and active listener,

states limits or expectations, states observations and no label of

judgements, expresses self directly, honestly and as soon as

possible about feelings and wants, and checks on others feelings.

**Aggressive Communication Styles** – refers to the communication

process in which the communicator is closed minded, poor listener,

has difficulty seeing the other person’s point of view, interrupts,

and monopolized.

**Passive Communication Style** – refers to the communication

process in which the communicator is indirect, always agrees, does

not speak up and hesitant.

**Manipulative Communication Style** – refers to the

communication process in which the communicator is scheming,

calculating, shrewd, skilled at influencing or controlling other

person to their own advantage, asking indirectly for needs to be

met.

**Passive-Aggressive Communication Style** – refers to the

communication process in which the communicator appears

passive in the surface but actually acting out their anger in indirect

or behind the scenes ways, complaining.

**Submissive Communication Style** – refers to the communication

process in which the communicator is pleasing other people and

avoiding conflict, behaves as if other people’s needs are more

important, other people have more rights and more to contribute.

**Existence Needs** – refers to the needs of teachers for safety

(prevention from fear, anxiety, threat and danger), physiological

(leisure, exercise, sleep) and material needs (food, clothing).

**Relatedness Needs** – refers to the needs that include senses of

security (mutual trust), belonging (prevention from all forms of

suffering: isolation, loneliness, and distance), and respect (feeling

of respect from others, social status, superiority, importance and

compliment).

**Age** – refers to the chronological age of the respondents. In this

study, the age of the respondents is categorized into four brackets

such as: a) 30 years old and below; b)31 to 40 years old; c) 41 to 50

years old; and d)51years old and above.

**Gender** – refers to the biological traits of the respondents whether

a) male; or b) female.

**Civil Status** – refers to the identity of teachers in relation to

marriage such as: a) single; b) married; and c) separated or

widowed.

**Educational Attainment** – refers to the highest degree of

schooling that the respondents have attained. In this study, it is

classified into five brackets such as: a) bachelor’s degree; b) with

masteral units; c) master’s degree; d) with doctoral units; and e)

doctoral degree.

**Length of Service** – refers to the number of years of experience in

teaching by the respondents which is categorized into four brackets

such as: a)1 to 5 years; b) 6 to 10 years; c) 11 to 15 years; and d)16

years and above.

**CHAPTER II - REVIEW OF RELATED LITERATURES AND STUDIES**

This chapter presents the literature review of this study. The literature review helps to organize the theoretical and the conceptual framework of this study. The review of literature works out between foreign literatures and studies as well as local literatures and studies. Foreign literatures and studies are those which are conducted abroad while the local counterparts are those studied in the Philippines.

**FOREIGN LITERATURES AND STUDIES**

The Department of Environment and Conservation Government of Western Australia said that “social research can help us to understand better on issues related to the department’s programs, enhance decision making and improve the effective and timely delivery of services”. The statement is extremely striking and would arouse enormous encouragement to social science researchers. The areas mentioned for better understanding tremendously includes communication. Communication involved the transfer of message from a source to the destined receiver. While the message travel from one end to the other communication is associated with uncertainty but this uncertainty is removed and becomes clear when the message arrives (Bocar, 2017).

The leader- employee relationship is important for a leader’s and the organization’s success. Leader employee relationship forms through communication process. Tripathi and Agarwal (2017) found a significant positive correlation between employee organizational commitment and communication satisfaction. There is a positive correlation between transformational leadership style and employee organizational commitment ( Almutairi, 2016; Saha 2016).

Belle et al., (2015) stated that transformational leaders practice effective communication. Communication is a vital element of transformational leadership, and transformational leaders engage employees’ hearts positively. Transformational leadership encourages leader- employee relationship for the achievement of organizational goals.

Malik et al., (2017) stated that many leaders face communication challenges. Leaders may implement effective communication strategies like respectful communication, two-way communication, charismatic communication, listening, and feedback to improve employee motivation.

Obi (2018) stated that ineffective communication is a chief contributor to business leaders’ ineffective leadership. Transformational leaders use effective communication to influence employee motivation positively. Respectful communication, 2-way communication, and charismatic communication are found effective and could contribute to social change by enhancing the well-being of employees, which might promote the improvement of economic conditions of individuals, families, and communities.

Tyler (2016) stated that communication is important in an organization because it enables the organization to give information to both the internal and external public. Communication by leaders in schools enables them to communicate about the goals and vision of the school. It also allows them to give instructions to staff members. When communication is effective in a school, people are able to understand what is expected of them.

Samuel et.al., (2018) in his journal “Assessment of Principals Communication Styles and Administrative Impact On Secondary Schools in Osun State, Nigeria” identified the communication styles adopted by principals in secondary schools in the study area. The study employed survey research design. The study population consisted of 6,922 secondary school teachers and 466 principals in Osun State while the sample for the study consisted of 720 teachers and 36 principals. From the 30 Local Government Areas (LGAs) in the State, nine LGAs were selected using simple random sampling technique. From each of the nine LGAs, four schools were selected also using simple random sampling technique. The principal and twenty teachers were selected from each of the 36 schools using simple random sampling technique. Two instruments were used for the study, namely; „Principals‟ Communication Styles Questionnaire for Principals (PCSQP) which was used to elicit information on principals‟ communication styles and „Principals‟ Communication Styles Questionnaire for Teachers (PCSQT) was also used to elicit information on principals‟ communication styles. Data were analyzed using frequency counts and percentages. The results showed that the common communication styles adopted by secondary school principals in Osun State were inclusive, open and assertive communication styles in that order. The results further showed that only a few secondary school principals adopted aggressive communication style in their various schools. The study concluded that principals‟ communication styles play important roles in the smooth running of schools as well as enhancing school effectiveness. The study recommended that secondary school principals should be encouraged to adopt communication styles that will enhance smooth administration of their schools.

Besides, Leah (2018), expressed that many principals are intuitively mindful of the fact that the culture of one organization could be the foundation of the school success. In addition, school culture is one of the important elements to move schools in the direction of empowerment, and a framework was developed as a guideline in future work by identifying the types of school culture that could contribute to teachers’ psychological empowerment (Leele, et. al., 2019).

In the "Malaysian Education Blueprint 2013 – 2025" the emphasis on leadership of great quality as a feasible approach to strengthen and transform education is highlighted whereby Shift five stresses on the quality of leadership within a school principal. It basically highlights the aim on the strategy that equips top leaders to the schools in enhancing students’ performances. In any schools including the vocational colleges in Malaysia, communication occurs from all directions. Junior principals or experienced principals are all faced with various challenges in communication, and they have certain styles of communication too. A communication style is a method by which it negotiates situations involving others. Negotiation is based on the scenarios involving others such as using proper words gently but still being firm or willing to consider other opinion before making any decision. Hence, principal-teacher communication at school comprises the interpretation of a teacher towards the figurative behavior of a school principal. Due to the diversity of school leaders and teachers, it can be quite difficult to create shared meaning at schools.

Based on past studies by Ibrahim & Mahmoud (2016), they generalized that there is a lack of communication at schools. Teachers complained that they are less motivated by principals in decision-making (less supportiveness) and their principals are also not expressing expectations for the achievement of educational goals (lack of preciseness). It shows that there is an absence of appropriate communication styles implemented by the principals in timely manner to help the schools. Besides communication problem, issues regarding the motivation of teachers also illustrate the success of the school that the principal leads to enhance teaching effectiveness.

Based on Okotoni & Akinwale (2019), communication in any organization is vital to the survival, smooth running and success of the organization. In fact, the ability to communicate is not the only factor necessary for an instructor to meet success in delivering knowledge but also a critical factor or attribute in effective classroom management (Teoh, et. al., 2017).

Mohamed et.al., (2020) investigated in their research “Principals’ Communication Styles and School Culture in Vocational Colleges in Selangor “. The results showed a moderately significant relationship between principals’ communication styles and school culture at vocational colleges in Selangor. In short, when principals are proven to be good role models for teachers, it is also important to enhance on the effective communication with useful tools and application for a highly needed leadership competency to enable them to work with teachers of varying characteristics.

Vivyan (2018) described aggressive communicator as sarcastic, harsh, always right, superior, know it all, interrupts, talks over others, critical, put-downs, patronizing, disrespectful of others. In passive style, the communicator is compliant, submissive, talks little, vague non-committal communication, puts self-down, praises others. In the assertive style, the communicator’s actions and expressions fit with words spoken, firm but polite and clear messages, respectful of self and others.

Nwogbo (2019) in her research “Principals' Communication Strategies for Teachers' Effectiveness in Secondary Schools in Anambra State” determined the communication strategies adopted by principals for teacher effectiveness in secondary schools. It was recommended in this study that among others that adequate remuneration that is commensurate to their work should be provided to by the principals. This will make them to be more dedicated and motivated in adopting various performance management strategies for enhancing teacher effectiveness. This study therefore determined the communication strategies adopted by principals for teacher effectiveness in secondary schools. The study is significant in that it will help the principals to adopt best communication strategies in other to enhance teachers" effectiveness. The study is likely to impact positively on school principals who, through their communication strategies are likely to enhance teachers" effectiveness.

Brinia et.al., (2020) emphasized in their study “The Impact of Communication on the Effectiveness of Educational Organizations” that the development of an effective communication system within an educational institution can potentially become the driving force for effective functioning. This study complemented the existing research on communication as a factor in the effectiveness of an educational organization. It highlights the dynamics of the teachers’ association to the greatest possible extent, attempting to link the communication factor to all aspects of school effectiveness.

A good understanding of the five basic styles of communication will help one learn how to react most effectively when confronted with a difficult person. It will also help recognize when not being assertive or not behaving in the most effective way. Remember, a person always has a choice as to which communication style he used. Being assertive is usually the most effective, but other styles are, of course, necessary in certain situations – such as being submissive when under physical threat (a mugging, hijacking etc.).

Good communication skills require a high level of self-awareness. Once a person understands his own communication style, it is much easier to identify any shortcomings or areas which can be improved on, if he wants to start communicating in a more assertive manner. If a person is serious about strengthening his relationships, reducing stress from conflict and decreasing unnecessary anxiety in his life, practice being more assertive. It will help him diffuse anger, reduce guilt and build better relationships both personally and professionally.

Claire (2023) specified five communication styles, namely: The assertive style, aggressive style, passive-aggressive style, manipulative style and submissive style. She described that the assertive communication style is born of high self-esteem. It is healthiest and most effective style Assertive communication is born of high self-esteem. It is the healthiest and most effective style of communication - the sweet spot between being too aggressive and too passive. When we are assertive, we have the confidence to communicate without resorting to games or manipulation. We know our limits and don't allow ourselves to be pushed beyond them just because someone else wants or needs something from us. Surprisingly, however, Assertive is the style most people use least.

Duta, et. al., (2015) emphasized that the communication style is an indicator of a pattern of a person organizes his interpersonal relationships. In fact, the style of communication is a way which shows how the pupils see and judge the information around them. According to these, the teachers, families can improve their interactions. The art of effective communication should not just stop at the correct use of language, but also at other forms of communication.

School culture can be seen as the morality and common standard practiced by all teachers in the school and shows the positive side of the school to the students, parents, and communities. Schools are being pressured in pursuing education policies through rapid reformation and changes in the system of education. This creates changes in school culture and in the education system as well. In addition, existing thoughts, strategies, beliefs, and philosophies also progress in the world of education in line with the system's changes. These pressures affect teachers as they are constantly required to accept changes. While the change in the education system is very rapid, it should not be an obstacle to effective transmission of education services.

School culture can make or break the strategic management of the schools. If the school has a negative school culture, it needs to be fixed because if the school members do not work together as a team to achieve a mutual goal, the usual cause is poor communication. If there is limited communication and fewer connections, it will weaken the culture. For example, if some of the teachers never directly communicate with the principal, then messages about shared beliefs and responsibilities will be difficult to spread (Leah, 2018). Thus, this research aims to investigate the relationship between principals' communication styles and school culture from the perceptions of teachers at vocational colleges in Selangor. This study also sought to identify the patterns of principals' communication styles and their influence towards school culture.

Oyebanji (2019) published a book entitled “Principals’ Communication Patterns and Effective School Administration: Implications for the achievement of Vision 2030” that investigated the influence of principals’ communication patterns on school effectiveness in secondary schools in Ibadan metropolis, and its implication on the achievement of vision 2030. It can then be inferred that, all the principals’ communication patterns positively related with school effectiveness. The study therefore, concluded that principals’ application of different communication patterns in the administration of their schools' would lead to effectiveness of the school system. This then implies that, secondary school principals should be open to the usage of any of the communication patterns’ suitable for their schools’ situation, (most especially the face-to-face) since no communication pattern is independent of others; and this may facilitate the achievements of vision 2030.

Pleggenkuhle 2017, emphasized in her study "Strategic Communication in Public Schools: A Communication Audit of a Midwestern School District." that school districts are complex organizations which require the use of strategic communication. Measuring the communication from school leaders to their various audiences for message content and alignment has the potential to illuminate the current reality of school communication practices as well as point to areas of needed improvement. The current study measures strategic communication by conducting a communication audit of the fastest growing school district in Iowa, by interviewing 10 school leaders and analyzing essential communication products including 26 web pages and 10 district newsletters. Guided by current research on school communication and branding by universities, the communication audit measures alignment between the perspectives of school leaders and the reality of school communications. Results suggest district communication products expressed brand themes of excellence, heritage, relationships, and innovation, but inconsistently across communication products. Implications for alignment are discussed along with suggestions for future communication studies in school systems.

Therapist Aid Com (2017) emphasized that during passive communication, a person prioritizes the needs, wants, and feelings of others, even at their own expense. The person does not express their own needs or does not stand up for them. This can lead to being taken advantage of, even by well-meaning people who are unaware of the passive communicator’s needs and wants. The passive communicators are soft spoken/quiet, allows others to take advantage, prioritizes needs of others, poor eye contact/looks down or away, does not express one’s own needs or wants and lack of confidence. Through Aggressive Communication, a person expresses that only their own needs, wants, and feelings matter. The other person is bullied, and their needs are ignored. Easily frustrated, speaks in a loud or overbearing way, unwilling to compromise, use of criticism, humiliation, and domination, frequently interrupts or does not listen and disrespectful toward others.

Therapist Aid Com (2017) described the assertive communication emphasized the importance of both peoples’ needs. During assertive communication, a person stands up for their own needs, wants and feelings, but also listens to and respects the needs of others. Assertive communication is defined by confidence, and a willingness to compromise. The communicators listen without interruption, clearly states needs and wants, willing to compromise, stands up for own rights, confident tone/body language, and good eye contact.

Baydillah (2021) emphasized that there is no doubt that communication plays a vital role in human life. It is paramount in education. It not only helps to facilitate the process of sharing information and knowledge, but also helps people to develop relationships with others. Whether the relationship is teacher to student, student to student, teacher to teacher, teacher to parent, teacher to admin or admin to parent, or vice versa communication is needed to make sure our students are successful. Therefore, the importance of communication cannot be underestimated. Every day, we communicate with a lot of people including our families, our friends, our colleagues, or even strangers. We should learn how to communicate effectively to make our lives better.

Communication accordingly is an essential leadership skill. However, communication skills are not the only important skills for effective leadership. Smalley et al. (2016) found that being accountable, taking responsibility, learning, and adapting to change, along with communication skills are some of the essential leadership skills. Furthermore, self-awareness, conflict management, innovation, visioning and communication are necessary skills for an effective leader (Steffen et al. , 2015).

Mbwana (2015) stated that motivation is the inner drive that pushes individual to act or perform and it is one of the most important factors that move every human being to achieve his or her goals. This includes personal as well as professional goals and targets.

Mark (2015) emphasized that teacher’s motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Teachers’ management is most crucial at the school level, where the importance of teachers’ work and their competence in performing it are crucially influenced by the quality of both internal and external supervision.

Zalwango (2015) recognized motivation as the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated employee willingly tries hard to contribute his or her best performance towards accomplishing his or her work. Motivation plays a role in achieving goals and objectives and is equally important for organizations that work in team based environments or for workers who work independently. For an organization to ensure that the employees’ workplace goals and values are aligned with the organization’s mission and vision, they should create and maintain high levels of motivation leading to high performance. Teachers’ motivation has become an important issue given their responsibility to impart knowledge and skills to learners.

Ebrahimi, et al. (2017) stated that leaders can influence their employees’ motivation. However, Gangwar et al. (2013) found that the leadership style that a leader practiced, by himself, does not affect employees’ motivation; rather it does so in conjunction with orientation factors (i.e., self- orientation and employee/ task orientation factors).

There are two types of motivation: (a) intrinsic or engaging in a behavior or perform an activity because the activity is interesting to the individual and (b) extrinsic or engaging in a behavior or performing an activity because of the potential outcomes. Hussain et. al (2015) suggested that providing employees who lack self-determination (intrinsic motivation) with assistance programs as empowerment (extrinsic motivation) to better deal with stress and improve job satisfaction.

Okinyi (2015) found that reward practices (including salary, bonus, and benefits) have a strong relationship with employees’ commitment. Vlacsekova ND Mura (2017) found that intrinsic factors motivated employees more. Riley (2015) noted that people are most likely born with intrinsic motivation; however, the maintenance and improvement of intrinsic motivation depends on social and environmental conditions. Employee motivation is important to employee outcomes and well-being. Both intrinsic and extrinsic motivations play a role in the overall employee performance. Similarly, autonomous motivation (activity performed by an individual out of the individual’s free will) and controlled motivations ( activity performed by an individual due to the exertion of external force or demand) become prominent within self-determination research.

Mbwana (2015) clarified that teachers’ job performance is a concern of everybody in the society. In this respect, teacher performance connotes the teacher’s role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers „participation in sports, attending school assembly and guidance and counseling. Therefore, teacher job performance is the teacher’s ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. Teacher performance was measured by regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

Moreover, Kelvin (2016) stated that motivation encourages teachers to facilitate knowledge and skills of academic to learners.

Gedera, Williams, and Wright (2015) define the term motivation as “derived from the Latin word ‘movere’ which means ‘to move.’” The idea of movement in relation to motivation is understandable if we look at some of the definitions of motivation (Gedera, et al., p.13)

Mubeen and Reid (2015) had stated that “Motivation in education is very difficult to measure” and reasoned, “This is partly because motivation to learn is very difficult to describe operationally. As Mubeen and Reid suggested, “The key to measuring motivation must be to look for behaviors indicating high motivation and low motivation.” They also stated, “Motivation can be seen as a kind of ‘second order’ variable in that it depends on things such as attitudes, as well as perceived goals, needs and values” (p. 130). In this research, the level of motivation to learn does rest on behaviors determined from the outside. Instead, motivation is based on perceived attitude towards in attaining excellence, perceived desire to learn, and perceived goals.

**LOCAL LITERATURE AND STUDIES**

Pontillas & Talaue (2021) concurred in their article “Levels of Oral Communication Skills and Speaking Anxiety of Educators in a Polytechnic College in the Philippines” that regardless of the profession, everyone should possess good communication skills in different contexts. Although scholars have contributed studies showing the communication anxieties and proficiencies of speakers to different languages, there are limited studies that deal with the educators’ context. To add contribution to this field, the researcher utilized a correlational research design to determine the relationship between the educators' oral communication skills and speaking anxiety. They recommended that the institution should implement intervention programs for educators to improve their oral communication skills. Furthermore, Higher Education Institutions offering Education undergraduate programs should add additional communication courses to the curriculum.

Quiroz et. al., (2022) in their study “Administrators’ Communication Styles and their Leadership Effectiveness: Basis for a Proposed Enhancement Plan” considered the school administrators’ styles of communicating, teachers are influenced on how to react and act when it comes to the accomplishment of school tasks that reflect the administrators’ leadership. This study determined the impacts of school administrators’ communication styles on their leadership effectiveness. The higher level of personal communication and functional communication of the school administrators, the better the leadership effectiveness as to individual consideration, intellectual stimulation, inspirational motivation and task completion among their subordinates. They tend to actualize transformational leadership in the workplace and to be more effective when it comes to their leadership. They should recognize the importance of how the teachers perceived their communication styles and leadership effectiveness so that they can be able to establish good relation and rapport with their teachers to ensure the accomplishment of the schools’ goals.

Tuazon and Padiernos (2016) conducted a research on “Communication Satisfaction and Working Relationship Between Public School Heads and Teachers in Calamba City, Philippines” stressed that for organizations to function well, they need to communicate within themselves as well as with the external environment. Organizational managers must develop a system of information exchange that is both understood and accessible to members. Within this premise, the study was conducted to assess communication satisfaction among teachers and to relate it to their working relationship with school heads. Ninety-eight public elementary school teachers and five school administrators from Calamba City, Philippines participated in the study where the descriptive-correlation research design was applied. Self-report surveys and interviews were utilized in data-gathering. The teachers were found very satisfied with school communication. A harmonious working relationship between school heads and teachers was positively manifested. The teachers' communication satisfaction was significantly related to school head-teachers working relationship. When knowledge of vital school information and school plans is thoroughly disseminated to teachers, such knowledge, consequently, will build commitment among them and will further elicit their cooperation in accomplishing school tasks.

Balugon (2016) clearly stated that teachers are the pillar of an educational system. The attainment and failure of educational activities depends highly on their performance. Teachers’ decision and behaviors are likely to influence the well-being and prospect of a nation including the lives of the country’s next generation.

Lopez & Irene (2015) emphasized that teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment (Mark, 2015). Hence, a teacher has to update professionally, personally and be rightfully motivated so he/she could discharge his/her diverse tasks and responsibilities with efficiency and effectiveness. At present, it can be said that many factors exist which promote teachers’ motivation. These factors may be viewed as material, psychological, etc. It is also found that a teacher’s daily experience on the job determines the activities which are psychologically most rewarding. Studies on motivational strategies on teachers have shown that teachers by some kind of incentives are recognized as being effective. Incentives are often given in the form of money, that is money can be seen as part of the reward system designed to reinforce behavior and therefore to motivate people to work towards the achievement of goals and those of the organization. The recognition of the goals and objectives of any establishment largely depends on how the workers perceive and react to their jobs. This attitude controls teachers output. Without motivation, teacher performance would be highly hindered. The level of motivation of workers will determine the teachers’ response to the organizational rules, responsibilities and opportunities.

Pescuela (2015) determined that the level of motivation as perceived by the teachers was "very high" in terms of the following aspects: (a) existence needs; (b) relatedness; and (c) growth needs. In addition, it was also found out that the level of teachers' job performance is at a "very satisfactory" level. Moreover, there is no significant difference in the level of teachers' motivation when they are grouped and compared according to variables of age, sex and length of service.

Sala (2017) conceptualized the economic basis of human motivation. He believes that people work primarily for money and they are motivated to do only that which provide them with the greatest rewards.

Motivation is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated employee willingly tries hard to contribute his or her best performance towards accomplishing his or her work. Motivation plays a role in achieving goals and objectives and is equally important for organizations that work in team based environments or for workers who work independently. For an organization to ensure that the employees‟ workplace goals and values are aligned with the organization’s mission and vision, they should create and maintain high levels of motivation leading to high performance.

According to Reiss (2014) motivation means a feeling of enthusiasm, interest or commitment that makes somebody want to work, a reason for doing something or behaving in a certain way. Psychologically, it means the forces determining behavior, the biological, emotional, cognitive or social forces that activate and direct behavior.

As of now, it can be said that many factors exist which promote teachers’ motivation. These factors may be viewed as material, psychological, etc. In particular, it is found that a teacher’s daily experience on the job determines the activities which are psychologically most rewarding. Motivation and performance are very important factors in terms of school success and students’ achievements. If changes occur in school external environment, then it is necessary for a school to adopt that change because it may motivate to gain a competitive advantage. For this, the main thing they required is the skilled and competent teachers (Kevin, 2016).

Cominghud et al.,(2020) revealed in their study that teachers were motivated by adequate salary, rewards, and incentives with respect to the nature of the teaching profession in itself to finance the needs of their family members towards positive engagement and socialization process. There is a need for education leaders to pay attention to the needs of the teachers to promote professional and organizational commitment towards employee engagement, school improvement, and performance management. The teachers performed well their work functions and job descriptions towards organizational efficiency, timeliness and effectiveness. The teachers are motivated by salaries, step increments, financial incentives, fringe benefits and bonuses. Hence, higher job performance has a monetary equivalent which also increases the employees’ desire to perform better. The teachers are motivated to perform their work and deliver their assigned functions as they have a positive regard of the teaching profession as they considered it their mission and vocation. In addition, these teacher-educators also desire to have a positive result in order to contribute to the betterment of school organization and educational administration.

**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.

**Respondents of the Study**

Table 3.1 shows the respondents distributed by school using a none-probability sampling design. 200 teachers were taken from the 573 teachers of MBHTE in Sulu.

|  |  |  |
| --- | --- | --- |
| Schools | Total Number of Teachers in Each School | Respondents |
| Sulu National High School | 58 | 20 |
| Jolo National High School | 75 | 22 |
| Jolo School of Fisheries | 65 | 15 |
| Jolo Agricultural School | 45 | 15 |
| Patikul National High School | 24 | 10 |
| Indanan National High School | 17 | 10 |
| Parang National High School | 22 | 10 |
| Maimbung National High School | 14 | 10 |
| Talipao National High School | 17 | 10 |
| Panglima Estino National High School | 14 | 10 |
| Panamao National High School | 9 | 10 |
| Kalingalan Caluang National High School | 9 | 9 |
| Capual National High School | 14 | 9 |
| Luuk National High School | 24 | 10 |
| Hadji Panglima Tahil National High School | 24 | 10 |
| Lapak National School of Fisheries | 21 | 20 |
| Total |  | 200 |

**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 was created by Maria Valanna Starling in her study conducted in May 2020 entitled Teachers’ Perception of the Principal’s Communication Style Regarding Teacher Retention at a Selected Elementary School. 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. This particular questionnaire was developed by Sheena Mae Trestiza Cominghud, Ed.D and Melca Jamio Arevalo , MAEd, in their research “Motivation in Relation to Teachers’ Performance”.

**Validity and Reliability**

 The instrument used in this study was patterned and adopted from standardized questionnaires which were used in the study of Maria Valanna Starling on “Teachers’ Perception of the Principal’s Communication Style Regarding Teacher Retention at a Selected Elementary School” and Sheena Mae Trestiza Cominghud, Ed.D and Melca Jamio Arevalo, MAEd in their research entitled “Motivation in Relation to Teachers’ Performance”. 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 for accuracy and completion.

 In addition, the survey questionnaire was reviewed by the researcher’s dissertation chair and committee members who served as experts in instrument design.

**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. It also deals with respondent’s demographic profiles in terms of gender, age, civil status, educational attainment, and length of service; 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, and Submissive Communication-Manipulative Communication Style; 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; and the significant correlation and differences in these sub-categories when data are classified according to respondents’ demographic profiles.

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.

Table 1.1 Demographic profile of respondents in terms of gender

|  |  |  |
| --- | --- | --- |
| Gender | Number of Respondents | Percent |
| Male | 70 | 35.0% |
| Female | 130 | 65.0% |
| Total | 200 | 100% |

**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.

Table 1.2 Demographic profile of respondents in terms of age

|  |  |  |
| --- | --- | --- |
| Age | Number of Respondents | Percent |
| 30 years old & below | 59 | 29.5% |
| 31-40 years old | 42 | 21.0% |
| 41-50 years | 58 | 29.0% |
| 51 years old & above | 41 | 20.5% |
| Total | 200 | 100% |

**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.

Table 1.3 Demographic profile of respondents in terms of civil status

|  |  |  |
| --- | --- | --- |
| Civil Status | Number of Respondents | Percent |
| Single | 70 | 35.0% |
| Married | 123 | 61.5% |
| Separated/Divorced | 7 | 3.5% |
| Total | 200 | 100% |

**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.

Table 1.4 Demographic profile of respondents in terms of educational attainment

|  |  |  |
| --- | --- | --- |
| Educational Attainment | Number of Respondents | Percent |
| Bachelor’s degree | 89 | 44.5% |
| Bachelor’s degree with master’s units | 74 | 37.0% |
| Master’s degree | 28 | 14.0% |
| Master’ degree with doctoral units | 4 | 2.0% |
| Doctorate degree | 5 | 2.5% |
| Total | 200 | 100% |

**1.5 In terms of Length of Service**

Table 1.5 shows the demographic profile of respondents 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.

Table 1.5 Demographic profile of respondents in terms of length of service

|  |  |  |
| --- | --- | --- |
| Length of Service | Number of Respondents | Percent |
| 5 years & below | 73 | 36.5% |
| 6-10 years | 44 | 22.0% |
| 11-15 year | 37 | 18.5% |
| 16 years & above | 46 | 23.0% |
| Total | 200 | 100% |

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**

 Table 2.1 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 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

|  |  |  |  |
| --- | --- | --- | --- |
| Statements | Mean | S.D. | Rating |
| 1 | The school administrator’s messages are concise. | 3.7950 | 1.16609 | Agree |
| 2 | The school administrator’s messages are clear. | 3.8050 | 1.21836 | Agree |
| 3 | The school administrator acts efficiently regarding campus/district policies. | 3.7350 | 1.16255 | Agree |
| 4 |  The school administrator insists that teachers  document or present some type of proof regarding student matters.  | 3.7700 | 1.15489 | Agree |
| 5 | The school administrator has an assertive voice. | 3.8000 | 1.14304 | Agree |
| 6 | The school administrator physically and vocally acts out what he/she wants to communicate.  | 3.7650 | 1.19873 | Agree |
| 7 | The school administrator is comfortable with all varieties of people. | 3.8250 | 1.18804 | Agree |
| 8 | The school administrator is a very precise communicator. | 3.7600 | 1.16585 | Agree |
| 9 |  The school administrator begins communication With a positive statement before providing constructive criticism.  | 3.7700 | 1.19761 | Agree |
| Total Weighted Mean | 3.7806 | 1.09199 | Agree |

Legend: (5) 4.50-5.00= Strongly Agree; (4) 3.50-4.49= Agree; (3) 2.50- 3.49= Undecided; (2) 1.50- 2.49= Disagree; (1) 1.00- 1.49= Strongly Disagree

**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”.

Table 2.2 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

|  |  |  |  |
| --- | --- | --- | --- |
| Statements | Mean | S.D. | Rating |
| 1 | The school administrator avoids unnecessary threats to motivate teachers to achieve goals. | 3.7550 | 1.11858 | Agree |
| 2 | The school administrator does not behave aggressively. | 3.4850 | 1.21124 | Agree |
| 3 | The school administrator is accurate at all times when communicating.  | 3.7000 | 1.07974 | Agree |
| 4 | The school administrator micro-manages all school functions.  | 3.6450 | 1.09772 | Agree |
| 5 | The school administrator agrees with others; he/she is quick to answer them.  | 3.6600 | 1.13616 | Agree |
| 6 |  The school administrator is agreeable/indisputable | 3.6200 | 1.06832 | Agree |
| 7 | The school administrator is bothered when an argument is dropped or has not been resolved.  | 3.6900 | 1.10454 | Agree |
| 8 |  In disagreements, the school administrator listens to his/her subordinates and acts accordingly. | 3.7400 | 1.19143 | Agree |
| Total Weighted Mean | 3.6619 | 1.01827 | Agree |

Legend: (5) 4.50-5.00= Strongly Agree; (4) 3.50-4.49= Agree; (3) 2.50- 3.49= Undecided; (2) 1.50- 2.49= Disagree; (1) 1.00- 1.49= Strongly Disagree

**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 ofPassive-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”.

Table 2.3 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

|  |  |  |  |
| --- | --- | --- | --- |
| Statements | Mean | S.D. | Rating |
| 1 |  The school administrator’s work is not affected By his/her bad feelings. | 3.4800 | 1.18602 | Agree |
| 2 |  The school administrator seldom complains making those around him/her feel comfortable/ happy.  | 3.6500 | 1.13753 | Agree |
| 3 |  The school administrator takes responsibility.  | 3.9400 | 1.18889 | Agree |
| 4 |  The school administrator avoids conflict and  speaks about it indirectly.  | 3.7000 | 1.18194 | Agree |
| Total Weighted Mean | 3.6925 | 1.05642 | Agree |

Legend: (5) 4.50-5.00= Strongly Agree; (4) 3.50-4.49= Agree; (3) 2.50- 3.49= Undecided; (2) 1.50- 2.49= Disagree; (1) 1.00- 1.49= Strongly Disagree

**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”.

Table 2.4 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

|  |  |  |  |
| --- | --- | --- | --- |
| Statements | Mean | S.D. | Rating |
| 1 | Tensions don’t easily affect the school administrator’s decisions.  | 3.5950 | 1.13020 | Agree |
| 2 | The school administrator openly expresses his/her feelings and emotions.  | 3.7000 | 1.11635 | Agree |
| 3 | The school administrator avoids deceptiveness to achieve goals.  | 3.5650 | 1.17588 | Agree |
| 4 | The school administrator does not exaggerate to emphasize a point.  | 3.5450 | 1.17254 | Agree |
| Total Weighted Mean | 3.6012 | 1.04428 | Agree |

Legend: (5) 4.50-5.00= Strongly Agree; (4) 3.50-4.49= Agree; (3) 2.50- 3.49= Undecided; (2) 1.50- 2.49= Disagree; (1) 1.00- 1.49= Strongly Disagree

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”.

Table 3.1 Extent of motivation among teachers in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of Existence Needs

|  |  |  |  |
| --- | --- | --- | --- |
| Statements | Mean | S.D. | Rating |
| 1 | Adequate salary with respect to the nature of my work or the teaching profession | 4.1350 | .96511 | Often |
| 2 | Sufficient benefits and compensations which are at par with other organizations | 4.0400 | .98144 | Often |
| 3 | Financial incentives through fringe benefits and bonuses | 4.0800 | .97897 | Often |
| 4 | Wide range of health benefits like that of medical care | 3.9000 | 1.03215 | Often |
| 5 | Primary needs such as durable house with amenities | 3.7900 | 1.06846 | Often |
| 6 | Living a happy and contented life with my family whom I foster strong relationship  | 4.2800 | .91969 | Often |
| 7 | Engaging myself in convenient lifestyle and satisfying leisure activities | 3.9750 | .97937 | Often |
| 8 | Feeling contented, fulfilled and satisfied with my job | 4.2050 | .96833 | Often |
| 9 | Enjoying high prestige and social standing in my work | 4.0450 | .94203 | Often |
| 10 | Working for a stable and secured future through my profession | 4.2650 | .93764 | Often |
| Total Weighted Mean | 4.0715 | .79965 | Often |

Legend: (5) 4.50-5.00= Always; (4) 3.50-4.49= Often; (3) 2.50- 3.49= Sometimes; (2) 1.50- 2.49= Rarely; (1) 1.00- 1.49= Almost Never

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| Statements | Mean | S.D. | Rating |
| 1 | Organization foster supportive climate to its members. | 3.9950 | .88254 | Often |
| 2 | Friendly and congenial are my peers or colleagues in the office or in the workplace. | 4.0900 | .94145 | Often |
| 3 | Organization promotes good working conditions through the presence of camaraderie. | 4.2200 | .93055 | Often |
| 4 | Organization demonstrates social acceptance and belongingness. | 4.2150 | .93978 | Often |
| 5 | Organization promotes trust and confidence in the workplace. | 4.2300 | .96006 | Often |
| 6 | Organization values the contributions of each member for better performance management. | 4.1800 | .96032 | Often |
| 7 | Organization pays due attention to the needs of its members for better work engagement. | 4.0850 | .95516 | Often |
| 8 | Organization promotes public acknowledgement for better work accomplishments. | 4.1050 | .96885 | Often |
| 9 | Organization practices immediate feedback to manage expectations of its members. | 3.9600 | .94491 | Often |
| 10 | Organization promotes teamwork and cooperation among its members in work activities. | 4.1600 | .93744 | Often |
| Total Weighted Mean | 4.1240 | .84349 | Often |

Legend: (5) 4.50-5.00= Always; (4) 3.50-4.49= Often; (3) 2.50- 3.49= Sometimes; (2) 1.50- 2.49= Rarely; (1) 1.00- 1.49= Almost Never

**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”.

Table 3.3 Extents of motivation of teachers in public secondary schools of Ministry of Basic Higher and Technical Education in Sulu in terms of Growth Needs

|  |  |  |  |
| --- | --- | --- | --- |
| Statements | Mean | S.D. | Rating |
| 1 | Opportunities to learn new things through attending seminars, workshops and training activities | 3.9150 | 1.14206 | Often |
| 2 | Prospects for career advancements through study leave benefits, scholarship grants and graduate degree obtained. | 3.7100 | 1.14563 | Often |
| 3 | Promotion of my abilities contributing to research undertakings and other developments | 3.7800 | 1.14374 | Often |
| 4 | Leadership in the organization and make necessary contributions as part of it | 3.8850 | 1.06652 | Often |
| 5 | Breaks to use my special abilities in working as part of a team and in a variety of work commitments | 3.8850 | 1.02813 | Often |
| 6 | Recognition for promoting professional growth and development | 3.8250 | 1.05353 | Often |
| 7 | Opportunities for promotion to higher positions through career progressions and prospects | 3.7500 | 1.09246 | Often |
| 8 | Work related activities to enhance my skills and abilities | 3.9950 | .97454 | Often |
| 9 | Opportunities to engage in feedback system mechanism to the top level management in order to enhance organizational practices | 3.8950 | .93721 | Often |
| 10 | Remarks or constant feedbacks regarding my work progress and development for better work engagement | 3.8800 | 1.01526 | Often |
| Total Weighted Mean | 3.9150 | 1.14206 | Often |

Legend: (5) 4.50-5.00= Always; (4) 3.50-4.49= Often; (3) 2.50- 3.49= Sometimes; (2) 1.50- 2.49= Rarely; (1) 1.00- 1.49= Almost Never

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 their demographic profile in terms of age” is accepted.

Table 4.1 Differences 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

| SOURCES OF VARIATION | Sum of Squares | df | Mean Square | F | Sig. | Description |
| --- | --- | --- | --- | --- | --- | --- |
| Assertive Communication Style | Between Groups | 4.171 | 3 | 1.390 | 1.169 | .323 | Not Significant |
| Within Groups | 233.124 | 196 | 1.189 |  |  |  |
| Total | 237.295 | 199 |  |  |  |  |
| Aggressive Communication Style | Between Groups | 1.430 | 3 | .477 | .456 | .713 | Not Significant |
| Within Groups | 204.907 | 196 | 1.045 |  |  |  |
| Total | 206.337 | 199 |  |  |  |  |
| Passive-Aggressive Communication Style | Between Groups | 1.147 | 3 | .382 | .339 | .797 | Not Significant |
| Within Groups | 220.942 | 196 | 1.127 |  |  |  |
| Total | 222.089 | 199 |  |  |  |  |
| Submissive-Manipulative Communication Style | Between Groups | 1.620 | 3 | .540 | .491 | .689 | Not Significant |
| Within Groups | 215.392 | 196 | 1.099 |  |  |  |
| Total | 217.012 | 199 |  |  |  |  |

\*Significant at alpha 0.05

**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.

Table 4.2 Differences 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

| VARIABLES  Grouping  | Mean | S. D. | Mean Difference | t | Sig. | Description |
| --- | --- | --- | --- | --- | --- | --- |
| Assertive Communication Style |  Male | 3.7365 | 1.20552 | -.06777 | -.418 | .677 | Not Significant |
| Female | 3.8043 | 1.02983 |
| Aggressive Communication Style |  Male | 3.6268 | 1.08253 | -.05398 | -.357 | .722 | Not Significant |
| Female | 3.6808 | .98573 |
| Passive-Aggressive Communication Style |  Male | 3.6036 | 1.11681 | -.13681 | -.873 | .384 | Not Significant |
| Female | 3.7404 | 1.02366 |
| Submissive-Manipulative Communication Style |  Male | 3.5679 | 1.07248 | -.05137 | -.331 | .741 | Not Significant |
| Female | 3.6192 | 1.03252 |

\*Significant at alpha 0.05

**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.

Table 4.3 Differences 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

| SOURCES OF VARIATION | Sum of Squares | df | Mean Square | F | Sig. | Description |
| --- | --- | --- | --- | --- | --- | --- |
| Assertive Communication Style | Between Groups | 2.807 | 2 | 1.403 | 1.179 | .310 | Not Significant |
| Within Groups | 234.488 | 197 | 1.190 |  |  |  |
| Total | 237.295 | 199 |  |  |  |  |
| Aggressive Communication Style | Between Groups | 4.537 | 2 | 2.269 | 2.215 | .112 | Not Significant |
| Within Groups | 201.800 | 197 | 1.024 |  |  |  |
| Total | 206.337 | 199 |  |  |  |  |
| Passive-Aggressive Communication Style | Between Groups | 4.805 | 2 | 2.402 | 2.178 | .116 | Not Significant |
| Within Groups | 217.284 | 197 | 1.103 |  |  |  |
| Total | 222.089 | 199 |  |  |  |  |
| Submissive-Manipulative Communication Style | Between Groups | 2.728 | 2 | 1.364 | 1.254 | .288 | Not Significant |
| Within Groups | 214.284 | 197 | 1.088 |  |  |  |
| Total | 217.012 | 199 |  |  |  |  |

\*Significant at alpha 0.05

**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.

Table 4.4 Differences 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

| SOURCES OF VARIATION | Sum of Squares | df | Mean Square | F | Sig. | Description |
| --- | --- | --- | --- | --- | --- | --- |
| Assertive Communication Style | Between Groups | 2.742 | 4 | .685 | .570 | .685 | Not Significant |
| Within Groups | 234.553 | 195 | 1.203 |  |  |  |
| Total | 237.295 | 199 |  |  |  |  |
| Aggressive Communication Style | Between Groups | 1.356 | 4 | .339 | .323 | .863 | Not Significant |
| Within Groups | 204.981 | 195 | 1.051 |  |  |  |
| Total | 206.337 | 199 |  |  |  |  |
| Passive-Aggressive Communication Style | Between Groups | 1.644 | 4 | .411 | .364 | .834 | Not Significant |
| Within Groups | 220.445 | 195 | 1.130 |  |  |  |
| Total | 222.089 | 199 |  |  |  |  |
| Submissive-Manipulative Communication Style | Between Groups | 3.602 | 4 | .901 | .823 | .512 | Not Significant |
| Within Groups | 213.410 | 195 | 1.094 |  |  |  |
| Total | 217.012 | 199 |  |  |  |  |

\*Significant at alpha 0.05

**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.

Table 4.5 Differences 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

\*Significant at alpha 0.05

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?

| SOURCES OF VARIATION | Sum of Squares | df | Mean Square | F | Sig. | Description |
| --- | --- | --- | --- | --- | --- | --- |
| Assertive Communication Style | Between Groups | .558 | 3 | .186 | .154 | .927 | Not Significant |
| Within Groups | 236.737 | 196 | 1.208 |  |  |  |
| Total | 237.295 | 199 |  |  |  |  |
| Aggressive Communication Style | Between Groups | .411 | 3 | .137 | .130 | .942 | Not Significant |
| Within Groups | 205.926 | 196 | 1.051 |  |  |  |
| Total | 206.337 | 199 |  |  |  |  |
| Passive-Aggressive Communication Style | Between Groups | 1.334 | 3 | .445 | .395 | .757 | Not Significant |
| Within Groups | 220.755 | 196 | 1.126 |  |  |  |
| Total | 222.089 | 199 |  |  |  |  |
| Submissive-Manipulative Communication Style | Between Groups | .804 | 3 | .268 | .243 | .866 | Not Significant |
| Within Groups | 216.208 | 196 | 1.103 |  |  |  |
| Total | 217.012 | 199 |  |  |  |  |

**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.

Table 5.1 Differences 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

| SOURCES OF VARIATION | Sum of Squares | df | Mean Square | F | Sig. | Description |
| --- | --- | --- | --- | --- | --- | --- |
| Existence Needs | Between Groups | 1.262 | 3 | .421 | .654 | .581 | Not Significant |
| Within Groups | 125.986 | 196 | .643 |  |  |  |
| Total | 127.248 | 199 |  |  |  |  |
| Relatedness | Between Groups | 2.906 | 3 | .969 | 1.369 | .253 | Not Significant |
| Within Groups | 138.679 | 196 | .708 |  |  |  |
| Total | 141.585 | 199 |  |  |  |  |
| Growth Needs | Between Groups | 3.582 | 3 | 1.194 | 1.273 | .285 | Not Significant |
| Within Groups | 183.897 | 196 | .938 |  |  |  |
| Total | 187.479 | 199 |  |  |  |  |

\*Significant at alpha 0.05

**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.

Table 5.2 Differences 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 gender

| VARIABLES  Grouping  | Mean | S. D. | Mean Difference | t | Sig. | Description |
| --- | --- | --- | --- | --- | --- | --- |
| Existence Needs |  Male | 4.1714 | .78614 | .15374 | 1.299 | .195 | Not Significant |
| Female | 4.0177 | .80468 |
| Relatedness |  Male | 4.1971 | .74191 | .11253 | .899 | .370 | Not Significant |
| Female | 4.0846 | .89369 |
| Growth Needs |  Male | 3.8886 | 1.03735 | .05626 | .390 | .697 | Not Significant |
| Female | 3.8323 | .93628 |

\*Significant at alpha 0.05

**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.

Table 5.3 Differences 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

| SOURCES OF VARIATION | Sum of Squares | df | Mean Square | F | Sig. | Description |
| --- | --- | --- | --- | --- | --- | --- |
| Existence Needs | Between Groups | 2.442 | 2 | 1.221 | 1.927 | .148 | Not Significant |
| Within Groups | 124.806 | 197 | .634 |  |  |  |
| Total | 127.248 | 199 |  |  |  |  |
| Relatedness | Between Groups | 2.366 | 2 | 1.183 | 1.674 | .190 | Not Significant |
| Within Groups | 139.219 | 197 | .707 |  |  |  |
| Total | 141.585 | 199 |  |  |  |  |
| Growth Needs | Between Groups | 1.623 | 2 | .812 | .860 | .425 | Not Significant |
| Within Groups | 185.856 | 197 | .943 |  |  |  |
| Total | 187.479 | 199 |  |  |  |  |

\*Significant at alpha 0.05

**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.

Table 5.4 Differences 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

| SOURCES OF VARIATION | Sum of Squares | df | Mean Square | F | Sig. | Description |
| --- | --- | --- | --- | --- | --- | --- |
| Existence Needs | Between Groups | 5.293 | 4 | 1.323 | 2.116 | .080 | Not Significant |
| Within Groups | 121.954 | 195 | .625 |  |  |  |
| Total | 127.248 | 199 |  |  |  |  |
| Relatedness | Between Groups | 4.900 | 4 | 1.225 | 1.748 | .141 | Not Significant |
| Within Groups | 136.685 | 195 | .701 |  |  |  |
| Total | 141.585 | 199 |  |  |  |  |
| Growth Needs | Between Groups | 12.126 | 4 | 3.031 | 3.371\* | .011 | Not Significant |
| Within Groups | 175.354 | 195 | .899 |  |  |  |
| Total | 187.479 | 199 |  |  |  |  |

\*Significant at alpha 0.05

**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.

Table 5.5 Differences 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

| SOURCES OF VARIATION | Sum of Squares | df | Mean Square | F | Sig. | Description |
| --- | --- | --- | --- | --- | --- | --- |
| Existence Needs | Between Groups | 2.269 | 3 | .756 | 1.186 | .316 | Not Significant |
| Within Groups | 124.979 | 196 | .638 |  |  |  |
| Total | 127.248 | 199 |  |  |  |  |
| Relatedness | Between Groups | 2.199 | 3 | .733 | 1.031 | .380 | Not Significant |
| Within Groups | 139.385 | 196 | .711 |  |  |  |
| Total | 141.585 | 199 |  |  |  |  |
| Growth Needs | Between Groups | 2.133 | 3 | .711 | .752 | .522 | Not Significant |
| Within Groups | 185.346 | 196 | .946 |  |  |  |
| Total | 187.479 | 199 |  |  |  |  |

\*Significant at alpha 0.05

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.

Table 6. Correlation between level of school administrators’ communication styles and extent of teachers’ motivation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables | Pearson r | Sig | N | Description |
| Dependent | Independent  |
| Administrator’s Communication Styles  | Teachers’ Motivation | -.169\*\* | .017 | 200 | Nearly Zero |

\*Correlation Coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

**CHAPTER V - SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of findings, conclusions and recommendations based on the data collected that were properly tabulated, computed and analyzed for this study.

Summary of Findings

 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.

* 1. 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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