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Research Article

The Effect of School Heads' Style in The Utilization of Online Communication in Building Positive Organizational Culture

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ABSTRACT

School leaders at all levels play an essential role in shaping school culture. In their daily work, principals communicate core values. Teachers instill values through their actions and words. Parents boost their spirits by visiting schools, participating in governance, and celebrating success. Communication with internal and external stakeholders is part of the school head's daily work. A day is incomplete unless there is communication between teaching and non-teaching personnel at the school. Thus, this study used the descriptive correlational design to determine if the school head's communication style mediates the effect of the utilization of online communication in building a positive organizational culture. The respondents were the 65 school heads and 349 teachers from the 7 districts in the Division of San Pablo City. The validated survey questionnaire was used to gather the data. The data were analyzed using frequency, mean, standard deviation, Pearson product-moment correlation, and multiple linear regression. The results revealed that the school heads and teachers perceived that the level of school heads' utilization of online communication, school head communication style in utilizing online communication, and building a positive organizational culture were highly manifested. The test of correlation between the school heads utilization of online communication in building a positive organizational culture is significant. The school heads' utilization of online communication affects building a positive organizational culture. The school head's communication style mediates the school head's utilization of online communication in building a positive organizational culture in terms of being a supervisor, and manager. The study recommends that the school should always capacitate teachers using various online platforms as internet communication has been a part of the system ever since the pandemic.

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Keywords: *Online communication, Organizational culture, Communication style*

Introduction

Operating and administering the school or institution is a significant role of a school head. However, effective communication is necessary to preserve a positive school climate and environment. Dayton (2021). The tasks of the school head are relevant in a particular school. Usually, an influential school head may be attributed to having effective communication with teachers. According to Anggorowati (2018), communication is vital for administrators because it is one of the fundamental abilities of educational leaders who want to manage their schools effectively. Open lines of communication with stakeholders will make the school run smoothly and well-organized. In an organization, effective and open communication between the leaders in school and their subordinates is relevant to establishing a positive culture that fosters motivation, commitment, and satisfaction to work which could lead to efficiency and productivity. As members of the organization, teachers will work in one direction to achieve the school's vision and mission if they are well instructed through good communication. On the other hand, if teachers were not well-guided, the result would be the presence of individuality and not focus on achieving one goal. The good thing that the Pandemic brought to the school is the knowledge and skills in the different online communication learned both by school heads and teachers. Since no disruption of classes was followed when the in-person classes were implemented and usually meeting teachers is done after classes, it was observed that online communication was an effective one to disseminate information. It is part of the system in the Department of Education for communicating online some that are usually observed are the utilization of FB messenger, email, video calls video conferencing, etc. Others communicate through online platforms such as Google Meet, Microsoft Teams, zoom, etc. so that classes will not be disrupted as stipulated in DO 9 s 2005, Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance

therewith. Usually, for convenience and easy imparting of the DepEd orders, DepEd memorandum, advisory, information dissemination, instructions, providing school data and reports communication was done online specifically the utilization of social media FB messenger.

The success of implementing learning delivery, programs, projects, and activities in the school lies in the relationship between the teaching and non-teaching personnel. Establishing an organization that is more knowledgeable about decisions and procedures and increasing employee engagement, transparency, and communication are frequently related to Farrell (2016). Through Facebook Messenger, which allowed anybody to participate and provide thoughts, comments, or reactions, online communication helped the school head and teacher reach conclusions. Hermosa et al. (2024) contend that our teachers are also recognizing the explosion of new skills in the digital age, thus a comprehensive and sustainable reskilling and upskilling in digital literacy and competence and professional development could be implemented to be competitive and relevant in the new normal in education. On occasion, it would be simpler for the school principal to ensure that teachers' views are heard even while they are in a classroom or any other place on the school premises. With technology at hand and its utilization, face-to-face meetings will be held only as needed. School heads still found these social media platforms helpful, even if the restrictions on face-to-face communication were not too rigorous. This may continue in the school system as permanent communication between teachers and school heads. Despite the usability and adaptability of the following forms of communication, there is a need to determine if this communication will affect the school's organizational culture.

This research determined the effect of school heads' style in the utilization of online communication in building a positive organizational culture in the Division of San Pablo City for the School Year 2022-2023. Specifically, the study aimed to answer the following questions:

1. Determine the level of the school heads' perceptions of utilizing online communication in terms of cost-effective, convenience and ease, long-term advantages, accessibility, flexibility, knowledge and skills on different online platforms, and netiquette in utilization of the online platform
2. Determine the level of the school head's style of communication as educator, leader, innovator, motivator, manager, and supervisor
3. Determine the level of the school's organizational culture in terms of job satisfaction, organizational commitment, efficiency, and productivity
4. Find out if there is a significant relationship between the school head's utilization of online communication and organizational culture in terms of job satisfaction, organizational culture, efficiency, and productivity
5. Find out if the communication style of the school head mediates the significant relationship between school heads' utilization of online communication and organizational culture
6. Find out the communication style of the school head significantly predicts the building of a positive organizational culture

Methodology

This study employed a descriptive-correlational research method to solve the problems.

Results and Discussions

Table 1. Perceived Level of School Heads' Utilization of Online Communication

Utilization of Online Communication	Mean	SD	Verbal Interpretation
1. Cost Effective	4.33	0.63	High
2. Convenience and Ease	4.20	0.64	High
3. Long-Term Advantages	4.29	0.67	High
4. Accessibility	4.29	0.64	High
5. Flexibility	4.35	0.64	High
6. Knowledge and Skills on Different Online Platform	4.41	0.62	High
7. Netiquette in Utilization of Online Platform	4.33	0.62	High
Overall	4.32	0.59	High

Legend: 4.50-5.00 Very High; 3.50-4.49 High; 2.50-3.49 Moderately High; 1.50-2.49 Low; 1.00-1.49 Very Low

The table depicts the level of utilization of online communication by the school heads as

This study concentrated on 65 public elementary school heads and 349 selected teachers in the Division of San Pablo City. The sampling technique used by the researcher to select the respondents of the study was simple random sampling. The researcher used a researcher-made survey questionnaire. The descriptive part presents the level of school heads' utilization of online communication, the level of school heads' style of communication, and the level of the school's organizational culture. The correlational part provides information on the relationship between the utilization of online communication and organizational culture. The mediating variables that might affect how the school head uses online communication to establish organizational culture and how the school head uses communication to build a positive organizational culture were predicted using multiple linear regression. Multiple linear regression was applied to determine which mediating variables predict building organizational culture on the school head's utilization of online communication and building of positive organizational culture on the School head's Communication Styles, moreover, mediation analyses were employed to determine if the communication style of the school head acts as a mediator between the relationship of the school heads' utilization of online communication and building organizational culture.

perceived by the respondents. It shows that the respondents perceived that school heads have

a high level of utilization of online communication ($M = 4.32$; $S = 0.59$). With regards to the school heads utilization of online communication in terms of knowledge and skills on different online platforms ($M = 4.41$; $SD = 0.62$), it was perceived by the respondents to have a high level of manifestation. Facebook Messenger was the most used online communication tool by the school head. Since it is the most popular form of online communication because of its simplest features, which everyone can easily use and understand, it is through Facebook

Messenger that the school heads can easily and quickly post announcements for the teachers. The different online platforms may take time to understand the process of utilization like Google Meet, Microsoft Teams, Zoom, video conferencing, and e-mail. This may be the reason why these online platforms were used frequently. Likewise, the respondents perceived that flexibility is high in terms of the school head's utilization of online communication (4.35; 0.64). It is so flexible that school heads can update teachers anywhere and anytime.

Table 2. Perceived Level of Communication Style of School Head

Communication Style of School Head	Mean	SD	Verbal Interpretation
1. Educator	4.39	0.63	High
2. Leader	4.41	0.62	High
3. Innovator	4.38	0.62	High
4. Motivator	4.42	0.61	High
5. Manager	4.42	0.62	High
6. Supervisor	4.38	0.62	High
Overall	4.40	0.59	High

Legend: 4.50-5.00 Very High; 3.50-4.49 High; 2.50-3.49 Moderately High; 1.50-2.49 Low; 1.00-1.49 Very Low

Table 2 presents the level of communication style of the school head as perceived by the school heads and teachers' respondents. The result shows that the respondents perceived a high level of communication style as being an educator, leader, innovator, motivator, manager, and supervisor ($M = 4.40$; $SD = 0.59$). School heads have numerous tasks in school in terms of directing the school towards its vision and mission. School heads should possess the knowledge and skills to be efficient and effective leaders. Communication or the communication style of the school head could impact his

or her running or managing the school. Likewise, school heads' communication styles as managers ($M = 4.42$; $SD = 0.62$) were perceived by the respondents to be high in terms of guiding, directing, and developing teacher performance. One of the most significant responsibilities of the school heads is to develop and enhance the teachers' performance. This is the reason why the school heads and master teachers at the school mentor or coach teachers specifically to improve the teaching and learning process.

Table 3. Perceived Level of Building Positive Organizational Culture

Organizational Culture	Mean	SD	Verbal Interpretation
1. Job Satisfaction	4.39	0.63	High
2. Organizational Commitment	4.41	0.63	High
3. Efficiency	4.36	0.61	High
4. Productivity	4.40	0.62	High
Overall	4.39	0.60	High

Legend: 4.50-5.00 Very High; 3.50-4.49 High; 2.50-3.49 Moderately High; 1.50-2.49 Low; 1.00-1.49 Very Low

It can be gleaned from the table that the respondents' perception of the school head's ability to build a positive organizational culture is high. School heads are the leaders of the school who are empowered, as stated in RA 9155, to have authority, responsibility, and accountability. Usually, the school head is the one directing the teachers to achieve the DepEd vision and mission. It is the role and responsibility of the school head to nurture a positive culture in the organization where all the teachers collaboratively work for the common good of the school. School heads build a positive organizational

culture in terms of organizational commitment ($M = 4.41$; $SD = 0.63$), as perceived by the respondents to be high in terms of involving teachers in all activities and identifying the goals and values of the organization. If teachers are involved in all school activities, whether the task assigned is small or big, still taking part could develop collaboration and teamwork among all the teachers in the organization. Valuing the potential of the teachers could improve their self-confidence and build trust with each member of the organization, thus building a positive organizational culture.

Table 4. Correlation between school Heads' utilization of online communication and organizational culture

Utilization of Online Communication	Organizational Culture				
	Job Satisfaction	Organizational Commitment	Efficiency	Productivity	Building Organizational Culture
Cost Effective	.634**	.633**	.612**	.642**	.652**
Convenience and Ease	.579**	.589**	.595**	.591**	.609**
Long-term Advantages	.657**	.649**	.641**	.651**	.672**
Accessibility	.671**	.656**	.644**	.661**	.681**
Flexibility	.688**	.677**	.655**	.679**	.698**
Knowledge and Skills in Different Online Communication	.672**	.677**	.656**	.669**	.692**
Netiquette in Utilization of Online Communication	.694**	.702**	.686**	.721**	.725**
Utilization of Online Platforms	.713**	.712**	.697**	.716**	.734**

**Correlation is significant at the .01 level (2 tailed)

The table shows the result of the correlation between the variables under the utilization of online communication and the variables in the organizational culture. Using the Pearson Product Moment Correlation, it shows that there is a positive relationship ($r=.734$, $p<.01$) between the school heads' utilization of online communication and building a positive organizational culture. Specifically, netiquette in the utilization of online communication has the highest correlation ($r = .725$) with building a positive organizational culture in terms of job satisfaction, organizational commitment, efficiency, and productivity. The respondents

perceived that the most used online communication tool by the school heads with teachers is Facebook Messenger. It is where the school heads send their messages with respect. Values could also be practiced by everyone using online communication. This implies that the respondents feel satisfied with the job when school heads communicate with them with respect, thus building trust and eventually feeling satisfied with their work. This is in support of the study of Bartl (2017), which found that netiquette dramatically increased comprehension, increased job satisfaction, decreased uncertainty, and boosted the sender's reputation.

Table 5. Regression of building organizational culture on school head's utilization of online communication

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
3	.750 ^c	0.563	0.56	0.40071
ANOVA^a				
Model	Sum of Squares	df	Mean Square	F
Regression	84.755	3	28.252	175.945
Residual	65.834	410	0.161	<.001 ^d
Total	150.59	413		
Coefficients^a				
Model	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	t
(Constant)	1.068	0.147		7.25
Convenience and ease	-0.19	0.074	-0.202	-2.563
Netiquette in utilization of OP	0.252	0.084	0.257	2.996
Utilization of Online platforms	0.702	0.129	0.681	5.431
				<.001

Using the regression analysis, the data revealed that the school heads utilization of online communication significantly affect in building positive organizational culture since statistical data showed has the F value (4, 413) =175.945 and p<.01. Hence it signifies the rejection of null hypothesis. The R² value 0.563 implies that the utilization of online communication affects 56.3% of the variance of building organizational culture of the respondents. In comparison the remaining 43.7% was attributed to the other factors that are not included in the regression analysis. Hence, the model suggests that convenience and ease, netiquette in using online communication, utilization of online platforms are factors that significantly affect in building organizational. Specifically, in their singular capacities, the utilization of online communication such as convenience and ease (t=2.563; p<.011) and netiquette in the utilization of online communication (t=2.996; p<.003) and Utilization of online platform (t=5.431; p<.001) are significant predictors of building organizational culture.

The respondents replied that the most used online communication tool by school heads is Facebook Messenger. This was used by the school heads because of its convenience and ease of use. With gadgets like cellphones with an internet connection and loaded data, only the school heads could send DepEd orders, memoranda, instructions, videos, attachments, and other features of Facebook Messenger. To build a positive relationship with the teachers or with the organization itself, values in communicating between school heads and teachers should be observed, such as netiquette in the utilization of Facebook Messenger. This will usually be done to avoid misinterpretations of the messages that will eventually lead to miscommunication. The studies of Salazar (2022) and Baguna and Callo (2017) support the findings of this study that using Facebook Messenger's trend of group chats has advantages in terms of convenience and ease. School leaders were proactive in engaging with and passing this information to their subordinates because it was so simple to share critical instructions and information.

Table 6. Mediating effect of communication style of the school head to the Utilization of Online Communication and Organizational Culture

Mediating Effect of Communication Style of SH to the Utilization of Online Communication and Organizational Culture

	Effect	SE	t	p	LLCI	ULCI	Remarks
Direct	0.0563	0.0306	1.8375	0.0669	-0.0039	0.1165	
Indirect	0.7008	0.0716			0.5530	0.8366	
Total	0.7570	0.0345	21.9429	0.0000	0.6892	0.8249	
UOC → CSSH	0.7786	0.0317	24.6012	0.0000	0.7164	0.8408	Complementary Full Mediation
CSSH → OC	0.9000	0.0303	29.6688	0.0000	0.8404	0.9597	
UOC → CSSH → OC	0.7008	0.0716			0.5530	0.8366	

Mediating Effect of Communication Style of SH to the Utilization of Online Communication and Organizational Culture

Total Effect (UOC → OC)	Direct Effect (UOC → OC)	Relationship	Indirect Effect	Confidence Interval		t	Conclusion
				LB	UB		
.7570 (.0000)	0.0664 (.0295)	UOC → Educator → OC	0.0288	-0.0442	0.1279	0.6667	Not mediated
		UOC → Leader → OC	0.1914	0.0535	0.3188	2.8272	Partial Complementary
		UOC → Innovator → OC	0.0446	-0.0625	0.1599	0.8036	Not mediated
		UOC → Motivator → OC	0.0661	-0.0809	0.2064	0.9005	Not mediated
		UOC → Manager → OC	0.1951	0.0648	0.3487	2.7211	Partial Complementary
		UOC → Supervisor → OC	0.1645	0.0608	0.2709	3.0863	Partial Complementary

*Legend: UOC-Utilization of Online Communication; CSSH-Communication Style of the School Heads
OC-Organizational Culture*

Table 6 presents the mediating effect of the school head's communication style on the utilization of online communication in building a positive organizational culture. The result shows that the school heads' utilization of online communication has a direct effect on building a positive organizational culture. The mediating variable, which is the communication style, has an indirect effect on the school head's utilization of online communication in building a positive organizational culture with complementary mediation. This also shows that the school heads' communication style as a leader is partially complementary to the school head's utilization of online communication in building a positive organizational culture. The same is true for the manager and the supervisor, which also have a partial complementary or indirect effect on the utilization of online communication in building a positive organizational culture.

The school head as a leader in the school inspires and encourages teachers. To encourage and inspire teachers' communication skills have an important role to play like being open to every teacher on the educational goals, vision, and mission of the school. Accepting the

suggestions, comments, feedback, and criticisms within the organization could lead to school improvement, especially the school programs, projects and activities and eventually lead to providing quality education in school. As a leader in school the school head should always be firm in giving directions or details online. Setting of the dates, time, and venue for the activities sent online or through Facebook Messenger could affect the building of trust between the school heads and teachers. The result of Eernaliza et al. (2020) study supports the findings of this study that relate to the role that the success or failure of school goals can be influenced by the principal's performance of management duties, which begin with planning education, organizing education, carrying out or implementing education administration, controlling, and supervising, and carrying out the evaluation process. The principal plays a decisive role in school management. Moreover, the school heads as managers are also responsible for the efficient management of school resources. If the desired result is achieved within the limited resources of the school the school head manages the school effectively and efficiently. Facebook messenger was the most

used online communication in school and almost all the schools in the Division of San Pablo City have the internet connection with different internet providers.

The principal's position as a supervisor is crucial for enhancing teacher effectiveness. It adds that the school leader must comprehend his supervisory responsibilities while carrying out his leadership tasks and that the supervisor must monitor, direct, and oversee activities with an eye toward development. As a supervisor, it is the function of the school head to monitor or direct the school's operations, and the most convenient and easy way to do this is online. The communication style of the school head as a leader, manager and supervisor

mediates the utilization of online communication in building positive organizational culture since the functions will not be done if not through communicating between school heads and teachers. On the other hand, the school heads communication style in terms of being leader, manager, and supervisor has both direct and indirect effects that are significant on the utilization of online communication and building a positive organizational culture. This study is supported by the result of the study of Anggorowati (2018) that communication is vital for administrators because it is one of the fundamental abilities of educational leaders who want to manage their schools effectively.

Table 7. Regression of building of positive organizational culture on School head's Communication Styles

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
4	.926 ^d	0.857	0.856	0.22946
ANOVA^a				
Model	Sum of Squares	df	Mean Square	F
Regression	129.056	4	32.264	612.794 <.001 ^e
Residual	21.534	409	0.053	
Total	150.59	413		
Coefficients^a				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
(Constant)	0.249	0.085		2.936 0.004
Leader	0.169	0.08	0.173	2.113 0.035
Manager	0.194	0.076	0.199	2.572 0.01
Supervisor	0.154	0.057	0.158	2.68 0.008
Overall Communication Styles	0.424	0.15	0.415	2.821 0.005

The table provides the perceived school head communication style as an influence on building a positive organizational culture. It can be seen from the data that the school head's communication style in terms of being a manager ($t = 2.572$; $p = 0.035$), supervisor ($t = 2.68$; $p = 0.008$), and overall communication style ($t = 2.821$; $p = .005$) significantly affects in building a positive organizational culture.

To be an effective manager, there should always be openness in the organization, and this could be best done through open communication. There are instances where decision-making in school should not always come from the school heads; usually, the teachers' feedback and suggestions may contribute to the progress of the school. The best way to reach teachers is to communicate with them online. If teachers

are well informed and involved by the school head, the culture within the school will be positive. This study was supported by the studies of Dayton (2021), Anggorowati (2018), and Iskandar et al. (2014) that communication is crucial for administrators because it is one of the critical skills of educational leaders who want to manage their schools' impact. On the other hand, the school head, as a supervisor, has a significant task as an instructional leader. Supervision of the class, especially if the teaching-learning process is running smoothly and effectively in school. The school heads from the Division of San Pablo City's main task is to supervise whether the teaching strategies and techniques used by the teachers in the teaching and learning process are effective and efficient. As an instructional leader, the school head should conduct coaching and mentoring with teachers and provide technical assistance for the improvement of both teachers' and pupils' performance

Conclusion

In this study on the effect of school heads' styles on the utilization of online communication in building a positive organizational culture, the following conclusions were drawn:

1. Most of the school heads and teachers' respondents perceived that the school used online communication in their school, and the most common and everyday use of online communication by the school heads and teachers is Facebook Messenger.
2. The perceived level of the respondent's utilization of online communication, school heads' style of communication, and school organizational culture are highly manifested.
3. The school heads' communication style in terms of being leader, manager, and supervisor has both direct and indirect effects that are significant on the utilization of online communication and building a positive organizational culture.
4. There is a significant relationship between school heads' styles and the utilization of online communication in terms of job satisfaction, organizational commitment, efficiency, and productivity. Therefore, the null

hypothesis stating that there is no relationship between school heads' styles and the utilization of online communication in building organizational culture in terms of job satisfaction, organizational commitment, efficiency, and productivity is not sustained.

5. The hypothesis that there is no effect of the use of school head style in online communication on building a positive organizational culture in terms of job satisfaction, organizational commitment, efficiency, and productivity is not supported.
6. The communication style of the school head as manager and supervisor significantly predicts the school heads' utilization of online communication in building positive organizational culture therefore the null hypothesis that school heads' communication style does not significantly predict in building positive organizational culture is not supported.

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