

***Management Practices and Communication Patterns of Lyceum De Cebu:  
Bases for Enhancement***

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The Asian Conference on Society, Education & Technology 2015  
Official Conference Proceedings

**Abstract**

This study assessed the extent of implementation of the basic management functions practiced by the teaching and non-teaching personnel in an academic institution in the Philippines. Also, it evaluated the effectiveness of the organizational communication patterns demonstrated by the two groups. In terms of management, the functions of planning, organizing, leading, and controlling were analyzed. Included in the assessment were the different communication patterns used such as downward, upward and lateral.

Results revealed that the planning and organizing functions were manifested to a great extent and to an even greater extent by the teaching staff and non-teaching staff, respectively. With regard to the leading and controlling functions, both groups manifested them to a great extent.

Referring to the effectiveness of the organizational communication patterns in the institution, a downward pattern was regarded by both teaching and non-teaching staff to be generally effective. Upward communication pattern was also viewed by both groups to be effective while the lateral communication was appraised by the teaching staff to be effective but very effective by the non-teaching staff.

The Fisher's t-test of differences revealed that there were no significant differences in the assessments made by the teaching and non-teaching personnel in management functions as well as in communication patterns.

In conclusion, the institution can benefit from an enhancement program geared towards the improvement of management practices and organizational communication. Moreover, collaboration among administrators and subordinates ensure the successful implementation and evaluation of the program proposed in this study.

Keywords: management practices, communication patterns, enhancement programs

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## Introduction

This study is based on the theory advanced by Murphy (2002) who summarized the challenges and opportunities open to administrators whose “mission of educational leadership has changed from knowing what to do in order to control and manage to knowing how to live in order to unleash the synergy of the system.”

School management has never been more crucial as it is today. It is imperative in these complex times to reassess the quality of management practices prevailing in the academic institution. It is the primary responsibility of the school administrators to develop the institution’s capacity to envision a desired state of affairs that induces commitment to continuous improvement (Fullan, 2006). Thus, the thrust now is for school administrators to rethink education and create new, more effective paradigms of management to improve the entire system.

Increasingly, researchers and practitioners are examining the role that effective communication has in propelling individuals to overcome barriers, work through problems, and achieve goals (Dumler, 2008). Many managers today consider open communication as a means of improving organizational effectiveness and quality. The goal of constantly improving quality can be achieved only if it supersedes differences, jealousies, competition between individuals and departments, and turf battles (Clarke, 2002). Aldag (2006) observed that communication pervades every aspect of the organization – every individual, team or department, each of whom has an external relationship with customers, suppliers and competitors. The organization cannot achieve its goals without open, two-way communication.

This study sought to determine the extent of implementation of the basic management functions and the effectiveness of the organizational communication patterns manifested in Lyceum de Cebu in the Philippines in order to recommend proposals for enhancement. Specifically, the study required the teaching and non-teaching regular personnel to assess the nature of their implementation of the different management functions such as planning, organizing, leading, and controlling. It also determined how effective the organizational communication patterns are in the academic institution under study based on downward, upward and lateral dimensions. Additionally, the assessments made by the teaching and non-teaching staff in terms of management functions and organizational communication patterns were compared. Using the results of the overall evaluation as bases, programs for enhancement are suggested and a model of management enhancement proposed (Figure 1).



Figure 1. Management Enhancement Model

Other models of management have been proposed in the past. Hoda’s study (2004) examined the relationship between the cultural values and readiness to change in the

context of the non-profits, particularly two head start programs. This exploratory study used two standardized surveys to investigate (a) the values of upper and frontline management, (b) the alignment – misalignment of values of the two levels of management, (c) the relationship between differences in values and individual readiness to distinct eclectic sets of values with contrasting emphasis on one or more culture types. His study provided organizational leadership with an understanding of similarities and differences in managerial perspectives when different subcultures work together and its relationship to change. The study also suggested strategies to bridge culture gaps, leading to better management strategies.

Le, Barbosa, Luque and Wang (2012) introduced information Role Based Access Control (RBAC) model as an effective tool in accessing information for management use in the context of team collaboration and workflow to coordinate clinical education programs. Business intelligence as a management model in higher education was recommended for decision support in managing learning facilitator (Naowanich and Jeerungsuwan, 2013). In a study conducted on school-based organization, the management framework recommended goals, policies, curriculum, standards, accountability and the administrators and faculty development (Thida and Joy 2012). However, no model has yet been available that combined the functions of the management and communication flow of the entity.

The proposed management enhancement model is two-pronged. The first part involves a series of activities (i.e. meetings, brainstorming, etc.) oriented towards the implementation of positive changes in the various aspects of the basic management functions. The second part is a development program designed to enrich the existing organizational communication pattern in an institution. The output is a creation of a competitive advantage in key areas of management and communication. This model works on the bases of effective internal processes and structures that internalize the importance of the four management functions and the various types of activities involved in each type. Various strategies are available to help adaptation to an uncertain environment. In communication, goals are achieved by guaranteeing that structures are in place to ensure the richness of channels. To be effective communicators, managers must understand not only general interpersonal communication concepts, but also organizational communication patterns.

Based on the proposed model, a planning function intervention scheme is designed to enhance and sustain management practices, by periodically revisiting the vision, mission and goals of the school in lieu of the changes in the internal and external environments. The planning process is systematic and inclusive, involving effective action plan development as well as communication strategies to all stakeholders.

In the organizing function, periodic job analysis is essential as well as the creation and maintenance of a structure that supports organizational strategy. The distribution of authority is also crucial in an effective organization.

Improved practices involve periodically revisiting the compensation package to meet existing economic conditions. Intensifying internal coping strategies like budgeting and preparing reports overcome resistance to resources allocation restraints. Shared decision making by empowering all employees should be highly encouraged and accountability for all decisions and actions be upheld at all times including those implemented through group advisory.

In the control function, performance standards for the intended outcomes of each functions are specified. It also accounts for a review of policies to guide present and future actions, of monitoring schemes, and of formulating standards to correct deviations and implement corresponding sanctions for violations committed.

Communication patterns are inherent in most organizations and can move in different directions (Goldhaber, 2005). The upward communication is a type of organizational communication which contains primarily the information managers need to evaluate the organizational area for which they are responsible and to determine if something is going wrong within it (Kreps, 2006). Techniques that managers commonly use to encourage upward organizational communication are informal discussions with employees, attitude surveys, the development and use of grievance procedures, suggestion systems and an “open door” policy that invites employees to come whenever they would like to talk to management. Certo (2006) commented that organizational modifications based on the feedback provided by upward organizational communication will enables a company to be more successful in the future. It is noted that the basic assumption behind upward communication is that employees should be treated as respected partners in searching for better ways to achieve goals (Kreps, 2006).

The lateral communication pattern makes use of theory input that communication moves across organizational members at the same hierarchical level. This communication is needed to coordinate activities of diverse but independent departments. On the other hand, through lateral communication, departmental relationship can be coordinated well enough to enhance the attainment of management system objectives (Certo, 2006). Many organizations are placing increasing emphasis on horizontal communication (Clarke, 2002). Downward communication is important because the lack of communication from superiors can leave workers misinformed, feeling disconnected, and less satisfied with their jobs (Dumler, 2008).

In enhancing upward communication, subordinates accountability to superiors is emphasized. The quality of the decisions made depends on the accuracy and timeliness of the communications that moves through the formal system. The more tangible and objective the information, the more likely that subordinates will communicate accurately with their supervisors.

Downward communication focuses on the theory input that communication flows directionally through formal and informal networks. The use of extensive feedback processes up and down the hierarchy ensures clarity.

The critical components of the model include a unifying vision in transforming internal processes and structures such as the management functions and communication flows to maximize effectiveness. Ultimately, this study was conducted with the aim of providing an environment that supports the fullest development of the human capacity.

## **Method**

This study is a descriptive survey of management functions and communication patterns in a cooperative institution in the Philippines. The respondents included all teaching (n=20) and non-teaching (n=6) employees of Lyceum de Cebu in the Philippines working in various levels and offices of the school. Only those with regular employment status were involved in the survey. Their length of stay in the

school put them in a better position to assess the institution's management functions and organization patterns. The questionnaires used in this study were developed by the researchers. A panel of experts determined the validity of the instruments. The questionnaires were complemented with unstructured interviews to verify the responses given by some respondents. The first survey on Management Functions Questionnaire asked respondents to what extent the four basic management functions are implemented and manifested in their institution. Each question is followed by an assessment using a 4-point Likert scale equivalent to the following:

- 4 - Very Great Extent (VGE) – means that the management function is practiced and manifested in all instances.
- 3 - Great Extent (GE) – means that the management function is practiced and manifested in the majority of the instances.
- 2 - Less Extent (LE) – means that the management function is practiced and manifested in some instances.
- 1 - Never (N) – means that the management function is not practiced and not manifested in any instances.

The second survey Organizational Communication Questionnaire contains questions to determine the effectiveness of the communication patterns used in the institution. The scales have qualitative equivalents with the following meaning:

- 4 - Very Effective (VE) – means that the communication pattern promotes task accomplishment in all cases.
- 3 - Effective (E) – means that the communication pattern promotes task accomplishment in majority of the cases.
- 2 - Less Effective (LE)– means that the communication pattern promotes task accomplishment in some cases.
- 1 - Ineffective (I) – means that the communication pattern cannot promote task accomplishment at all.

Permission to conduct this study was sought from the President of Lyceum de Cebu. Once approval was granted, the proponent sought the assistance of the various heads of the school to administer the survey instruments. The questionnaires were administered during the department meeting of each unit when the proponent explained the purpose of the study and to answer questions that might be raised by the respondents.

The accomplished questionnaires were collected and the responses to each instrument were tallied. The data were then processed and tabulated. Weights were assigned to the different scales and the weighted mean of each item was determined. The following formula was applied:

$$\mu = \frac{\sum f\chi}{N}$$

Where:

- $\mu$  = weighted mean
- $\Sigma$  = summation
- $f$  = the number of responses under each scale
- $\chi$  = the weight assigned to each scale
- $N$  = number of respondents

Fisher's t-test was used to determine the differences between the two groups. The level of significance was set to 0.05

## Results

### Basic Management Functions

Table 1 describes how both teaching and non-teaching staff fared in the different management functions. The non-teaching staff (3.32) showed a higher mean from the teaching group (3.02) in basic management functions. The differences, however, were not significant with all values less than the critical t value of 2.080. This means that the practices relating to the said functions were adapted to a great extent. Specifically, the school in all cases ( $\mu=3.41$ ) prepared a blueprint during the planning process and identify the goals and the means for achieving them.

In the organizing function, the school related practices were applied to a great extent ( $\mu=3.21$ ) in terms of creating a structure that serves as a framework for the management to provide the means of coordinating people, technology as well as institutional resources to attain the school's goals and objectives.

The administration of the institution ( $\mu=2.94$ ) exemplified and reinforced to a great extent not only authority, but most importantly, proper guidance to the people in the school towards the realization of its goals.

With regard to the control practices, the school to a great extent ( $\mu=3.12$ ) was able to implement mechanisms to regulate and monitor the school's activities in consonance with the expectations established based on standards of performance.

Table 1. Descriptive Statistics of the Extent of Manifestation of the Implementation of the Management Functions

| <u>Indicators</u> | Teaching Staff<br><u>n=20</u> |      | Non Teaching Staff<br><u>n=6</u> |      | <u>Factor Mean</u> |      |
|-------------------|-------------------------------|------|----------------------------------|------|--------------------|------|
|                   | $\mu$                         | Int. | $\mu$                            | Int. | $\mu$              | Int. |
| 1. Planning       | 3.21                          | GE   | 3.61                             | VGE  | 3.41               | VGE  |
| 2. Organizing     | 3.08                          | GE   | 3.34                             | VGE  | 3.21               | GE   |
| 3. Leading        | 2.77                          | GE   | 3.11                             | GE   | 2.94               | GE   |
| 4. Controlling    | 3.03                          | GE   | 3.21                             | GE   | 3.12               | GE   |
| General Mean      | 3.02                          | GE   | 3.32                             | VGE  | 3.17               | GE   |

VGE=3.26 – 4.00; GE=2.51 – 3.25; LE=1.76 – 2.50; N=1.00 – 1.75

### Communication Pattern

Table 2 shows the effectiveness of communication among the teaching and non-teaching staff. On the extent of effectiveness of the communication patterns existing in Lyceum de Cebu, again the non-teaching staff (3.25) showed a higher mean from the teaching group (3.21). No significant differences, however, were found in all the three organizational communication patterns as the critical t value were less than the computed t value of 2.08.

The average mean (3.28) shows that the school has a very effective communication flow permeating in all three directions – upward, downward and lateral. Specifically,

the downward communication patterns adopted by the institution were assessed to be generally very effective ( $\mu=3.40$ ) which means that information generally passed through the chain of command that is through the hierarchical status structure.

Table 2- Descriptive Statistics of the Effectiveness of Organizational Communication Patterns

| <u>Indicators</u>         | Teaching Staff<br><u>n=20</u> |      | Non Teaching Staff<br><u>n=6</u> |      | <u>Factor Mean</u> |      |
|---------------------------|-------------------------------|------|----------------------------------|------|--------------------|------|
|                           | $\mu$                         | Int. | M                                | Int. | $\mu$              | Int. |
| 1. Downward Communication | 3.30                          | VE   | 3.50                             | VE   | 3.40               | VE   |
| 2. Upward Communication   | 3.19                          | E    | 3.22                             | E    | 3.21               | E    |
| 3. Lateral Communication  | 3.15                          | E    | 3.33                             | VE   | 3.27               | VE   |
| General Mean              | 3.21                          | E    | 3.35                             | VE   | 3.28               | VE   |

VE=3.26-4; E=2.51-3.25; LE=1.76-2.50; I=1.0-1.75

## Discussions

The purpose of this study was to determine the extent of implementation of the basic management functions and the effectiveness of the organizational communication patterns manifested in Lyceum de Cebu in the Philippines in order to recommend proposals for enhancement and to propose a management model to the school's administration.

The lack of significance in the responses between the teaching and non-teaching groups in management functions only showed that all members generally practice these functions. The school functions were not only performed by the people at the top, but it was shared and has trickled down to all sectors in the school hierarchy. This also means that the organization's goals are clearly communicated to all its members, ensuring their support and holding them accountable for their actions and decision. It can be inferred that the school is able to foresee the outcomes that the organization desires to achieve over the short, intermediate and long term period. Consistent with Senge (2007) it has been observed that to remain competitive in the global economy, organizations must learn to be comfortable with uncertainty and complexity. Hence, the planning helps organizations deal with complexity and uncertainty by providing a blueprint for the change.

The school administration was able to build a widespread commitment among their subordinates to attain the school's objectives and to stimulate the people to pursue higher performance. The availability of essential materials needed in the job created an environment where its people tend to adhere willingly to school rules and policies and with less resistance.

Practices of the control function can be considered admirable. The school's systematic process to regulate all activities led to full cooperation and compliance among all the employees in attaining the goals set. Infractions were addressed immediately and rectified through remedial measures.

Controlling according to Mockler (2001) is a systematic effort by business management to compare performance to predetermined standards, plans or objectives.

It also enables management to determine whether performance is in line with these standards and presumably to take any remedial action required to see that human and other corporate resources are being used in the most effective and efficient way possible in achieving corporate objectives. Control is both a process and an outcome (Dumler, 2008).

In terms of planning strategies, Lastimado (2000) emphasized the importance of laying down the objectives during the goal setting stage.

From a social system perspective, organizational effectiveness is not one theory but is comprised of inputs or resources from the environment, harmony among and quality of the school organization's transformational components, and the relative attainment of feasible standards that can be exchanged for other resources and incentives.

Hence, organizing function is extremely important to the management system because it is the primary mechanism managers use to activate plans. It is a means for achieving any and all organizational objectives (Mooney, 2004). Its purpose is to facilitate the use of each resource, individually and collectively, as the management system attempts to attain its objective (Certo, 2006). It can be construed from the findings that the work in the school is divided into specific jobs to ensure efficiency in their performance and attain better quality output.

Furst's research (2004) aimed to identify specific relationships between employee perceptions of managerial influence tactics, their beliefs regarding an expected organizational change, and their commitment to change. The findings suggested that managers may be more likely to shape their beliefs when they rely on supportive influence behaviors, including rational persuasion. These tactics communicate to employees why the change is necessary and provide evidence that the change will be successful.

The upward communication pattern and the lateral communication appraised by the teaching staff to be effective but very effective by the non-teaching staff. Upward communication of the school showed a well developed network, which helps the administrators gain timely information to make sound and prudent decisions. The message line traveling from the lower echelon to the higher up was conducive for the two groups to keep an open flow of data necessary to resolve common problems. It also provided the subordinates the leeway to give suggestions or ideas for improving task related procedures to increase the quality and efficiency of output.

The lateral communication of the school indicates that communications move across organizational members at the same hierarchical levels without too much filters nor threat of distortion. This channel of communication was designed not only to inform, but also to provide support and coordinate activities. The inter-department messages were regarded as an appropriate means of facilitating the accomplishment of joint projects or tasks. Vital information on matters affecting school operation were shared between and among the departments concern. Further inferred from the findings that, in a learning organization like Lyceum de Cebu, horizontal communication is particularly important in nurturing teamwork and cooperation. As Condes (1989) have shown, the communication management techniques utilized in the school enabled all its members to coordinate their efforts better to attain the school's goals.

To improve school effectiveness and loosen the constraints, there should be a coherent, systematic approach to educational reform. Lyceum de Cebu cognizant of this dictum tries to establish systems of improvement using a set of critical environmental,



transformational and performance outcome variables.

As the institution under investigation in this study has successfully implemented, an effective learning organization is characterized by a continuous effort to find ways to create structures that enhance organizational adaptation; provision of a climate that is open, collaborative and self regulating while at the same time attracting people who are amenable to change. Furthermore, it also nurtures the maintenance of an open and continuous communication, and shared decision making mechanisms which are deemed to enhance organizational learning in schools. The model for management enhancement was intended for the purpose of enabling academic institutions to respond effectively not only to contemporary problems but also to new and emerging issues of management effectiveness.

In conclusion, institutions and organizations will benefit from an enhancement program geared towards the improvement of management practices and organizational communication.

It is recommended that future researchers look into the transformational leadership, accountability, faculty development, effectiveness of learning systems by evaluating the employability of their graduates, which were not included in the study.

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Appendix Table 1. Test of Hypothesis on the Planning Function

| <u>Indicators</u>   | <u>Mean</u>                                    |   | <u>t</u><br><u>computed</u> | <u>t</u><br><u>critical</u> | <u>Decision</u> | <u>Interpretation</u>     |
|---|--|---|-----------------------------|-----------------------------|-----------------|---------------------------|
|   | <u>Teaching</u><br><u>Staff</u><br><u>n=20</u> | <u>Non Teaching</u><br><u>Staff</u><br><u>n=6</u> |                             |                             |                 |                           |
| 1. Formulating the school's objectives is done and participated by all sectors.                         | 3.20   | 3.33  | 1.7540                      | 2.080                       | Accept          | No Significant Difference |
| 2. Articulating the vision, mission and goals of the school in a clear statement.                       | 3.55   | 4.00  | 0.2435                      | 2.080                       | Accept          | No Significant Difference |
| 3. Clarifying the individual roles of all sectors of the school leading to the attainment of its goals. | 3.25   | 3.67  | 1.2596                      | 2.080                       | Accept          | No Significant Difference |
| 4. Identifying present and future opportunities of the school and how to take advantage of them.        | 3.10   | 3.67  | 1.2596                      | 2.080                       | Accept          | No Significant Difference |
| 5. Emphasizing internal and external factors in the planning process.                                   | 3.00   | 3.33  | 0.04942                     | 2.080                       | Accept          | No Significant Difference |
| 6. Describing how the plans will lead to the realization of the goals in a simple manner.               | 3.15   | 3.67  | 0.7599                      | 2.080                       | Accept          | No Significant Difference |

Appendix Table 2. Test of Hypothesis on the Organizing Function

| <u>Indicators</u>  | <u>Mean</u>                                    |   | <u>t</u><br><u>computed</u> | <u>t</u><br><u>critical</u> | <u>Decision</u> | <u>Interpretation</u>     |
|--|--|---|-----------------------------|-----------------------------|-----------------|---------------------------|
|  | <u>Teaching</u><br><u>Staff</u><br><u>n=20</u> | <u>Non Teaching</u><br><u>Staff</u><br><u>n=6</u> |                             |                             |                 |                           |
| 1. Structuring the human and material resources to ensure that they are consistent with the vision, mission and goals of the school. | 2.90   | 3.67  | 1.7226                      | 2.080                       | Accept          | No Significant Difference |
| 2. Defining duties and responsibilities in a clear and simple manner through the provision of job description.                       | 3.25   | 3.33  | 1.4882                      | 2.080                       | Accept          | No Significant Difference |
| 3. Promoting the unity of command.   | 3.15   | 3.67  | 0.8849                      | 2.080                       | Accept          | No Significant Difference |
| 4. Coordinating all activities and efforts in the school in a synchronized manner.   | 3.15   | 3.67  | 0.5209                      | 2.080                       | Accept          | No Significant Difference |
| 5. Encouraging specialization in the performance of a specific task for each employee  | 3.05   | 3.00  | 0.2110                      | 2.080                       | Accept          | No Significant Difference |
| 6. Limiting the number of employees being supervised by a certain department head.   | 2.95   | 2.67  | 0.2110                      | 2.080                       | Accept          | No Significant Difference |

Appendix Table 3. Test of Hypothesis on the Leading Function

| <u>Indicators</u>  | <u>Mean</u>                                    |   | <u>t</u><br><u>computed</u> | <u>t</u><br><u>critical</u> | <u>Decision</u> | <u>Interpretation</u>     |
|--|--|---|-----------------------------|-----------------------------|-----------------|---------------------------|
|  | <u>Teaching</u><br><u>Staff</u><br><u>n=20</u> | <u>Non Teaching</u><br><u>Staff</u><br><u>n=6</u> |                             |                             |                 |                           |
| 1. Providing employees with the necessary resources that will help translate efforts into performance. | 2.80   | 3.67  | 1.7226                      | 2.080                       | Accept          | No Significant Difference |
| 2. Maintaining a reward system that gives due recognition to exemplary performance.                    | 2.70   | 3.33  | 1.4882                      | 2.080                       | Accept          | No Significant Difference |
| 3. Using the organizational structure to encourage effective followership.                             | 3.05   | 3.33  | 0.8849                      | 2.080                       | Accept          | No Significant Difference |
| 4. Allowing subordinates to participate in decision making on matters which affect the former.         | 2.85   | 3.00  | 0.5209                      | 2.080                       | Accept          | No Significant Difference |
| 5. Empowering employees to make decisions within prescribed limits.                                    | 2.60   | 2.67  | 0.2110                      | 2.080                       | Accept          | No Significant Difference |
| 6. Soliciting all the school members' inputs before final decisions                                    | 2.60   | 2.67  | 0.2110                      | 2.080                       | Accept          | No Significant Difference |

Appendix Table 4. Test of Hypothesis on the Controlling Function

| <u>Indicators</u>   | <u>Mean</u>                          |   | <u>t</u><br><u>computed</u> | <u>t</u><br><u>critical</u> | <u>Decision</u> | <u>Interpretation</u>     |
|---|--------------------------------------|---|-----------------------------|-----------------------------|-----------------|---------------------------|
|   | <u>Teaching Staff</u><br><u>n=20</u> | <u>Non Teaching Staff</u><br><u>n=6</u> |                             |                             |                 |                           |
| 1. Measuring performance based on the standards set by the school.                        | 3.00                                 | 3.00                                    | 0                           | 2.080                       | Accept          | No Significant Difference |
| 2. Requiring every department to prepare reports and budgets or activities conducted.     | 2.90                                 | 3.33                                    | 1.1023                      | 2.080                       | Accept          | No Significant Difference |
| 3. Defining standards of performance for all functions done in the school.                | 3.05                                 | 2.90                                    | 0.8849                      | 2.080                       | Accept          | No Significant Difference |
| 4. Implementing corrective action or deviations committed.                                | 3.05                                 | 3.00                                    | 0.1663                      | 2.080                       | Accept          | No Significant Difference |
| 5. Administering disciplinary actions to erring employees in a fair and objective manner. | 3.15                                 | 3.33                                    | 0.5051                      | 2.080                       | Accept          | No Significant Difference |
| 6. Involving various school members in reviewing the school's ongoing operations.         | 3.00                                 | 3.67                                    | 0.9555                      | 2.080                       | Accept          | No Significant Difference |



Appendix Table 5. Test of Hypothesis on the Downward Communication

| <u>Indicators</u>   | <u>Mean</u>                          |   | <u>t</u><br><u>computed</u> | <u>t</u><br><u>critical</u> | <u>Decision</u> | <u>Interpretation</u>     |
|---|--------------------------------------|---|-----------------------------|-----------------------------|-----------------|---------------------------|
|   | <u>Teaching Staff</u><br><u>n=20</u> | <u>Non Teaching Staff</u><br><u>n=6</u> |                             |                             |                 |                           |
| 1. Calling of meetings between heads and subordinates to discuss school matters.                                    | 3.55                                 | 4.00                                    | 1.3275                      | 2.080                       | Accept          | No Significant Difference |
| 2. Using inter-office memorandum to announce important events.  | 3.75                                 | 4.00                                    | 2.0323                      | 2.080                       | Accept          | No Significant Difference |
| 3. Formulating guidelines for the completion of school projects.  | 3.15                                 | 3.33                                    | 0.5941                      | 2.080                       | Accept          | No Significant Difference |
| 4. Reviewing individual department goals and objectives by department heads   | 3.05                                 | 3.00                                    | 0.1237                      | 2.080                       | Accept          | No Significant Difference |
| 5. Discussing school objective between the heads and subordinates.  | 3.30                                 | 3.33                                    | 0.0829                      | 2.080                       | Accept          | No Significant Difference |
| 6. Controlling the activities undertaken by all sectors of the school through progress reports, budgets and others. | 3.00                                 | 3.33                                    | 0.7554                      | 2.080                       | Accept          | No Significant Difference |

Appendix Table 6. Test of Hypothesis on the Upward Communication

| <u>Indicators</u>   | <u>Mean</u>                                    |   | <u>t</u><br><u>computed</u> | <u>t</u><br><u>critical</u> | <u>Decision</u> | <u>Interpretation</u>     |
|---|--|---|-----------------------------|-----------------------------|-----------------|---------------------------|
|   | <u>Teaching</u><br><u>Staff</u><br><u>n=20</u> | <u>Non Teaching</u><br><u>Staff</u><br><u>n=6</u> |                             |                             |                 |                           |
| 1. Encouraging informal discussion between heads and subordinates.  | 3.00   | 3.33  | 0.8381                      | 2.080                       | Accept          | No Significant Difference |
| 2. Soliciting suggestions/inputs from the subordinates for improving the school services.                     | 3.05   | 3.00  | 0.36972                     | 2.080                       | Accept          | No Significant Difference |
| 3. Empowering employees to solve problems within their department.  | 3.10   | 3.00  | 0.80943                     | 2.080                       | Accept          | No Significant Difference |
| 4. Using of grievance procedures if disagreements or conflict occur between and among heads and subordinates. | 3.85   | 3.33  | 1.3317                      | 2.080                       | Accept          | No Significant Difference |
| 5. Providing a feedback mechanism for relaying appraisal results.   | 3.00   | 3.00  | 0                           | 2.080                       | Accept          | No Significant Difference |
| 6. Adopting an open door policy encouraging employees to talk to the administration anytime.                  | 3.15   | 3.67  | 1.4235                      | 2.080                       | Accept          | No Significant Difference |

Appendix Table 7. Test of Hypothesis on the Lateral Communication

| <u>Indicators</u>   | Mean                             |                                     | <u>t</u><br><u>computed</u> | <u>t</u><br><u>critical</u> | <u>Decision</u> | <u>Interpretation</u>     |
|---|----------------------------------|-------------------------------------|-----------------------------|-----------------------------|-----------------|---------------------------|
|   | Teaching<br>Staff<br><u>n=20</u> | Non Teaching<br>Staff<br><u>n=6</u> |                             |                             |                 |                           |
| 1. Sharing of vital information between/among the various departments on matters affecting school operations. | 2.95                             | 3.33                                | 0.9149                      | 2.080                       | Accept          | No Significant Difference |
| 2. Coordinating the activities and flow of information for diverse but related work units                     | 3.25                             | 3.33                                | 0.2435                      | 2.080                       | Accept          | No Significant Difference |
| 3. Encouraging workers to solve school problems among themselves.   | 3.20                             | 3.33                                | 0.4074                      | 2.080                       | Accept          | No Significant Difference |
| 4. Encouraging workers to consult others concerning the school's activities.                                  | 3.15                             | 3.33                                | 0.4470                      | 2.080                       | Accept          | No Significant Difference |
| 5. Promoting teamwork among all employees in the school.  | 3.20                             | 3.33                                | 0.4074                      | 2.080                       | Accept          | No Significant Difference |