



The art of speaking in the language of educational leadership and management: A theory

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Abstract

In many contexts, speaking is often the skill upon which a person is judged 'at face value.' In other words, judgments are formed by others about language competence. In the field of educational management wherein, school administrators are responsible with different social engagements, the level of the school heads' ability in oral communication is also taken into account. May it be inside or outside school premises, with private one-on-one or public communication, it is just necessary that the school heads are equipped with the communication skills every leader needs to master. However, despite all the emphasis on the importance of excellent communication skill as part of successful leadership, a relative number of school administrators in the Philippines are still evident of having lack proficiency in speaking; particularly in English language. The researcher got interested in knowing whether a school leader's oral communication skills are tantamount to their administrative adeptness or one's management expertise is surmounted with the challenges in speaking. The study aimed to generate a theory that can break the general prejudice about oral communication in educational leadership. Utilizing the Classical Glasserian Grounded Approach, conducting in-depth interviews with the school heads from multi-level private and public schools in Cebu, the Theory on Oral Proficiency in Educational Leadership and Management has been generated. The results of this study revealed that oral proficiency makes one a figure of authority and fosters effective sociability that leads to quality leadership.

Keywords: oral proficiency, educational leadership, figure of authority, sociability, quality leadership

1. Introduction

The actual effectiveness or success of the leaders at work may be perceived through the skills they demonstrate empirically. There is no doubt that any organizational head must be armored with numerous skills to be mastered and one of these pertains to communication aspect.

Communication in general or oral expression in particular, not only brings human beings into relationship with each other but also brings them into a relationship with the external world. This is so because a system of responses is established by which individuals communicate with each other.

Spoken language is a means of giving and obtaining information quickly and accurately. It stimulates thinking and listening. Thus, the need for good oral expression is self-evident. This is always a valuable personal asset because it marks an educated person. It commands the attention of others; it places one at ease in his surroundings and it tends to aid very strongly in business and professional advancement (Prejoles, 2001).

Unfortunately, as a language skill, speaking is sometimes undervalued or, in some circles taken for granted even in the field of educational leadership and management. There is a popular impression that writing, particularly literature, is meant to be read and as such is prestigious, whereas speaking is often thought of as "colloquial," which helps to account for its lower priority in some contexts. In the context of administrative communication, writing is even given more emphasis than speaking. Consequently, many believe that formal communications are only evident in letters, memos, reports and other business writings.

In many contexts, speaking is often the skill upon which a person is judged 'at face value.' In other words, judgments

are formed by others about language competence from speaking rather than any of the other language skills. The first skill to spot with a new administrator joining an organization is his ability to express himself. With the words he utters and his delivery, the audience particularly his subordinates can create a particular image in their minds which will then serve as the springboard towards building rapport with each other. The speaker's oral competencies contribute much to the first impression of an audience.

2. Literature review

In the context of educational management wherein, school heads are engaged in different social engagements, speaking proficiency must not be taken for granted. May it be inside or outside school premises, with private one-on-one or public communication, it is just necessary that they are fully equipped with the communication skills every leader needs to master (Benna, 2015). Elsewhere they go, school administrators bring the brand of the institution and therefore its name must be considered at all times.

The functions of communications can be simplified on the several responsibilities of an organizational head. Mentoring, motivating, coaching, inspiring and teaching are just some of the tasks expected from an educational leader. And these aforementioned duties are expressed through the different speaking engagements with the school members. Consequently, there is a crucial need for appropriate communications of these responsibilities. Issues with regards to the message and the delivery may hamper the purpose and meaning. Mastery in oral communication can promote change in the listeners' attitudes, values, beliefs, or behaviors.

And with the role of English as an international language of

communication, there is clearly a need for all, particularly the heads of any organizations to speak and interact in a multiplicity of situations through the language, be it for business transactions, foreign travels, relationship building among members or other professional purposes. Unfortunately, it is given that no matter how high level our knowledge with it, being the second language, English yet continues to be mastered. As non-native speakers, Filipinos are still consciously using English with enough cautions in its all parts. Not many school administrators are considered highly proficient English speakers.

In Higher Education Institutions (HEIs) wherein heads in offices are selected based on trust of the designating officer, speaking abilities may somehow be considered. As to Basic Education, however, wherein Principals and Supervisors apply for the seats, other skills such as speaking may already be taken for granted provided that they pass the written examinations such as NQESH (National Qualifying Examination for School Heads). Credentials for school head positions do not include any speaking assessment results. Many could be potential administrators because of their ability to lead but lack language proficiency. This might have been ignored initially by others but may actually cause some issues on the latter part of the administration.

In school administration, it is expected that educational leaders are the proponents of effective communication. School administration associations emphasize the vitality of communication of effective communication skills (Gorton & Snowden, 2002). School heads communicate a mission, vision, and values and expected to share information accurately with confidence and passion at all times. The message relays to the stockholders which include the teachers, the parents, the students, and other parties must convey integrity, honesty, dignity, and respect for all the school members to successfully instill trust and be able to lead with best interests. A communicative competent school administrator inspires teamwork and collaboration and can express the vitality of shared outcomes to his followers (Elgen, nd).

One determinant of success in leadership is the members' job satisfaction and organizational commitment. In school, administrators often rub elbows with the stakeholders with whom day-to-day business transactions are actualized. Elected officials such as school board, school co-administrators, teaching faculty, office staff, parents, community members, local business leaders, and students comprise the group of people that school leaders deal with. Smooth relationship with these school members results in positive outcomes. It is given that if the school head is very much able to establish effective communication with them, success is certainly achievable.

Despite all the emphasis on the importance of excellent communication skill as part of successful leadership, a relative number of school administrators are still evident in having lack proficiency in speaking. Speaking incompetent administrators may trigger factions within the organization. For instance, the leader's inability to give instructions or directions completely, clearly, correctly and courteously may cause misunderstanding which may lead to relationship conflict among members. It is not impossible to mislead followers by the breakdown of communication caused by the inept use of language. Once or a couple of times error in speaking may eventually open a negative result between an administrator and the followers. School heads with

incomprehensible delivery mispronounced lexical, erroneous sentence structures during public or group speaking activities can often be the subject of ridicule. But can one's leadership potentials be surmounted with these speaking flaws? Can school leaders' oral communication skills tantamount their management skills?

School Head's good governance involves conscious and unconscious self-evaluation in various aspects of their tasks (Dizon, 2018). Dizon even added how essential it is for a School Head to be aware of the duties and responsibilities attached to the position he/she is appointed to have a better understanding of the functions and to personally assess whether he or she is doing the expected performances from him or her. This is even core from the mandate of the Department of Education. In DepEd Order No.2, s. 2015, the required competencies which include the Communication skill is clearly stipulated as one among the other expected abilities to be performed by all the units including the officials and employees.

Objectives of the Study

The purpose of the study was to break the general prejudice about oral communication in educational leadership and management of school administrators in Cebu School Year 2018-2019 by generating a theory about the the value of oral proficiency in educational leadership success through the following questions:

3. Research methodology

This study utilized the Classical Grounded Theory using Glasserian approach (1978), a qualitative research methodology. This is the most, widely used, and popular analytic technique in qualitative analysis (Gibbs, 2010). This is used to study and explain some process (Neff, 1998). When current theories about a phenomenon are either inadequate or nonexistent, Grounded Theory is helpful (Creswell, 2008).

Grounded Theory Glasserian approach is suitable for this study because the phenomena of interest in this preliminary study can better be understood through the narrative inquiry approach which would lead to generating a theory on the linkages of School Administrators' oral communication proficiency and their leadership and management success. It is believed that one's success may be subjective thus, it is just appropriate that a method that delves in individual's lived-in experience will be utilized.

Purposive sampling technique was used primarily in this study. Initially, the researcher chose the informants on purpose based on the following criteria: a) English speaking proficiency b) length in service c) school administration expertise d) size and location of the school then they lead the researcher to other school administrators who could be a potential help. Snowball sampling was necessary as the researcher was unfamiliar with the school heads that possessed the needed criteria.

The researcher had a total number of eight informants who actively participated in the study. They are from selected public and private schools in all school levels namely Elementary, High School and College in Cebu. The school administrators are current Principals, Deans and School Directors who have rendered at least five years in service. All the research participants have reached Graduate School Level and mostly are pursuing their Doctorate Degree. Apart from their administrative positions, the number of

years in service, age and pre-assessed oral fluency level was determined as selection criteria. Saturation point was reached after the 6th participant, but for validation purposes, the researcher added two more participants to make sure that the data needed were saturated and fully complete.

4. Discussion of results

Phase 1: Grounded theory and its process

In contrast to traditional qualitative approaches, wherein the collection of all the data is the first requirement before commencing the analysis, the Grounded theory uses the emerging theoretical categories to shape the data collection while doing the fieldwork (data collection and analysis proceed simultaneously). By analyzing data from the lived experience of the research participants, the researcher can, from the beginning attends to how they construct their world. The use of grounded theory is founded on the premise that the generation of theory at various levels is indispensable for a deep understanding of social phenomena (Glaser and Strauss 1967; Glaser 1978)

Facet 1: Sampling, Data-gathering, coding, memoing and theorizing

The processes in Facet 1 include the following steps: sampling, data-gathering, coding, memoing and theorizing which can all be done simultaneously.

The Sample: Purposive sampling was used to get highly proficient speakers to be the participants of the study. The high proficient speaking administrators have different backgrounds in high-level speaking engagements in the province of Cebu which includes Research Conventions, Professional Development Training and Seminars, and International Academic Presentations. They are known as best speakers not only in the field of leadership, but as well as in other fields by their constituents.

Data-gathered: The following are some examples of the preliminary data gathered to actualize the first analysis; addressing the first inquiry:

“...if you are a proficient speaker you can get the emotions of people, you can manipulate the way they think. And when you can do that you will be a successful leader.” (P1)
 “It’s very important that you have knowledge on English or the terms that you use plus the Socio-linguistics part of it

you will know what words that will not hurt because whatever you want to say will be expressed through the words that you choose ...” (P2)

“... the administrator who has a skill in English speaking or communication skills in English have the edge because there some administrator who are very good in management but they cannot language. They could not express and they will be misinterpreted. But if both, plus good communication skills, plus management skills, leadership skills, then it will be perfect for me...” (P2)

“... He/she can be successful if he/she knows the vision and mission of the organization. He/she is working hard. What are the tasks and goals to be accomplished? He/she knows his/her people. Every person, single person, has come with his constituents. You should know the strengths and weaknesses. And for every weakness that this person has, you can do something that this weakness can be gone. He/she can help this person by letting those strengths also be peer or peer tutor, in elementary. And also, lastly, you appreciate people. Be sure to appreciate people. Even how little things that they do.”(P3)

“...Well, aside from the fact that I am used to it, you know I handle people and most of my administrative tasks involve communicating with them. With the parents as our major stakeholders for example, Uhm, A lot of the parents do not want to be emotionally involved. They just want to get the information immediately from the school so that they’re properly informed. But when it comes to little bit more intricate matters with regard to the performances of the students, maybe the relationship of the children in the school and probably the relationship between the parents and their students and their involvement, it’s always through speaking. We always end up having to call them in so that a much broader opportunity of communication can be established. Otherwise, there are always more challenges that arise by leaving the written form of communication as is. Sometimes we need to breakthrough and transpose from written communication to spoken communication.” (P4)

“...A leader can be successful if he maintains all the necessary qualifications he has and if he is productive and consistent.” (4)

Coded data

Table 1: High Proficient Speaking School Administrators’ Responses to the Inquiry “How can oral communication make a leader successful?”

Open Coding	Axial Coding	Selective Coding
Sympathetic, Empathetic Collaborative Team player Understanding Sensitive Team player Sociable Helpful Appreciative Influencer Influential speaker	Concern for people	Sociability and School Productivity
Overseer Manipulative Analytical Result-oriented Hard-working Practical productive consistent	Concern for results/organization needs	
Communicative Elaborative Communicative in English Direct-content speaker Confident in speaking Fluent Speaker	Speaking Spontaneity	
Language Flexible Ability in language	Audience Sensitivity	

Memoing. This is the Memo written after interviewing the High Proficient Speaking School Administrators about Research Question 1

The school administrators mentioned a number of characteristics that can be associated both for leadership and oral communication. It is interesting to note that most of them have characteristics that focus on the concern about

people. Does this mean then that if administrators' first concern is people, everything else about his administrative task, including communication must be in accord to their welfare? Should they really adapt based on the needs of their constituents? Up to what extent should they do this? There are a few responses, however, that tackle about the production or the needs of the organizations. Will these

tantamount the characteristics of people in the organization?
Formulating Hypothesis. The more orally communicative a school administrator is, the more he can express his concern for people that leads to efficient production
Tentative Theory. School administrators' oral proficiency and sociability foster school productions.
 High Proficient Speaking School Administrators' Responses to the Problem "What is the significance of oral proficiency to them being a leader?"

Data Gathered

"...Communicating is very important. As a leader, you have to cut across your message, and how can you do that if your constituents do not believe in the way you talk because you are not very very proficient. So, it is very important for us to be very good at communication" (P1)
 "...you can really establish authority as a leader if you are very proficient in the language. Number two, you can clearly cut across the message to others. Number three, people will look at you and that's what we need. People look at you as a leader and let us face it, people judge us by the way we speak. And so if we are a leader we are able to

communicate well. So, oral communication should be excellent for leaders and of course in English because this is the medium that we are all using now" (P2)
 "...I feel that it becomes a tool or mechanism in building relationships and I've noticed also that there is also a growth in terms of the parenting skill because it allows them to see a bigger prospect or a bigger measure what it really means to be a parent. So not only do we become instrumental and being good communicators but us also become instruments in giving them information on how they become responsible parents. Oral communication over the years has solved a lot of our problems and I'd say that written communication is a forefront of any other communications but in order to get to a much deeper communication, in order to speak with our parents or clients, it's a key... (P3)
 "... I think wherever we go, the biggest influencers are the speakers. Speaking is the best way of communication. Communication, the spoken word, I believe is the most influential way in getting across to an audience very quickly. And if you're very good at it, I believe that, if you look at the best leaders in the world, they are all good speakers..."(P4)

Table 2

Open Coding	Axial Coding	Selectie Coding
For understanding For closer relationship People For Intimacy For emotional sense For personal matters For mechanism in building relationships For creating relationship For influence	Building and Strengthening Relationship	-Sociability -Production Efficiency
For enhancing the ability of staff through training and seminars	Achieving High Production	-Authority Figure
For authority For respect For good image For Building trust and confidence, respect	Keeping the leader image	-Managerial Communication
For message For Delivery For detailed message For Immediate feedback For elaboration For elaborating intricate matters For easy communication For elaborating the needs For quick delivery of the information	Effective delivering of managerial communication	

Memoing. The memo written after interviewing the High Proficient Speaking School Administrators about RQ2
 The highly proficient speaking school administrators viewed oral communication as essential mainly for establishing and strengthening the relationship in the school. It is through speaking to constituents that they can build personal intimacy which they believe as helpful for professional purposes. For them, being proficient in communicating with constituents establishes trust, respect, and confidence; the main factors in keeping the leader image. It is being the figure of authority that school leaders make the people work efficiently for high productions. Oral communication in school is vital in delivering managerial tasks such as elaborating instructions, feedback, and targets. If the school administrator is efficient in doing such, easier and faster communication is observed in the organization.
Formulated Hypothesis. The better the school administrator is in oral communication, the more he earns the trust and respect of people.
Tentative Theory. School administrators' oral proficiency enhances the authority figure.
 High Proficient Speaking School Administrators' Responses to the Problem "What are the experiences in terms of oral

communication that facilitated or hindered in the delivery of their administrative functions"
Data gathered: "... the teachers will also do their best to speak in English or to be proficient in the language because if they see the leader speak in good English or there is such thing as good English, they would also try their very best to be able to speak in English as well. Second, if the school head is proficient in speaking English the teachers will also be encouraged to speak in English." (P2)
 "... I would say it is very very important because as what I have observed here or even in the school where I came from, most of the administrators came from English Department even the President there and the coordinators were all from the English Department. There are so many Directors and Deans here who are also from the English Department. I, myself too. I would say that an administrator has an edge if he or she is an English major has better communication skills..." (P3)
 "...We have to understand that if you have a good mastery of English, it would be easy for you to transpose in Bisaya or your local language. It would be easier for you to have a better grasp to translate or give your commentaries in your local language."(P4)

Coded data

Table 3

Open Coding	Axial Coding	Selective Coding
Communicate effectively with the stakeholders, For easy linkages, conflict with people Misunderstanding Gossip Rumor Failure to connect	Building and Strengthening Relationship	-Connection enhancement or Breakdown -Strengthening or Losing the Authority Figure -Pros/Cons in Managerial Communication - School Reputation: Integrity/Stigma
Good administration means good reputation The integrity and identity of the school is affected, Decrease of enrolment,	Image of the school	
Hitting the target, For Global competition, Failure to reach the target production, Work disturbance,	Production Concern	
Becoming a diplomat For a good reputation For trust and confidence For people management For conviction For persuasion	The Leader Image	
Losing the authority, Not respected, Doubt in their capability, Misfit, Misinterpretation, Respects only the position and not the person, Trust issue, Criticism, Ridicule		
Fluid Public Speaking, Solves internal and external issues in the organization, Effective Delivering of administrative tasks,	Managerial communication	
Difficult in task dissemination chaos in administration Miscommunication Additional work for others Failure to Failure to disseminate tasks accordingly		

Memoing. The memo written after interviewing the High Proficient Speaking School Administrators about RQ3 Oral communication with school administrators' particular proficiency brings either challenges or opportunities in the institution. The first element that reaps the communication capability of the school heads is them being a figure of authority. Failure to communicate effectively with their constituents may make them lose their reputation. A leader who is ineffective in communication would suffer from gossip, ridicule, and contempt of his members. The school relation would be affected due to miscommunication, misinterpretation, and conflicts. A failure to deliver managerial communication would lead to low production and dysfunctional organization. The school would suffer after all for its name is always at stake. The high proficient speaking administrators believe that they bring with them the name of the school, thus, it is a must for them to be careful of every action that is associated both for personal and professional purposes. They were the head of the school must be equipped with the skills which include communication in every aspect that pertains to the integrity of the stakeholders, the school and of course themselves.

Formulated Hypothesis. The higher the speaking proficiency a school administrator has, the more he earns

the trust of people and establishes a good school image; The lower the speaking proficiency a school administrator has, stigma is more likely associated with him and the school.

Tentative Theory. School administrators' oral proficiency enhances/diminishes the figure of authority and school reputation.

Facet 2: Theoretical Sampling, Data-gathering, coding, memoing and theorizing

The sample. Snowball sampling was used targeting the average proficient speakers. The Average Proficient Speaking School Administrators were recommended to the researcher by the first set of the participants.

Data-gathered. The following are some examples of the data gathered to concretize the initial analysis:

“...it is really a must for a school administrator to be proficient, English proficient both in oral and in written because he will be sending communications to stakeholder...” (5)

“...It’s important to be proficient in speaking but not necessarily perfect for English. If you can communicate effectively in the language that everyone can understand then that’s fine. (P6)

Coded Data.

Table 4: Average Proficient Speaking School Administrators’ Responses to the Problem “How can oral communication make a leader successful?”

Open Coding	Axial Coding	Selective Coding
Concern for the improvement of others Respectful Caring Friendly Sincere Approachable Sensitive Influential speaker Sensitive Compassionate Team player Sociable Understanding Humble Open-minded Helpful Collaborative Honest	Concern for people	-People welfare -School Relation
Result-oriented Good manager Systematic Determined Hard-working Organized	Concern for results/ organization needs	-roduction Centered
Language Competent Word Sensitive Communicative Language Flexible a direct context speaker	Speaking Spontaneity	
Competent Calm Speaker Cautious Holistic Speaker	Audience Sensitivity	

Memoing. The memo written after interviewing the Average Proficient Speaking School Administrators about RQ1

Average proficient speaking administrators also believe that oral communication can help them express their concern about people more effectively and vice versa. This can help them elicit sincerity of the people, which can basically foster a relationship with the school. If they are sensitive to their audience they become careful about the language they use and the elements of it like the vocabulary, gestures, intonation and even the message itself. According to this group, if administrators really want quality production, then he must win first the heart of his constituents for them to work efficiently. This fact alone requires a delicate way in the communication process, as the stakeholders are of various backgrounds. It is very essential for a school administrator then to become adaptable and flexible.

Formulating Hypothesis. The more orally communicative a school administrator is, the more he can express his concern for people.

Tentative Theory. School administrators’ oral proficiency enhances school relations.

Average Proficient Speaking School Administrators’ Responses to the Problem “What is the significance of oral proficiency to them being a leader?”

Gathered Data

Coded Data

“...Very significant. Vital gyud kayo sya sa response. Inig pangutana sa school head, what is your feeling? Mahibaw-an day on nimo. Naa ghaon crucial area sa oral communication ba nga maka elicit sa sincerity sa genuinity sa teachers. Makita gyud nimo ba nga not only for the sake of Q and A during pre and post, kuyog najud ang sincerity ba. (L. 102-105) (very significant. The response is vital. When the school head asks about what you feel, you immediately knew. There is still a crucial area in oral communication [that it might] elicit the sincerity and genuine of the teachers. You can see the evident that it’s not for the sake of [the] Q and A during pre and post, [because] sincerity is already present.” (P5)

“...You get to see their expressions then pwede mo magkasinabot dayon or agree on things easily then ma comfortable ka whenever mag storya mo. Mas paspas ug klaro if magka storya. And maka build pud sya ug stronger relationship...” (P5)

“... It’s very important because most time you have to deal with people in fact different level, so if you don’t know how to communicate with them from lowest level to highest degree so you cannot give what the things that you have to impart with them...” (P5)

“... The impact is that, it’s easily understood. The things that you want to give and what you want to let them know is easily taken out in context...” (P6)

Table 5

Open Coding	Axial Coding	Selective Coding
For emotional sense with subordinates	Building and Strengthening Relationship	-Sociability -Production Efficiency -Authority Figure -Managerial Communication
For relationship		
Eliciting sincerity		
For relationship		
For linkages		
for easy understanding	Achieving High Production	
For improvement	Keeping the leader image	
For power		
For Influence		
For authority		
For excellence		
r competence		
For command		
For conviction		
For respect	Effective delivering of managerial communication	
Immediate Feedback		
For validation		
For elaboration		
Feedback giving		
For mentoring		
For immediate response		
For quick agreement		
For elaboration		
For quick delivery		
For clear information		

Memoing. The memo written after interviewing the Average Proficient Speaking School Administrators about RQ2

The average proficient speaking school administrators are into clarity and accuracy of managerial communication. They utilize oral communication for updating their members about the flow of work. They find oral communication a

helpful tool to make their work easier and faster. For them, being a type of leader who is orally communicative help them earn the trust and confidence of their subordinates. They can socialize with them freely for the members feel their warmth and professionalism through day-to-day personal encounters. The connection they have with the stakeholders help them build and maintain their figure of

authority as well. The significance then of oral communication in leadership for this group is not far then from how it was perceived by the proficient speaking school administrators. But how come that this group did not mention much about attaining high production? Does this mean that oral proficiency is not very much associated with production efficiency? This finding is very much alike from the previous group that also gave a little emphasis on achieving production.

Formulated Hypothesis. The better the school administrator is in oral communication, the more effective he becomes in delivering his managerial tasks.

Tentative Theory. School administrators’ oral proficiency

enhances managerial functions.

Average Proficient Speaking School Administrators’ Responses to the Problem “What are the experiences that facilitated or hindered in the delivery of their administrative functions”

Data Gathered.

“... You have an edge over your co-teachers if they know that you can speak in English. They know how that you can communicate well. Somehow, it gains respect.” (P5)

“...You can do the training inside the school, and that can save a lot of money. That’s better than inviting other speakers to do it.” (P6)

Coded Data.

Table 6

Open Coding	Axial Coding	Selective Coding
Can express the concern for others more, people management, For quick understanding	Building and Strengthening Relationship	-Connection enhancement or Breakdown
Passiveness, Hindrance in building rapport, distorted understanding miscommunications		
Respect Trust	The Leader Image	-Strengthening or Losing the Authority Figure
Disappointment, Confusion, Conflict, Role insufficiency, disrespect		
For effective mentoring, Can express the concern for others more, easy to handle meetings, effective giving of instructions,	Managerial communication	-Pros/Cons in Managerial Communication
-Failure to get the message across, Inequal distribution of information if disseminated verbally, Failure to disseminate the tasks, miscommunication		

Memoing. The memo written after interviewing the Average Proficient Speaking School Administrators about RQ3

This group of participants expresses their views about how oral communication and their speaking proficiency aid them as school administrators a bit different from the previous group. There is no emphasis on production and school image, and gave less importance on the establishing authority figure. However, for them, oral proficiency is very essential in actualizing the administrative/managerial tasks. Having a competent skill in speaking allows them to connect with the members for them to get going. An average level in communication is fine provided that there are clarity and accuracy in giving the instructions and expressing the objectives of the organization. The use of vernacular for this group is important at times for this is the only way for the members to feel comfortable in expressing their thoughts and feelings. This is also one way for the school leaders to let their members feel that they are just but the same and that, they being a leader is just a position and not an identity. Factors such as relationship building, managerial tasks and keeping the leader image comprise the significance of oral communication and leaders' speaking proficiency according to the average speaking proficient school administrators.

Formulated Hypothesis. The better the school administrator is in communicating with the people, the more effective he becomes in delivering his managerial tasks.

Tentative Theory. School administrators’ sociability strengthens managerial/ administrative functions.

Facet 3: Theoretical Sampling, Data-gathering, coding, memoing and theorizing

The sample. Snowball sampling technique was used to target the less proficient speakers.

Data-gathered.

"...Actually for me it is very important really. But in dealing with the parents, you have to go down but in dealing with others, of course, you have touse English, it’s really important. If I use English most of the time in the meeting, who can understand? I mentioned 10 because this is really necessary. One of the requirements of course for an administrator especially for teachers especially for the certification for private that most of the time or all the time is that we have to use the English language.” (P7)

“... Maybe not all administrators who are successful are good communicator but most of the successful administrators are really good in communications.” (P8)

Coded data.

Table 7: Low Proficient Speaking School Administrators’ Responses to the Problem “How can oral communication make a leader successful?”

Open Coding	Axial Coding	Selective Coding
Patient	Concern for people	People and Production Centered
Collaborative		
Approachable		
Constant		
Honest		
Sincere		
Warm		
Approachable/ Down-to-earth		
Sociable		
Patient		
Diplomat		
Helpful		
Skilled	Concern for results/organization needs	
Hardworking		
Strategic		
Result-oriented		
Action-driven		
Skillful		
Authoritative speaker		
Knowledgeable		
Persuasive with conviction		
Action-driven		
Hardworking	Speaking Spontaneity	
Committed		
Not fluent but knowledgeable Experienced	Audience Sensitivity	
Direct-content speaker Soft-spoken		

Memoing. The memo written after interviewing Low Proficient Speaking School Administrators about RQ1

The low proficient speaking school administrators on the other hand strongly believe that a quality leader means hardworking and concern more on achieving the target of the school. Productivity is as important as the welfare of the people. To become orally communicative for them does not limit in becoming highly proficient in the use of the English language. One must know when to flex for a clearer understanding. The term "direct-content speaker" was elicited, which they referred to as a type of communicator who goes straight to the point and may not have attractive pronunciation and impressive vocabulary. A direct-content speaking leader's main concern is to get across the message to his audience in a way that they understand the purpose and they are convinced and motivated to work to attain it. Being knowledgeable in his field and knows how to express what his members need to know is what matters for this group.

It cannot be discounted as well that this group of administrators thinks, considers that in order to win the trust of people and let them work is to show them that an administrator himself/herself must be skillful, hardworking and productive. Building a stronger relationship is attained through the administrators' skills in production and not his being sociable.

Formulated Hypothesis. The more flexible a school administrator is in communicating with his people, the more effective the communication becomes which leads to higher

production.

Tentative Theory. School administrators’ flexibility for effective communication leads to higher production.

Low Proficient Speaking School Administrators’ Responses to the Problem “What is the significance of oral proficiency to them being a leader?”

Gathered data.

“...It is very important really. But in dealing with the parents, you have to go down but in dealing with others, of course, you have to use English, it's really important. If I use English most of the time in the meeting, who can understand. One of the requirements of course for an administrator especially for teachers especially for the certification for private that most of the time or all the time is that we have to use the English language” (P7)

“...Building a relationship. That is most probably the impact of communication, communicating with the stakeholders, uhm. Building relationship. It might be so because most of them may feel nako they really are comfortable with me when I talk to them...” (P7) “...building a relationship. That is the most [probable] impact of communication, communicating with the stakeholders, [and] building relationship. It might be, because most of them- in my opinion, they really are comfortable with me, when [ever] I talk to them.” (P7)

“... For me, mas nindot man gud kay maka express ta, mas makapaliku-liku ta kung unsa gyuy gustong ikatabang sa stakeholders, kaysa sa communications nga dili sila maka-question ug asa dapita. Mas nindot man gyud ug maka

istorya gyud ta kay mas ma-market nimo kung unsa gyuy need sa schools... (P8) "...for me, it would be better for us to express [our opinions], [thus] we will be able to [speak] for the needs [to be addressed] by the stakeholders, rather

than [simply] communicating without an open space intended for asking questions. [In this way], we will be able to discourse the needs of the schools for it to be marketed..." (P8)

Coded data.

Table 8

Open Coding	Axial Coding	Selective Coding
For intimacy	Building and Strengthening Relationship	-Sociability -Authority Figure -Managerial Communication
For relationship		
For deeper relationship		
For people management		
Building a relationship		
For conviction	Keeping the leader image	
For trust and confidence		
For people management		
For conviction		
For persuasion	Effective delivering of managerial communication	
For Immediate Feedback		
For complete expression		
For elaboration		
For people management		
For fast communication		
For clarity of message		
For explanation		

Formulated Hypothesis. The better the school administrator is on oral communication, the more he becomes a figure of authority that leads to people and work-related management.

Tentative Theory. Oral proficiency makes a school administrator figure of authority which fosters his social and managerial functions.

Low Proficient Speaking School Administrators' Responses to the Problem "What are the experiences that facilitated or hindered in the delivery of their administrative functions"

Gathered data.

"... If you are good in speaking like mapasabot nimo ug tarong noh, I believe there would be no conflict. Ikaw bale ang mu meddle sa mga people if ever... (P7). ("If you are

good in speaking like [for an example] you can comprehensively express [your thoughts], I believe [that] there would be no conflict. You, yourself will be situated in the middle of [misunderstanding] people if ever [such instance occurs]." (P7)

"... Para nako mas makatabang gyud sya ka kung ang imung mga maestra makita nila nga saktong imung mga gipanabi, tarung, nya honest ka nga mu-implement sa ilaha, mas mu-sunod sila. (P8) ("...In my opinion, it greatly helps, [especially] if [the] teachers would clearly see that that you are credible in what you say, just, [and] there is honesty that implements to them, [then] it is more likely that they will follow you." (P8)

Coded data.

Table 9

Open Coding	Axial Coding	Selective Coding
Easy to manage people, Building a relationship	Building and Strengthening Relationship	-Connection enhancement or Breakdown -Strengthening or Losing the Authority Figure -Pros/Cons in Managerial Communication
Conflict, Miscommunications		
The requirement for a private school to have English as a medium of communication	School Image	
For trust, For persuasion, For conviction,	The Leader Image	
For smooth implementation, For fast communication, For complete expression, For elaboration, Immediate Feedback, For clarity of message, Miscommunications	Managerial communication	

Memoing. A memo written after interviewing the Low Proficient Speaking School Administrators about RQ3 These school administrators affirmed the generated tentative theory from the responses of the average proficient speaking school administrators. Majority of these participants' responses paid attention to the benefits of oral communication and having adequate speaking competencies in the context of educational leadership. They believe that

above all, it is the managerial functions that call for much need in terms of oral proficiency. Members work with the heads only if there is clarity of the message and elaboration of the details. For these to be actualized, high proficiency in speaking is not a requirement. According to them, adapting to the members' speaking proficiency is highly important. What does this mean? This group clarified that adapting and accommodating the audience when you talk particularly

when you give instructions is a must. The members need not adjust to the school administrators' level, but they themselves must do so. This group emphasized the importance of flexibility in communication. This is one way for them to win the hearts of their members and become successful in delivering their managerial functions. It is also important to note that, this group did not mention much anything about the drawbacks of being low proficient in speaking and being ineffective in oral communication as far as the authority figure and school image are concerned. Going through the transcriptions, these participants highlighted, however, the value of being a hard-working leader setting themselves as an example for their constituents to become as much product as they are. Aside from relationship building and managerial functions, the level of oral communication skills for them clearly shows less effect in quality leadership and school progress.

Formulated Hypothesis. The better the school administrator is in communicating with the people, the more effective he becomes in delivering his managerial tasks.

Tentative Theory: School administrators' sociability strengthens managerial/ administrative functions.

PHASE 2: Theory Sensitization

In order to elaborate the value of oral fluency in educational leadership and management, the researcher examined the narrative analysis of the interview which then led to constructing the hypotheses.

Hypotheses Derived from the Results

In Grounded Theory, the researcher begins a study without hypothesis testing, instead, he develops a hypothesis through constant listening to the interview. Aside from questioning, the generation of hypotheses is attainable through theoretical coding. (Project, ND)

Research Question 1:

Hypothesis 1: The more orally communicative a school administrator is, the more he can express his concern for people that leads to efficient production

Tentative Theory1: School administrators' oral proficiency and sociability foster school productivity.

Hypothesis 2: The more orally communicative a school administrator is, the more he can express his concern for people.

Tentative Theory 2: School administrators' oral proficiency enhances school relations.

Hypothesis 3: The more flexible a school administrator is in communicating with his people, the more effective the communication becomes which leads to higher production.

Tentative Theory 3: School administrators' flexibility for effective communication leads to higher production.

Oral communication indeed is a powerful tool that allows the school administrator foster his ability in leadership. The more he communicates with his members, the more he/she knows their needs and welfare. The members can directly inform the administrators about the needs of the organization as well. The problem can easily be addressed if the administrator and the members can freely discuss the ins and outs of the team.

Higher and more quality productivity is attainable if there is a fluid work that goes from the head down to the lowest rank of the organization. The school administrators' oral

communication skill can eventually lead him/her to attain the mission and vision of the organization.

Research Question 2:

Hypothesis1: The better the school administrator is in oral communication, the more he earns the trust and respect of people.

Tentative Theory1: School administrators' oral proficiency enhances the authority figure.

Hypothesis 2: The better the school administrator is in oral communication, the more effective he becomes in delivering his managerial tasks.

Tentative Theory 2: School administrators' oral proficiency enhances managerial functions.

Hypothesis 3: The better the school administrator is in oral communication, the more he becomes a figure of authority that leads to people and work-related management.

Tentative Theory 3: Oral proficiency makes a school administrator figure of authority which fosters his social and managerial functions.

The significance of oral communication to leadership is then reflected to how the members see their leader the way he/she speaks with them. With the responses taken from the participants, it is clearly seen that, respect and trust are always earned if their members can rely on the words or information they give. The school administrator's style in speaking like conviction is clearly seen here. The more the administrator shows that he can be reliable in terms of speaking with his subordinates the more he/she can gain the trust of his members. He/she can be an authority figure if he can speak with his members with utmost confidence and can walk his talk by being a role model to everyone. He/she should be the one to be set as an example. His/her words are solely the basis of his/her image reflected on the minds of his/her people.

Research Question 3

Hypothesis 1: The higher the speaking proficiency a school administrator has, the more he earns the trust of people and establishes a good school image

The lower the speaking proficiency a school administrator has, stigma is more likely associated with him and the school.

Tentative Theory 1: School administrators' oral proficiency enhances /diminishes the figure of authority and school reputation.

The good reputation of a school administrator brings a good school image as well. The sample scenarios presented by the participants are just good examples as to how the speaking skills of the school leaders become an advantage or a disadvantage of the school. It can be clearly seen that a leader who has a high proficiency in speaking are trusted more than those who have poor abilities in expressing of themselves. Private schools to be exact solely rely on the school heads who have the abilities in leadership and communication skills thus, any wrong move done by the administrator in terms of communication with the stakeholders such as parents may lead to lower enrolment. Parents trust school administrators who have the abilities to deal with issues and can express solution in a way that can

be understood and be accepted by the majority.

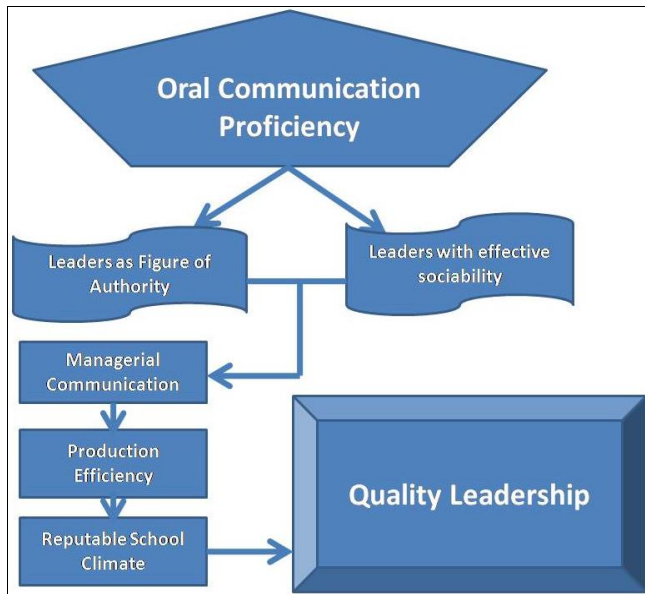


Fig 1

Generated Grounded Theory

Conceptual Model of Theory on Oral Communication Proficiency in Educational Leadership and Management

The Theory on Oral Communication Proficiency in Educational Leadership shown in Figure 2 states that oral proficiency makes one a figure of authority and fosters sociability that leads to quality leadership. The study revealed the influences of Oral Communication Proficiency in Educational Leadership and Management based on the participants’ responses as illustrated in the Conceptual Model above.

In the context of educational leadership, when a school administrator possesses oral communication proficiency; a speaking skill needed in school management and administration, it is easy for him to become a figure of authority and a kind of leader with effective sociability. With his ability in oral communication, trust, confidence, respect, cooperation, and loyalty are easily earned. These factors are very essential in building a relationship with his constituents. It is through effective people's performance, high productivity can be thoroughly attained.

On the other hand, oral communication proficiency fosters effective sociability. A school leader congregates with different stakeholders who have various backgrounds. The cultures, beliefs, education level, professions, and even economic status are just but some of the factors that cause differences among various school parties. With school leaders' adeptness in oral communication particularly in the context of school management, misunderstandings can be avoided. With the best of their abilities in connecting with people, school heads become the forerunners of effective communication in the school. It is through effective sociability that a school administrator makes his constituents work effectively.

A leader who is considered a figure of authority and who has effective sociability skill can deliver managerial communications at ease. With the strong bond, he has established among his members. Organizational planning, directing, elaborating, implementing, controlling, mentoring and other functions are actualized accordingly. Through

these successful deliveries of managerial functions can high productions be achieved? A thriving manager from planning to implement are found worthy by their members’ cooperation. In the context of education, a productive institution with the administrators and stakeholders communicating and working together harmoniously is a picture of a reputable school climate. All the aforementioned factors are essential in the growth of the school and its constituents; the very essence of quality leadership.

5. Conclusion and Recommendations

It can be concluded that the school administrators who are oral communication proficient are bearers of trust, respect, and commitment, which results in higher productivity and employees' satisfaction that can be a very good key to success. a leader is considered a figure of authority; someone who is respected, trusted and members are confident, cooperative and loyal. It is through oral communication proficiency as well that a school head can earn effective sociability; the skill towards his people. By these, managerial communications are easily applied and so, production efficiency is attained. If these are actualized accordingly, a school can have a reputable climate; a kind of institution wherein every stakeholder is safe, healthy and satisfied; the very essence of quality leadership.

For further enhancement of the study, the researcher recommends to obtain more participants representing Luzon and Mindanao, who have dominant local dialects and conduct a case study.

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