

Communication Competence and Organizational Commitment on School Improvement Plan Implementation of School Heads

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Abstract

This study investigates the interplay between communication competence and organizational commitment among school leaders and its impact on the effective implementation of SIPs. Focusing on educational leaders in Maramag, Bukidnon, Philippines, the research employs surveys and interviews to assess the communication skills and commitment levels of school heads during the 2024 academic year. The findings reveal that effective communication significantly enhances staff engagement and commitment, which are critical for successful SIP execution. School heads who communicate clearly and foster a collaborative environment are more likely to achieve their improvement goals. This research contributes valuable insights into the essential role of communication in educational leadership, offering practical recommendations for enhancing communication strategies among school leaders. By improving these skills, schools can better implement improvement initiatives and ultimately achieve better educational outcomes for students.

Keywords: School heads, Communication competence, Organizational commitment, School improvement plans, educational leadership.

1. Introduction

In the dynamic and rapidly changing landscape of education, the role of school heads has transformed into something much more significant than mere administrative oversight. Today's school leaders are essential figures visionaries who shape not only the educational experiences of students but also the professional lives of their teachers. They are at the forefront of implementing

Good communication skills and strong commitment from school leaders are essential for successfully carrying out School Improvement Plans (SIPs). When school heads communicate well, they can clearly explain goals, encourage teamwork, and build trust among their staff. This helps everyone work together toward the school's vision (Leithwood & Jantzi, 2006). Leaders who show a strong commitment not only demonstrate their dedication but also inspire teachers and staff to feel the same way, resulting in a united effort to achieve improvement goals. Research indicates that schools led by effective communicators who are committed to their goals tend to have better success with SIPs (Hargreaves & Fullan, 2012; Meyer & Allen, 1991).

Conducting research on "Communication Competence and Organizational Commitment on School Improvement Plan Implementation of School Heads" is crucial for several reasons. Effective communication is a cornerstone of successful leadership in educational settings, as it facilitates collaboration among staff, fosters a positive school culture, and enhances the clarity of goals and expectations. By examining the interplay between communication competence and organizational commitment, the research can identify key factors that influence the successful implementation of school improvement plans. This understanding can lead to the development of targeted strategies to bolster both communication skills and commitment levels among school heads, ultimately contributing to more effective educational practices and improved student outcomes.

Effective communication competence and strong organizational commitment are crucial for the successful implementation of school improvement plans. Communication competence involves the ability to convey information clearly and effectively, which fosters a collaborative environment among faculty, staff, and administration. This is supported by research indicating that effective internal communication enhances employee engagement and organizational commitment, leading to improved performance and satisfaction among educators (Mishra et al., 2014; Men, 2014). When faculty members feel informed and engaged through transparent communication strategies, their commitment to the organization increases, which is essential for driving school improvement initiatives (Kim and Rhee, 2011; Harrison et al., 2017).

Moreover, studies have shown that faculty engagement mediates the relationship between communication strategies and organizational commitment, suggesting that when teachers are actively involved in the communication process, they are more likely to commit to the school's goals and objectives (Lovakov, 2016; Saks, 2019). This engagement is vital for fostering a sense of ownership over the school improvement plan, as committed faculty members are more likely to advocate for and participate in its implementation (Jing and Zhang, 2014; Avotra et al., 2021). Additionally, effective communication can help clarify the vision and goals of the school improvement plan, ensuring that all stakeholders are aligned and working towards common objectives (Keyton, 2017; Rhee and Moon, 2009).

It emphasizes the importance of feedback mechanisms in communication, which can enhance faculty engagement and commitment by allowing educators to voice their opinions and contribute to decision-making processes (Hargie, 2009; Smidts et al., 2001). This two-way communication fosters a supportive environment where faculty members feel valued and empowered, ultimately leading to higher levels of organizational commitment and successful implementation of school improvement plans (Walden et al., 2017; Goldhaber and Krivonos, 1977). In summary, the interplay between communication competence and organizational commitment is essential for the effective implementation of school improvement plans, as it cultivates an engaged and committed faculty that is crucial for achieving educational goals.

Implementing SIPs effectively requires a team effort, where everyone involved is motivated to help the school grow. However, there is a gap in understanding how good communication affects organizational commitment in this area. While previous studies have looked at communication and commitment separately, few have examined how they work together in the context of SIPs (Burch & Spillane, 2005). Other factors, such as leadership style, school culture, and professional development, also play a role. For example, transformational leadership has been shown to improve both communication and commitment, creating a

positive environment that supports SIP success (Bass & Riggio, 2006). Locally, research by Reyes (2019) found that schools with communicative leaders had more committed staff, which led to more effective improvement efforts. This research aims to explore the relationship between communication skills and commitment among school heads, ultimately seeking to provide insights that can improve SIP implementation and enhance overall school performance.

Research on communication competence and organizational commitment in the context of school improvement plan implementation highlights several key findings. Effective communication is essential for school leaders to foster a collaborative environment that supports the successful execution of improvement plans. For instance, Toker Gokce and Balci (2023) emphasize that principals' communication styles significantly influence teachers' performance and engagement, which are critical for achieving school improvement goals. Similarly, Brinia et al. (2022) argue that the effectiveness of communication within educational institutions directly correlates with their ability to meet objectives, underscoring the importance of principals' communication competence in driving school improvement initiatives.

The study by Kim and Rhee (2011) illustrates that strategic communication programs enhance faculty engagement, which in turn strengthens organizational commitment and supports the implementation of school improvement plans. Additionally, Mishra et al. (2014) highlights that effective internal communication fosters a sense of belonging among faculty, thereby increasing their commitment to the school's objectives. Finally, the research conducted by Walden et al. (2017) indicates that the flow and adequacy of information are vital for maintaining faculty engagement and commitment, which are essential for the successful implementation of school improvement strategies. Dela Cruz (2020) highlights how effective communication enhances organizational commitment among school leaders in the Philippines, suggesting that clear strategies are vital for successful plan execution. Similarly, Santos (2019) investigates the impact of communication skills on teachers' organizational commitment, finding that improved communication among school heads significantly supports the implementation of initiatives. Bautista (2021) discusses the relationship between principals' communication styles and staff commitment, emphasizing that effective communication fosters collaboration essential for achieving school improvement goals. Gonzales (2022) explores how strong communication competence among principals' shapes teachers' perceptions of organizational commitment, reinforcing the need for robust communication practices. Finally, Reyes (2023) addresses the challenges school leaders face in articulating their vision for improvement, underscoring the necessity of developing communication skills to enhance staff commitment during the implementation process. Collectively, these studies illustrate the importance of communication and commitment in advancing school improvement efforts in local contexts.

The main purpose of conducting research on "Communication Competence and Organizational Commitment on School Improvement Plan Implementation of School Heads" is to explore the relationship between effective communication skills and the commitment of school leaders in executing improvement plans within educational institutions. This study aims to identify how school heads' abilities to communicate effectively influence their dedication to implementing strategies designed to enhance school performance. By examining these factors, the research seeks to provide insights that can inform training programs for school leaders, ultimately contributing to more successful implementation of improvement plans and fostering a positive

organizational culture within schools. This understanding can lead to better educational outcomes and more effective leadership practices in the school environment.

The study aims to assess the level of communication competence among school heads, identifying key areas where improvements can be made. Second, it seeks to measure the degree of organizational commitment that these leaders exhibit in relation to the implementation of school improvement plans. Additionally, the research will investigate the correlation between communication competence and organizational commitment, providing insights into how these factors interact. Another important objective is to identify the challenges faced by school heads in communicating effectively and demonstrating commitment during the implementation process. Based on the findings, the study will develop recommendations to enhance communication skills and foster greater organizational commitment among school leaders, ultimately aiming to improve the effectiveness of school improvement plan implementation. Finally, the research will assess the impact of improved communication and commitment on the overall success of school improvement initiatives, contributing valuable insights to the field of educational leadership.

The study on "Communication Competence and Organizational Commitment on School Improvement Plan Implementation of School Heads" will be conducted in the municipality of Maramag, Bukidnon, Philippines, during the school year 2024. The research is scheduled to take place from January to December 2024. This timeframe and locale have been specifically chosen to gather pertinent data regarding the communication skills and organizational commitment of school heads as they work on implementing school improvement plans within the local educational setting.

2. Statement of the Problem

This study aims to explore the relationship between communication competence and organizational commitment in the context of school improvement plan implementation by school heads during the School Year 2024-2025. Specifically, it seeks to answer the following questions:

1. What factors contribute to communication competence among school heads?
 - a. verbal communication;
 - b. non-verbal communication and
 - c. learning skills?
2. What elements influence the organizational commitment of school heads?
 - a. Affective commitment;
 - b. continuance commitment and
 - c. normative commitment?
3. What is the connection between communication competence and organizational commitment?
4. Is there a significant relationship between communication competence and organizational commitment for the successful implementation of school improvement plans?
5. Which variables best predict the effectiveness of communication and organizational commitment regarding school improvement initiatives?

Hypothesis

H0: There is no significant relationship between communication competence and organizational commitment among school heads.

H0: There is no significant relationship between communication skills and competence among school heads.

3. Methodology

This study employs a descriptive-correlational research design to investigate the relationship between communication competence and organizational commitment among school heads and its impact on the effective implementation of School Improvement Plans (SIPs) in Maramag, Bukidnon. Utilizing surveys and semi-structured interviews, the research will assess school leaders' communication skills and commitment levels during the 2024 academic year. Descriptive statistics, including means and standard deviations, will summarize data, while Pearson Moment Coefficient will explore correlations between the variables. Additionally, regression analysis will identify predictor variables influencing communication competence and organizational commitment. The findings aim to provide valuable insights for enhancing communication strategies among school leaders, ultimately contributing to more successful SIP execution and improved educational outcomes.

With the approval of the Public Schools District Supervisors, Department of Education, Division of Bukidnon, the study was conducted using random sampling among school leaders in the municipality of Maramag, Bukidnon. This location was chosen because it presents unique challenges and opportunities in educational leadership, especially in implementing school improvement plans. From January to December 2024, the study will focus on school leaders in Maramag to collect information about their communication skills and commitment to their organizations. By examining this area, the research will provide valuable insights into local practices and conditions that impact school leadership. The goal is to produce findings that can improve school improvement efforts in the region and similar educational environments. Prior to the study, a letter of consent was sent to the selected teachers, informing them of their inclusion as prospective participants. Along with this letter, participants were provided with an informed consent form outlining the study's key details, enabling them to make an informed decision about their participation. Upon agreeing to participate, the teachers signed the consent form, which was included with the questionnaire.

This quantitative study employed a descriptive-correlational approach to examine the relationship between communication competence and organizational commitment among school leaders and its impact on the implementation of School Improvement Plans (SIPs). Data were collected online via Google Forms from 100 school heads in Maramag, Bukidnon, Philippines, selected through simple random sampling to ensure equal opportunity for inclusion. Adhering to ethical standards, all respondents received a comprehensive informed consent form, and strict measures were implemented to protect the privacy and confidentiality of their responses. A typical questionnaire with a five-point Likert scale was developed, consisting of two main parts: communication competence (30 indicators) and organizational commitment (30 indicators).

Instrument validity was established by consulting a panel of experts, and reliability was verified through pilot testing, yielding a strong Cronbach's alpha of 0.919 for communication competence and 0.984 for organizational commitment. Data were analyzed using the Statistical

Package for Social Sciences (SPSS), with an appropriate interpretive scale applied to the results. The following rating scale was used to understand the data better:

Scale	Range	Descriptive Rating	Qualitative Description
5	4.51-5.00	Strongly Agree (SA)	Very High Level
4	3.51-4.50	Agree (A)	High Level
3	2.51-3.50	Neutral (N)	Moderate Level
2	1.51-2.50	Disagree (D)	Low Level
1	1.00-1.75	Strongly Disagree (SD)	Very low

To analyse and interpret the data, descriptive statistics, including mean and standard deviation, were employed to assess the levels of communication competence and organizational commitment among school leaders, as well as the effectiveness of School Improvement Plan (SIP) implementation. The Pearson Product-Moment Correlation was used to examine the relationships between the dependent and independent variables. Furthermore, linear regression analysis was conducted to identify which factors significantly predict the effectiveness of SIP implementation among school heads.

Table 1. Mean Scores of Communication Competence of School Heads

Sub-variables	Mean	Descriptive Rating	Qualitative Interpretation
Verbal Communication	4.77	Strongly Agree	Very High Level
Non-Verbal Communication	4.76	Strongly Agree	Very High Level
Learning Skills	4.78	Strongly Agree	Very High Level
Overall Mean	4.77	Strongly Agree	Very High Level

LEGEND:

Scale	Range	Descriptive Rating	Qualitative Description
5	4.51-5.00	Strongly Agree (SA)	Very High Level
4	3.51-4.50	Agree (A)	High Level
3	2.51-3.50	Neutral (N)	Moderate Level
2	1.51-2.50	Disagree (D)	Low Level
1	1.00-1.75	Strongly Disagree (SD)	Very low

Table 1 shows the mean scores for teachers' communication and learning skills across three sub-variables: verbal communication, non-verbal communication, and learning skills, along with their corresponding mean scores, descriptive ratings, and qualitative interpretations. The data indicate that all sub-variables received high mean scores, reflecting a strong consensus among teachers. Each sub-variable's mean score falls under the "Strongly Agree" (SA) category, suggesting that teachers perceive these skills as essential for their effectiveness in the classroom.

The overall mean of 4.77 further emphasizes a positive perception, indicating strong affirmative responses among teachers regarding their communication and learning abilities. High ratings in all categories suggest that these competencies are significant components of teachers' professional practice. The results imply that effective verbal and non-verbal

communication, along with strong learning skills, substantially contribute to teachers' overall effectiveness and emotional resilience.

The high mean scores indicate that teachers believe these skills are not only integral to their teaching but also play a crucial role in fostering a supportive learning environment for their students. These findings align with existing research emphasizing the importance of communication skills in education. For instance, Hattie (2021) highlights that effective communication is vital for enhancing student engagement and learning outcomes. Brackett et al. (2019) underscore the importance of emotional and communicative competencies in reducing teacher burnout. Together, these studies reinforce the notion that investing in the development of communication and learning skills can significantly support teachers' professional growth and overall well-being.

The Pearson Moment Coefficient and regression analysis are essential for understanding the relationships between communication competence and organizational commitment among teachers. The Pearson correlation coefficient quantifies the strength and direction of the linear relationship between these variables, indicating that higher communication skills may be associated with greater organizational commitment. Regression analysis further explores this relationship by assessing how well communication competence predicts levels of commitment, revealing the extent to which these skills influence teachers' dedication to their organization. Recent studies, such as those by Liu et al. (2022) and Smith & Jones (2023), have shown that effective communication is critical for enhancing teacher efficacy and fostering a positive workplace culture, which in turn boosts organizational commitment. The high mean scores in Table 1, categorized as "Strongly Agree," reflect teachers' strong belief in the significance of their communication and learning skills. These findings align with the work of Hattie (2021), as well as newer research emphasizing that strong communication skills can mitigate burnout and increase job satisfaction (Brackett et al., 2023). Collectively, these studies reinforce the notion that investing in communication skill development is vital for enhancing teachers' professional growth and commitment to their organizations.

Table 2. Mean Scores of Organizational Commitment of School Heads

Sub-variables	Mean	Descriptive Rating	Qualitative Interpretation
Affective Commitment	4.55	Strongly Agree (SA)	Very High Commitment
Continuance Commitment	4.06	Agree (A)	High Commitment
Normative Commitment	4.36	Agree (A)	High Commitment
Overall Mean	4.32	Agree (A)	High Commitment

LEGEND:

Scale	Range	Descriptive Rating	Qualitative Description
5	4.51-5.00	Strongly Agree (SA)	Very High Commitment
4	3.76-4.50	Agree (A)	High Commitment
3	2.76-3.50	Neutral (N)	Moderate Commitment
2	1.76-2.75	Disagree (D)	Low Commitment
1	1.00-1.75	Strongly Disagree (SD)	Very low

Table 2 presents information about the commitment levels of school heads, showing an overall mean score of 4.32, which falls under the category of "Agree" (A). This score indicates that

these leaders have a high level of commitment to their duties and responsibilities. Among the various aspects of commitment, affective commitment stands out with the highest mean score of 4.55, categorized as "Strongly Agree" (SA). This suggests that school heads have a deep emotional connection to their organization, likely boosting both their job satisfaction and overall performance. This observation is supported by Johnson and Lee (2023), who point out that strong emotional commitment among school leaders is crucial for fostering higher morale and engagement within their teams.

Normative commitment reflects a sense of obligation to stay with the organization and received a mean score of 4.36. This indicates that school heads feel a strong duty to remain in their positions, a notion echoed by Smith and Garcia (2022), who highlight how this sense of duty can motivate leaders to stay dedicated to their work. On the other hand, continuance commitment scored a mean of 4.06, suggesting that school heads recognize the potential costs of leaving their roles. This type of commitment may sometimes be influenced by external factors rather than purely from an internal desire to remain.

The findings suggest that nurturing both affective and normative commitments among school heads is essential for creating a stable and effective leadership environment in schools. The positive ratings in these areas indicate the importance of emotional connections and a sense of duty, which are vital for maintaining a successful educational atmosphere. This aligns with research emphasizing the significance of organizational commitment in educational leadership. For instance, Davis and Thompson (2021) argue that leaders who are committed to their organizations are more likely to drive positive changes and enhance school performance. Investing in building strong organizational commitment among school heads can promote effective leadership and improve the overall success of educational institutions.

Table 2, suggesting that effective communication could foster emotional connections and a sense of duty among leaders. Regression analysis builds on this by examining how well communication competence predicts different aspects of organizational commitment, providing insights into which specific communication skills most influence commitment levels. Recent studies, such as those by Johnson and Lee (2023) and Smith and Garcia (2022), highlight the importance of emotional connections and a sense of obligation in leadership, reinforcing the idea that enhancing communication skills can directly impact leaders' commitment to their roles. By integrating these statistical analyses with qualitative findings, educational institutions can better understand how to support and develop their leaders, ultimately promoting a more engaged and effective leadership environment.

Table 3. Mean Scores of School Improvement Plan Implementation of School Heads

Sub-variables	Mean	Descriptive Rating	Qualitative Interpretation
Practice	4.76	Strongly Agree	Excellent
Strategic Planning	4.68	Strongly Agree	Very Good
Stakeholders	4.56	Agree	Good
Engagement	4.6	Agree	Good
Continuous Improvement			
Overall Mean	4.65	Strongly Agree	Excellent

LEGEND:

Scale	Range	Descriptive Rating	Qualitative Description
5	4.51-5.00	Strongly Agree (SA)	Excellent
4	3.76-4.50	Agree (A)	Very Good
3	2.76-3.50	Disagree (D)	Good
2	1.76-2.75	Strongly Disagree (SD)	Fair
1	1.00-1.75	Poor (P)	Poor

Table 3 depicts the implementation of the School Improvement Plan by school heads, providing mean scores, descriptive ratings, and qualitative interpretations of various sub-variables concerning their effectiveness. The findings indicate that school heads demonstrate a high level of commitment to implementing improvement initiatives, as shown by an overall mean score of 4.65, categorized as "Strongly Agree" and interpreted as "Excellent." Focusing on the first sub-variable, the mean score for practice is 4.76, also classified as "Strongly Agree" and labeled as "Excellent." This score suggests that school heads are actively applying effective practices in their improvement efforts, which is essential for achieving meaningful changes within their schools. This aligns with the work of Fullan (2016), which highlights the importance of practical application in driving school improvement.

The second sub-variable, strategic planning, received a mean score of 4.68, categorized as "Strongly Agree" and interpreted as "Very Good." This indicates that school heads engage in thoughtful and intentional planning, which is vital for guiding school improvement initiatives. This finding is supported by Bryk et al. (2015), who emphasize that effective planning plays a crucial role in the success of educational reforms.

The scores for stakeholder engagement and continuous improvement were slightly lower, at 4.56 and 4.60, respectively, both categorized as "Agree" and interpreted as "Good." While these scores reflect a solid commitment to engaging stakeholders and fostering ongoing improvement, they also suggest areas that could benefit from further development. According to Harris and Jones (2016), enhancing stakeholder involvement is critical for building a collaborative school culture. Overall, the results indicate that while school heads are performing well in the implementation of their improvement plans, there is potential for growth in these areas, reinforcing the importance of strong leadership and effective practices in promoting successful school development initiatives.

The Pearson Moment Coefficient and regression analysis are instrumental in deepening our understanding of the relationships between communication competence and organizational commitment, particularly in the context of school heads' implementation of improvement initiatives as depicted in Table 3. The Pearson correlation coefficient can reveal the strength and direction of the relationship between school heads' communication skills and their commitment to implementing the School Improvement Plan. For instance, a strong positive correlation would suggest that as communication competence increases, so does the commitment to effective practices and strategic planning, both of which received high mean scores in the findings.

Regression analysis further enhances this understanding by quantifying how well communication competence predicts various aspects of organizational commitment, such as stakeholder engagement and continuous improvement. Recent studies, including those by Liu et al. (2022) and Johnson and Lee (2023), emphasize that effective communication is crucial for fostering collaboration and engagement among stakeholders, which aligns with the slightly

lower scores in these areas (4.56 and 4.60). By analyzing these relationships, educational leaders can identify specific communication skills that may enhance their commitment to improvement initiatives, thereby promoting a more effective leadership approach. This integration of statistical analysis with qualitative insights underscores the importance of communication in driving successful school development initiatives, as supported by the work of Fullan (2016) and Bryk et al. (2015).

Overall, leveraging the Pearson Moment Coefficient and regression analysis provides a comprehensive framework for understanding how communication competence influences organizational commitment, ultimately guiding school heads in their efforts to implement effective improvement strategies.

Table 4. Correlation of Communication Competence and Organizational Commitment on School Improvement Plan Implementation of School Heads

Variables	Pearson's r	p-values
Communication Competence		
Verbal Communication	.854**	.000
Non-Verbal Communication	.880**	.000
Learning Skills	.843**	.000
Organizational Commitment		
Affective Commitment	.183	.052
Continuance Commitment	.446**	.000
Normative Commitment	.413**	.000

** Correlation is significant at the 0.01 level

The analysis reveals significant positive correlations between communication competence and organizational commitment among teachers. Strong relationships were found for verbal communication ($r = .854$), non-verbal communication ($r = .880$), and learning skills ($r = .843$), all with p-values of .000, indicating high statistical significance. This suggests that effective communication skills are essential for enhancing teachers' professional engagement.

In terms of organizational commitment, affective commitment showed a weak correlation ($r = .183$, $p = .052$), while continuance commitment ($r = .446$, $p = .000$) and normative commitment ($r = .413$, $p = .000$) exhibited stronger associations. These findings imply that while teachers may feel a duty to remain in their positions, they might lack a strong emotional connection to their organization, highlighting the need for initiatives that foster emotional ties.

The strong links between communication competence and organizational commitment underscore the importance of enhancing communication skills in educational settings. Training programs focused on both verbal and non-verbal communication can improve teacher interactions and their commitment to the school, while strategies to build a positive school culture can strengthen emotional attachment.

Fostering communication competence is crucial for enhancing teachers' organizational commitment. By addressing both skills and emotional connections, educational institutions can create a more engaged and effective workforce, benefiting the overall educational environment.

Recent analyses reveal significant positive correlations between communication competence and organizational commitment among teachers, with strong relationships identified for verbal ($r = 0.854$) and non-verbal communication ($r = 0.880$), both highly statistically significant ($p < 0.001$). While continuance ($r = 0.446$) and normative commitment ($r = 0.413$) show stronger associations, affective commitment remains weak ($r = 0.183$), indicating that teachers may feel obligated to stay without a deep emotional connection to their organization. Studies from 2022 and 2023 further emphasize the importance of enhancing communication skills to foster engagement and belonging, suggesting that targeted training programs and initiatives to cultivate a positive school culture are essential. By leveraging Pearson correlation and regression analysis, educational institutions can develop strategies to improve communication competence, which is crucial for strengthening emotional ties and creating a more engaged and effective workforce, ultimately benefiting the educational environment for both teachers and students.

Table 5. Correlation of School Improvement Plan Implementation

Variables	Pearson's r	p-values
School Improvement Plan Implementation		
Practice	.691**	.000
Strategic Planning	.469**	.000
Stakeholders Engagement	.388**	.000
Continuous Improvement	.504**	.000

** Correlation is significant at the 0.01 level

Table 5 presents the Pearson correlation coefficients (r) and p -values for the implementation of various components of the School Improvement Plan and their relationships with student outcomes. The variables examined include Practice, Strategic Planning, Stakeholder Engagement, and Continuous Improvement.

The data indicates strong positive correlations across all examined components of the School Improvement Plan. The highest correlation is observed with Practice, which has a Pearson correlation coefficient of $r = 0.691$ and a p -value of 0.000. This suggests a significant relationship where enhanced implementation of practice strategies is associated with improved student outcomes. The statistically significant p -value confirms that this correlation is unlikely to have occurred by chance.

Strategic Planning shows a moderate but noteworthy correlation of $r = 0.469$. This indicates that effective strategic planning is positively associated with student performance, suggesting that well-defined goals and structured approaches contribute to better educational outcomes. The p -value of 0.000 further supports the significance of this finding.

Stakeholder Engagement displays a correlation of $r = 0.388$, indicating a positive relationship, albeit weaker than the other components. This suggests that involving stakeholders such as parents, community members, and educators can positively influence student outcomes, although its impact may be less direct compared to other initiatives.

Continuous Improvement has a correlation of $r = 0.504$, indicating a strong relationship with student outcomes. This highlights the importance of ongoing assessment and refinement of educational practices, which can lead to enhanced student performance.

These findings underscore the importance of implementing comprehensive School Improvement Plans. The strong correlations between these initiatives and student outcomes align with existing literature that advocates for structured educational practices and stakeholder involvement as effective strategies for enhancing student achievement. Research supports the notion that active engagement in various improvement strategies leads to better educational results, reinforcing the need for schools to prioritize these areas for successful student outcomes.

The Pearson Moment Coefficient and regression analysis help clarify how different parts of a School Improvement Plan affect student outcomes. Table 5 shows strong positive correlations, particularly with Practice ($r = 0.691$, $p = 0.000$), indicating that better practice strategies lead to improved student performance. Strategic Planning has a moderate correlation ($r = 0.469$), suggesting that clear goals boost educational results. Stakeholder Engagement shows a weaker correlation ($r = 0.388$), but still highlights the importance of involving parents and the community. Continuous Improvement ($r = 0.504$) underscores the need for ongoing assessments to enhance student success. Recent studies, including those by Johnson and Lee (2023), reinforce that structured practices and stakeholder involvement are essential for achieving better student outcomes. Overall, these findings emphasize the necessity for schools to implement comprehensive improvement strategies that significantly impact student achievement.

4. Conclusion and Recommendations

The findings of this study highlight the significant role of communication competence and organizational commitment in the implementation of School Improvement Plans by school heads. With an overall mean score of 4.77 for communication competence, teachers strongly agree on the importance of effective verbal and non-verbal communication in enhancing their teaching practices. This strong consensus suggests that communication skills are crucial for creating a positive learning environment and supporting teachers' professional growth. These findings align with existing research that emphasizes the link between strong communication skills and improved student outcomes.

In terms of organizational commitment, school heads demonstrated a high level of engagement, reflected in an overall mean score of 4.32. Among the different dimensions, affective commitment, which represents an emotional connection to the organization, received the highest score. This indicates that school leaders are not only dedicated to their roles but also feel a sense of belonging to their institutions. However, the study also found that while leaders recognize the costs of leaving their positions termed continuance commitment, they may lack a strong emotional connection to their organization. This gap highlights the need for initiatives that foster deeper emotional ties among school heads.

The implementation of School Improvement Plans received positive ratings, with an overall mean score of 4.65. School heads are effectively applying practices and engaging in strategic planning, which are essential for driving meaningful change in their schools. However, there were slightly lower scores in areas such as stakeholder engagement and continuous

improvement, suggesting that these aspects require more focused attention. Enhancing stakeholder involvement is crucial for building a collaborative culture that supports school development and the effective implementation of improvement plans.

To address these findings, it is essential for schools to invest in training programs aimed at developing communication skills among both teachers and school leaders. Such training can significantly improve interactions within the school environment and strengthen organizational commitment. By equipping staff with effective communication strategies, schools can create a more cohesive and supportive atmosphere conducive to professional growth and student success.

Fostering a positive school culture that emphasizes emotional connections among staff is vital for enhancing overall commitment and effectiveness. Building relationships based on trust and collaboration can lead to a more engaged workforce, which is essential for the successful implementation of School Improvement Plans. Schools should also focus on initiatives that promote emotional intelligence among leaders, as this can further strengthen their commitment to the organization and improve their leadership practices.

Future research could explore several important areas. One potential avenue is the impact of communication training on student outcomes, which could provide valuable insights into how these skills translate into academic success. Longitudinal studies on organizational commitment could also prove beneficial, tracking changes over time to identify effective strategies for fostering emotional connections among school leaders.

Investigating successful models of stakeholder engagement in various school contexts can enhance understanding of best practices and their impact on School Improvement Plans. Researching the role of emotional intelligence in school leadership and its correlation with organizational commitment could offer deeper insights into effective leadership practices. Lastly, examining how cultural factors influence communication competence within diverse school environments may help tailor communication training to meet specific needs.

In conclusion, strengthening communication competence and organizational commitment is vital for the successful implementation of School Improvement Plans. By addressing these areas, educational institutions can create a more engaged and effective workforce, ultimately benefiting student outcomes and fostering a positive educational environment. The recommendations to invest in training programs, foster emotional connections, and prioritize stakeholder engagement are crucial steps toward achieving these goals and ensuring sustainable school improvement.

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We acknowledge that our study has potential limitations, including the sample size of 100 respondents. These factors may affect the generalizability of our findings. However, we believe that the insights gained from our research provide valuable contributions to the understanding of educational practices in this region. The involvement of our instructors and mentors further enriched our analysis, offering a broader perspective that underscores the importance of collaboration in educational research.

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