

Exploring inter-dimensional correlations in organizational communication: Toward a Theory of Strategic Communication Alignment (TSCA)

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Abstract

This study explored inter-dimensional correlations in organizational communication with the aim of formulating the Theory of Strategic Communication Alignment (TSCA), using a mixed methods research design in an explanatory sequential approach. Quantitative data were first collected through descriptive-correlational methods to examine the relationships among the eight components of organizational communication: communication flow, communication barriers, timeliness, interaction frequency, knowledge sharing, reliability, media effectiveness, and communication accuracy. The analysis revealed that all eight components are significantly interrelated, emphasizing the complexity and interdependence of communication processes within schools. This was followed by qualitative data collection through open-ended survey items to uncover contextual challenges and perceptions of communication practices. Findings showed that respondents encountered multiple communication-related challenges, including miscommunication and interpretation issues; delayed communication and interaction problems; lack of inclusivity and feedback; information overload and multi-channel confusion; pressures from immediate or "ASAP" reporting; and overlapping responsibilities with multitasking. To address these, the TSCA was developed along with the K-J-S-L Core Propositions, offering practical strategies for improving educational management and organizational communication. Respondents included seven (7) purposively selected school heads and 122 teachers randomly sampled from central schools in the southern district of the Schools Division of Nueva Vizcaya. These schools were chosen for their high teacher populations, accessibility, SBM Level II status, and inclusion of programs such as SPED and ALS. The study recommends the implementation of the TSCA framework to strengthen communication alignment in schools. Additionally, open feedback mechanisms, enhanced internet connectivity, and training in digital communication tools are suggested to address the communication challenges identified.

Keywords: organizational communication, communication challenges, strategic alignment, educational management, mixed methods research

Exploring inter-dimensional correlations in organizational communication: Toward a Theory of Strategic Communication Alignment (TSCA)

1. Introduction

Effective organizational communication serves as the backbone of institutional performance, influencing decision-making, collaboration, employee morale, and overall operational success. As educational and organizational systems become increasingly complex, the need for strategically aligned communication practices has grown ever more critical. However, despite the abundance of literature on organizational communication and its various components—ranging from downward and upward communication to horizontal and interactive channels—there remains a substantial gap in understanding how these dimensions correlate with one another and how their interconnectivity can be harnessed to formulate a coherent, strategic communication model. It is within this context that the present study, *"Exploring Inter-Dimensional Correlations in Organizational Communication: Toward a Theory of Strategic Communication Alignment (TSCA),"* becomes imperative.

The rationale behind this study stems from the growing recognition that fragmented communication channels often lead to misinterpretations, inefficiencies, and a breakdown in organizational coherence. Most organizations tend to analyze communication processes in silos, focusing on isolated aspects such as internal memos, meetings, or digital correspondences, without examining how these dimensions interact systemically. As a result, while each mode of communication may appear effective in isolation, the absence of strategic alignment between them can generate inconsistencies in message delivery, duplication of efforts, and diminished institutional synergy. A theoretical framework that brings these dimensions together—through empirical correlation and conceptual integration—is long overdue. Hence, this study endeavors to develop the Theory of Strategic Communication Alignment (TSCA), a novel approach to understanding how communication elements interrelate and contribute to institutional alignment, coherence, and excellence.

Organizational communication literature acknowledges various frameworks that describe the direction, content, and context of information flows within institutions. For instance, downward communication flows from superiors to subordinates, while upward communication enables feedback and insights from lower to higher organizational levels. Horizontal communication supports coordination among peers, and interactive communication encourages dialogue across all levels and divisions. Although each of these forms has distinct purposes and values, the current theoretical landscape lacks an integrative lens that systematically examines their correlations and how these inter-dimensional relationships impact overall organizational effectiveness.

The Theory of Strategic Communication Alignment (TSCA) proposed in this study aims to fill this theoretical gap by offering a systems-based understanding of how communication dimensions interact to form a cohesive whole. TSCA hypothesizes that high-functioning organizations do not merely exhibit strong performance in individual communication areas, but demonstrate balanced, complementary, and strategically aligned relationships among these areas. For example, effective downward communication is significantly enhanced by robust upward communication that fosters feedback loops. Similarly, interactive communication strategies thrive when they are built upon well-established horizontal networks. By identifying and quantifying these inter-dimensional correlations, TSCA seeks to provide a predictive and diagnostic model for improving communication practices and aligning them with strategic institutional goals.

Furthermore, the context in which this theory is being developed—public elementary and secondary schools—adds another layer of relevance and urgency. Schools, as foundational institutions of society, rely heavily on communication for administrative coordination, curriculum implementation, student management, community involvement, and policy compliance. In educational settings, communication breakdowns can adversely affect teaching and learning, school climate, and stakeholder trust. Thus, a theory that guides

educational leaders toward aligning communication strategies with their institutional goals will have both theoretical and practical significance.

Additionally, the methodological design of this study—a mixed methods approach using explanatory sequential design—ensures that the theory is grounded in both statistical rigor and contextual richness. Quantitative data will identify significant correlations between communication dimensions, while qualitative data will provide depth and nuance by exploring how these dynamics are experienced and interpreted by school heads and teachers. This dual approach not only strengthens the validity of TSCA but also enhances its applicability across varying institutional contexts.

The importance of this research is also underscored by contemporary educational and organizational imperatives. With the rise of digital platforms, remote communication, and performance-based management systems, institutions are challenged to manage increasingly complex communication ecosystems. These developments call for a rethinking of how communication strategies are structured, aligned, and evaluated. TSCA is poised to serve as a guiding framework for educational institutions aiming to adapt to these changes while maintaining integrity, efficiency, and stakeholder engagement.

Lastly, the potential policy implications of this study cannot be overstated. Findings may inform the development of institutional communication policies that emphasize alignment and integration rather than isolated competence. Recommendations derived from TSCA can guide training programs, communication audits, and professional development initiatives aimed at school administrators, department heads, and frontline educators. Furthermore, it could contribute to the revision of national or regional educational standards concerning internal communication protocols.

This study seeks to go beyond descriptive analyses of organizational communication by introducing a theory-driven, evidence-based model that captures the strategic value of aligning communication dimensions. The Theory of Strategic Communication Alignment (TSCA) offers a new lens through which to understand the synergistic potential of communication in schools and other organizations. By doing so, it aspires to contribute meaningfully to both the academic discourse and the practical field of organizational development, ensuring that communication serves not just as a function, but as a strategic asset for institutional success.

2. Related Literature

Organizational communication is a multifaceted construct that encompasses various dimensions, including downward, upward, horizontal, and interactive communication. These dimensions are integral to the effective functioning of organizations, as they facilitate information flow, decision-making, and collaboration among members. Understanding the interrelationships among these communication dimensions is crucial for developing a cohesive communication strategy that aligns with organizational goals.

Strategic communication alignment refers to the deliberate coordination of communication activities to support the organization's mission and objectives. It involves ensuring that all communication efforts are consistent, coherent, and contribute to the overall strategic direction of the organization. This alignment is essential for building trust, enhancing organizational reputation, and achieving desired outcomes.

Recent studies have emphasized the importance of strategic communication alignment in various organizational contexts. For instance, Abrashi (2018) highlighted the critical role of communication strategies during organizational crises, noting that effective communication can significantly influence the outcome of crisis management efforts. Similarly, Link et al. (2025) introduced a mixed-method approach to assess business models of communication departments, emphasizing the need for strategic alignment in communication practices.

The inter-dimensional correlations among different communication channels have also been explored in the

literature. Fanousse et al. (2021) identified key dimensions of intra-organizational collaboration, including collaborative relationships, leadership, trust formation, joint decision-making, and information sharing. These dimensions underscore the interconnectedness of various communication forms and their collective impact on organizational performance. Moreover, the integration of communication theory into strategic communication practices has been advocated by scholars. Volk et al. (2018) argued for a more nuanced understanding of alignment in strategic communication, proposing a conceptual framework that bridges communication and management research. This framework emphasizes the need for coherence between communication activities and organizational strategy.

In the educational sector, effective organizational communication is particularly vital. Schools and educational institutions rely on clear and consistent communication to coordinate activities, engage stakeholders, and implement policies. Studies have shown that strategic communication alignment in educational settings can lead to improved decision-making, enhanced stakeholder trust, and better educational outcomes (Greco, 2024).

The Theory of Strategic Communication Alignment (TSCA) emerges as a response to the need for a comprehensive framework that captures the interrelationships among various communication dimensions. TSCA posits that strategic alignment of communication channels enhances organizational coherence, facilitates effective information flow, and supports the achievement of strategic objectives. By examining the correlations among different communication forms, TSCA provides insights into how organizations can optimize their communication strategies for better performance.

The literature underscores the significance of strategic communication alignment and the interconnectivity of various communication dimensions in organizational settings. The development and application of frameworks like TSCA offer valuable tools for organizations seeking to enhance their communication practices and align them with strategic goals. Future research should continue to explore these interrelationships and their implications for organizational effectiveness.

3. Methodology

Research Design and Method. This study employed a mixed methods research design, specifically utilizing an explanatory sequential approach to explore inter-dimensional correlations in organizational communication and to formulate the proposed *Theory of Strategic Communication Alignment (TSCA)*. This design is suitable for studies aiming to build a theoretical framework from both statistical relationships and contextual insights (Creswell & Plano Clark, 2018). The process began with the collection and analysis of quantitative data to establish general patterns and relationships, followed by qualitative data to explain and deepen the interpretation of those patterns. The quantitative phase used a descriptive-correlational method to assess the current state of organizational communication and determine the extent to which its various dimensions—downward, upward, horizontal, and interactive communication—are interrelated. Descriptive statistics helped identify common communication practices, while correlation analysis revealed potential linkages or misalignments among the dimensions, which are critical to strategic communication alignment. In the qualitative phase, open-ended survey items were employed to explore the lived experiences, challenges, and perceptions of school personnel regarding communication practices within their respective institutions. This provided narrative data that enriched and contextualized the quantitative findings, thereby strengthening the foundation of the emergent theory. The integration of both phases allowed for a more nuanced understanding of how organizational communication operates in public elementary school settings.

Respondents and Sampling Procedure. The respondents of the study consisted of seven (7) school heads and 122 teacher-respondents from central schools in the southern district of the Schools Division of Nueva Vizcaya. These schools were selected based on several criteria: a high teacher population, recognition as School-Based Management (SBM) Level II institutions, accessibility, and the presence of diverse programs such as Special Education (SPED) and Alternative Learning System (ALS). These factors ensured the inclusion of

schools with well-established organizational structures and varied communication dynamics. The school heads were selected through purposive sampling. This technique was appropriate given their leadership roles and direct involvement in institutional planning, supervision, and communication processes—making their insights essential to the study's objectives. For the teacher-respondents, a total of 122 teachers were selected, representing approximately 80% of the total teacher population of 153 across the participating schools. This sample size was determined using Slovin's formula with a 5% margin of error to ensure statistical representativeness. A stratified random sampling technique was then applied to divide the teacher population by school (as strata), ensuring proportionate representation from each institution. Within each stratum, participants were randomly selected to eliminate bias and enhance the validity of the findings. This sampling strategy ensured that both leadership and instructional staff were adequately represented, enabling a comprehensive analysis of organizational communication from multiple hierarchical levels. The inclusion of both school heads and teachers allowed the study to examine not only the structural and administrative elements of communication but also the perceptions and experiences of those involved in day-to-day communication processes.

4. Results and Discussion

Problem 1. Is there a significant relationship between and among the components of organizational communication?

To come up with the answer to this problem, the Pearson moment correlation was used wherein the computed r and p values were considered. Hence, the tables that follow presents the correlations between and among components of organizational communication. Table 1 presents the correlation coefficients between communication flow and other components of organizational communication, based on the data derived from the 129 respondents of this study. The results show that communication flow is positively and significantly correlated with all the other components, with Pearson r -values ranging from 0.486 to 0.788, all of which are well above the critical r -value of 0.145. Each correlation has a p -value of 0.000, indicating that the relationships are statistically very significant.

Table 1

Correlation Coefficient between Communication Flow and Other Components of Organizational Communication(n:129)

Compared Components	Computed r -value	p -value	Remarks
Communication Flow and Knowledge Sharing	0.713	0.000	Very Significant
Communication Flow and Communication Barriers	0.761	0.000	Very Significant
Communication Flow and Communication Accuracy	0.748	0.000	Very Significant
Communication Flow and Reliability	0.788	0.000	Very Significant
Communication Flow and Timeliness	0.737	0.000	Very Significant
Communication Flow and Media Effectiveness	0.486	0.000	Very Significant
Communication Flow and Interaction Frequency	0.674	0.000	Very Significant

Critical r -value: 0.145 Degrees of Freedom: 127

The strongest correlation is between communication flow and reliability ($r = 0.788$) which suggests that as communication flow improves, the perceived reliability of communication also increases. High correlations are also observed between communication flow and communication barriers ($r = 0.761$), communication accuracy ($r = 0.748$), and timeliness ($r = 0.737$), indicating that effective communication flow contributes significantly to reducing barriers, enhancing accuracy, and ensuring timely information sharing. Although still significant, the correlation between communication flow and media effectiveness ($r = 0.486$) is relatively weaker compared to the others which further implies that while related, media effectiveness may be influenced by additional factors beyond communication flow.

The researcher strongly affirms that these findings imply that communication flow plays a central and integrative role in strengthening the other dimensions of organizational communication. Enhancing communication flow could lead to improved knowledge sharing, fewer barriers, greater accuracy and reliability,

better timeliness, and more frequent and effective interactions within the organization. Cornelissen (2014) stated that communication is a critical organizational communication process that fosters the exchange of information between individuals, thereby establishing connections. Almost all organizations use information systems these days. Islam et al. (2016) noted that one of the main elements affecting an organization's capacity to use them to gain a competitive edge is their reliability.

Inadequacies in communication result from deficiencies in system design. This pertains to issues related to organizational structures or systems, including unclear organizational frameworks, inefficient or unsuitable information systems, insufficient supervision or training, and ambiguity in rules and responsibilities. (Sultan, 2018). Percival's (2019) investigation provided support for this. He claimed that the cornerstone of effective communication within the organization is the 3Cs: correct, consistent, and constant. The same delivery techniques should be used for internal communications to maintain consistency. Communication strategies must be effective for employees and the organization must ensure that all members are informed simultaneously. The organization guarantees a consistent flow of information by delivering accurate information and employing consistent methods. Individuals with competing objectives and inadequate comprehension of organizational strategy are commonly the result of poor downward communication (Harun et al., 2017). Furthermore, their study revealed that the neglect of lower-level staff members by upper management leads to a decreased understanding and commitment when formulating plans or engaging in extensive discussions. Also, employees expressed concern regarding poor upward communication, disclosing that lack of feedback prevents the senior teams from learning and changing their leadership styles.

Table 2

Correlation Coefficient between Knowledge Sharing and Other Components of Organizational Communication(n:129)

Compared Components	Computed r-value	p-value	Remarks
Knowledge Sharing and Communication Barrier	0.781	0.000	Very Significant
Knowledge Sharing and Communication Accuracy	0.622	0.000	Very Significant
Knowledge Sharing and Reliability	0.727	0.000	Very Significant
Knowledge Sharing and Timeliness	0.698	0.000	Very Significant
Knowledge Sharing and Media Effectiveness	0.495	0.000	Very Significant
Knowledge Sharing and Interaction Frequency	0.530	0.000	Very Significant

Critical r-value: 0.145 Degrees of Freedom: 127

Table 2 displays the correlation coefficients between knowledge sharing and other components of organizational communication among 129 respondents. The results show that knowledge sharing is positively and significantly correlated with all the compared components, as evidenced by Pearson r-values ranging from 0.495 to 0.781, all of which exceed the critical r-value of 0.145. Furthermore, the p-values for all correlations are 0.000, indicating that these relationships are highly significant. The strongest correlation is observed between knowledge sharing and communication flow ($r = 0.781$), highlighting that effective communication flow greatly facilitates the exchange of knowledge within the organization. Substantial correlations are also found with reliability ($r = 0.727$), timeliness ($r = 0.698$), and communication accuracy ($r = 0.622$), suggesting that knowledge sharing thrives in an environment where information is dependable, prompt, and accurate. The correlations with interaction frequency ($r = 0.530$) and media effectiveness ($r = 0.495$), although slightly lower, remain statistically significant, indicating that frequent and well-mediated communication still contributes meaningfully to knowledge dissemination.

It is noted by the researcher that the data underscore the central role of knowledge sharing in fostering effective organizational communication. Strengthening knowledge-sharing practices can enhance the reliability, timeliness, and accuracy of information exchange, and promote more dynamic interactions across the organization. This claim is supported by Ahmed and Kareem (2019), who confirmed that aside from individual and team impact, knowledge exchange among employees also poses an impact on the efficiency of operational procedures, learning, and organizational performance at the organizational level. Diab (2021) also concluded in her study that knowledge management involves the integration of knowledge creation, sharing, utilization, and

management within an organization. For effective knowledge transfer among employees, organizational support is essential. Employees' intention to share knowledge will increase with organizational support. This occurs as their attitude may shift, or management support may strengthen their trust and commitment to the organization. However, Van Houten (2021) found out in his study that organizational professionalism, standardization processes, and top-down management may be perceived as detrimental to one's professional identity, while putting emphasis on changing individual roles. It has been determined that the act of sharing or withholding personal knowledge is a defense mechanism used to safeguard one's own position. Additionally, it is a method for selecting colleagues who are deemed to have a greater level of knowledge and involvement than others, thereby manipulating the professional work environment.

The absence of relevant information can have a detrimental impact on employee engagement and productivity. Based on the study of Bahrain et al. (2023), inadequate communication can result in ambiguous instructions or expectations, which can lead to confusion and inefficiency in the workplace. Additionally, employees may be uncertain about their responsibilities, tasks, or deadlines. This may result to job repetition, wherein if they are unaware of current tasks or projects, employees may begin working on the same tasks, thereby wasting valuable time and resources.

Table 3

Correlation Coefficient between Communication Barriers and Other Components of Organizational Communication (n:129)

Compared Components	Computed r-value	p-value	Remarks
Communication Barriers and Communication Accuracy	0.674	0.000	Very Significant
Communication Barriers and Reliability	0.712	0.000	Very Significant
Communication Barriers and Timeliness	0.724	0.000	Very Significant
Communication Barriers and Media Effectiveness	0.488	0.000	Very Significant
Communication Barriers and Interaction Frequency	0.558	0.000	Very Significant

Critical r-value: 0.145 Degrees of Freedom: 127

Table 3 presents the correlation coefficients between communication barriers and various other components of organizational communication, based on data from 129 respondents. All computed r-values range from 0.488 to 0.724, which are notably higher than the critical r-value of 0.145, and each correlation has a p-value of 0.000, indicating that the relationships are very significant. Among the variables, communication barriers have the strongest correlation with timeliness ($r = 0.724$), followed by reliability ($r = 0.712$) and communication accuracy ($r = 0.674$). These findings suggest that when communication barriers are present, they strongly affect the speed, dependability, and precision of information exchange. Meanwhile, the correlation with interaction frequency ($r = 0.558$) and media effectiveness ($r = 0.488$), though comparatively lower, still indicate significant relationships, showing that barriers also interfere with how often and how effectively communication occurs.

The data imply that communication barriers have a detrimental impact across multiple dimensions of organizational communication. Reducing these barriers is likely to improve the overall flow of accurate, reliable, and timely communication within the organization, fostering more effective interactions and media use among staff members. As cited by Kapour (2020) in his study, in order to facilitate communication processes in an efficacious manner within as well as outside the homes, it is of utmost significance to acquire an understanding of the barriers. Barriers cause problems not only within the course of communication processes, but also in the implementation of tasks and activities. Kapour (2018) identified time as one of the obstacles to effective communication. She believes that this barrier is concerned to the establishment of more rapid and efficient communication channels. Consequently, a communication method that is time-consuming is a hindrance to efficient work, irrespective of the mode of communication employed.

Communication barriers has been an area of concern among organizations because, as stated by Page (2021), inadequate workplace communication will undoubtedly lead to dissatisfied employees who will begin to question their skills and, therefore, the organization as a whole. Moreover, it is posited that employees who are unable to access effective workplace communication may experience feelings of disengagement, unappreciation,

and reluctance to exceed expectations in order to contribute to the organization (Jacobson, 2023). Additionally, employees may experience decreased motivation and engagement when they perceive themselves as unheard or undervalued as a consequence of communication barriers. Employees who are disengaged are less likely to be productive and may not exert their best effort. As effective communication fosters the exchange of ideas and creativity, employees may be hesitant to contribute their ideas when communication barriers are present, which can lead to lost opportunities for innovation and growth. (Bahrain et. al, 2023)

Table 4

Correlation Coefficient between Communication Accuracy and Other Components of Organizational Communication (n:129)

Compared Components	Computed r-value	p-value	Remarks
Communication Accuracy and Reliability	0.774	0.000	Very Significant
Communication Accuracy and Timeliness	0.738	0.000	Very Significant
Communication Accuracy and Media Effectiveness	0.402	0.000	Very Significant
Communication Accuracy and Interaction Frequency	0.508	0.000	Very Significant

Critical r-value: 0.145 Degrees of Freedom: 127

Table 4 presents the correlation coefficients between communication accuracy and other components of organizational communication, based on the responses of 129 participants. All computed r-values ranging from 0.402 to 0.774 exceed the critical r-value of 0.145, and the corresponding p-values are all 0.000, indicating that the relationships are statistically very significant. The strongest correlation is observed between communication accuracy and reliability ($r = 0.774$), suggesting that when messages are accurate, they are also perceived as more trustworthy and dependable. A similarly strong correlation exists between accuracy and timeliness ($r = 0.738$), indicating that precise communication tends to be delivered promptly. Moderate yet significant correlations are also noted between communication accuracy and interaction frequency ($r = 0.508$) as well as media effectiveness ($r = 0.402$). This implies that accurate communication is associated with more frequent interactions and better use of communication tools, although to a slightly lesser degree than reliability and timeliness.

The results underscore the importance of communication accuracy as a foundational element of organizational communication. Enhancing accuracy contributes to greater reliability, quicker dissemination of information, and more effective interpersonal and media-based communication within the organization. Organizations should prioritize accuracy in their communication strategies to enhance overall performance and stakeholder satisfaction. According to Reeta (2020), the organizational culture or the leaders at various hierarchical levels who provided accurate, timely and clear information and correct feedback to the subordinates improved the performance in terms of planning, structure, and communication. Such firms enjoyed good reputation in the market and the morale of the employees has been high.

Accurate communication enhances the reliability of information exchanged within organizations. When messages are precise and clear, recipients can trust the content, leading to more informed decision-making and reduced misunderstandings. This trust fosters a dependable communication environment, which is essential for organizational success. (Reeta, 2020). Relative to this finding, Rai et al. (2023) discussed the significance of providing insights that are accurate, relevant, and actionable, while also addressing the challenges of tight deadlines, managing stakeholder expectations, and adapting to evolving business needs. Understanding the problem, including the goal, the institution, and the context of the analysis, is essential for delivering accurate and timely insights. Additionally, it is important to identify key stakeholders and decision-makers, along with their pain points and priorities. Clarifying the business problem allows for the definition of key questions, hypotheses, and metrics that guide analysis and inform insights. As Rai (2023) asserted, it is preferable to be quick and correct rather than fast and incorrect. Understanding data and its validation is essential.

Percival's (2019) investigation provided support for this. He claimed that the cornerstone of effective communication within the organization is the 3Cs: correct, consistent, and constant. To be correct means that the knowledge is true and comes from a reliable source. Every employee in a company should be provided with correct facts, not simply their perspective of what happened. The organization guarantees a consistent flow of

information by delivering accurate information and employing consistent methods. Further, Akwannadin and Isa (2021), communication issues arise when employers assume that they have already furnished their employees with an adequate amount of information exclusively through scheduling, without providing a clear explanation. Therefore, the performance of employees is significantly impacted by the absence of clarity in communication, in addition to the poor quality of their work as a consequence of inadequate communication between employers and employees.

Table 5

Correlation Coefficient between Reliability and Other Components of Organizational Communication (n:129)

Compared Components	Computed r-value	p-value	Remarks
Reliability and Timeliness	0.794	0.000	Very Significant
Reliability and Media Effectiveness	0.457	0.000	Very Significant
Reliability and Interaction Frequency	0.600	0.000	Very Significant

Critical r-value: 0.145 Degrees of Freedom: 127

Table 5 displays the correlation coefficients between reliability and other components of organizational communication based on data from 129 respondents. All computed r-values exceed the critical r-value of 0.145, and the corresponding p-values are 0.000, indicating that the relationships are statistically very significant. The strongest correlation is found between reliability and timeliness ($r = 0.794$), suggesting that communication perceived as reliable is also likely to be timely. This strong link implies that delivering accurate information promptly builds trust and dependability within the organization. Moderate yet significant correlations are also noted between reliability and interaction frequency ($r = 0.600$), and media effectiveness ($r = 0.457$). These results indicate that reliable communication contributes to more frequent interactions and effective use of communication channels, although other factors may also influence these aspects.

The findings emphasize that reliability in communication is closely linked to timeliness and interaction quality, reinforcing its vital role in fostering an efficient and trustworthy communication environment within the organization. This is corroborated by Krause (2019), who posits that the absence of access to reliable information can have a detrimental effect on the motivation of employees, leading to a decrease in productivity. Consequently, it can also negatively impact the completion time of a project, which can have a negative impact on a company's reputation. Tracy (2023) cited that reliability and timeliness can be used to describe the quality of information and the capacity of an organization to respond to a task. Timeliness is the ability to accomplish something when it is promised, and reliability is the ability to perform what is promised. In particular, timeliness which describes how current given information is a feature of data quality. Poor decisions resulting from delayed information can cost an organization money, time, and reputational harm. The ability of an organization to complete a task within a given time frame is another aspect of timeliness. Conversely, reliability is the probability that a system, product, or service will operate as intended for a specified period of time.

Table 6

Correlation Coefficient between Timeliness and Other Components of Organizational Communication (n:129)

Compared Components	Computed r-value	p-value	Remarks
Timeliness and Media Effectiveness	0.386	0.000	Very Significant
Timeliness and Interaction Frequency	0.477	0.000	Very Significant

Critical r-value: 0.145 Degrees of Freedom: 127

Table 6 present the correlation coefficients between timeliness and other components of organizational communication, based on responses from 129 participants. Both computed r-values 0.386 for media effectiveness and 0.477 for interaction frequency exceed the critical r-value of 0.145, and their corresponding p-values are 0.000, indicating that the relationships are statistically very significant. The moderate correlation between timeliness and interaction frequency ($r = 0.477$) suggests that timely communication encourages more frequent exchanges among organizational members. Meanwhile, the weaker but still significant correlation between timeliness and media effectiveness ($r = 0.386$) implies that prompt communication is associated with the efficient use of media, though this relationship may be influenced by other factors such as message content or technology availability.

The findings indicate that timely communication positively contributes to more active and effective communication practices within the organization. Ensuring that information is shared promptly can enhance both the frequency of interactions and the overall effectiveness of the communication tools being used. This finding implies that various media channels and constant engagements can contribute to the transmittal of information or messages in a timely manner. Depending on the complexity or urgency of information, organization members could select from an array of media, which could be appropriate. Which media could be used to keep an information confidential; which would be formal or informal; or which could be used to convey message promptly without unnecessary delay or interference (Chudasama, 2020).

In addition, the manner in which organizations communicate with one another has been greatly impacted by the increasing number of communication channels. Failure to obtain timely information from organizations may be crucial in the context of making swift decisions. Similarly, failure to deliver up-to-date information decreases the impact of policy decisions, and reducing these failures can be achieved by understanding of communication channels (Sanina et al., 2017). Sanina et al. (2017) further claimed that it is possible to use multiple channels to exchange information, given its decrease in time and financial costs. However, the challenge lies among organizations as issues in optimizing these channels within the communicative chain arise. Aside from media effectiveness, frequent interactions also contribute to improved timeliness, accuracy, and reliability of communication. Regular communication ensures that information is updated and clarified as needed, reducing errors and delays. It also allows for the establishment of reliable channels and protocols, enhancing the overall efficiency of communication processes. (Tracy, 2023)

Table 7

Correlation Coefficient between Media Effectiveness and Interaction Frequency(n:129)

Compared Components	Computed r-value	p-value	Remarks
Media Effectiveness and Interaction Frequency	0.448	0.000	Very Significant

Critical r-value: 0.145 Degrees of Freedom: 127

Table 7 presents the correlation between media effectiveness and interaction frequency in the context of organizational communication, based on responses from 129 participants. The computed Pearson r-value is 0.448, which is notably above the critical r-value of 0.145, and the p-value is 0.000, indicating that the relationship is statistically very significant. This moderate positive correlation suggests that as the effectiveness of communication media improves, the frequency of interactions among organizational members also increases. In other words, when communication tools and platforms are perceived as reliable and user-friendly, they encourage more regular communication exchanges. The findings emphasize that enhancing media effectiveness can play a vital role in promoting consistent and active communication within the organization. Investing in appropriate, accessible, and efficient communication technologies may lead to stronger engagement and collaboration among staff members.

Chudasama (2020) discussed in his study that the frequency and quantity of interactions correlate with interdependence. Interdependence requires frequent and high-quality interactions among groups. This is because interdependent groups require communication. Interdependence denotes the extent to which groups depend on one another to achieve shared objectives. Employee trust is frequently fostered by employers who allocate time and resources to effective communication, which results in increased productivity, morale, and output. (Workpay, 2019). Also, individuals who effectively communicate with clients and colleagues are considered valuable assets to an organization. Leaders can enhance the overall efficacy of each project by enhancing communication, which enables them to gain a more comprehensive understanding of their employees' abilities and skills. Consequently, they can provide unambiguous instructions to the individuals who are best suited for the task. (Efectio, 2020) Shounobi and Akintaro (2016) also pointed out that the biggest challenge of effectively managing employees' thoughts, feelings and emotions to ensure maximum productivity is a crucial part of efficient organizational communication. In particular, the channel through which policies, resources, and information are disseminated is essential to organizational communication. It could be a good idea for leaders to set up at least four

company-wide meetings annually (one for each quarter), with a similar structure that permits questions and feedback during and after the meeting. Another plan is to set up daily standup meetings for teams or monthly or weekly catch-ups with individuals. The importance of establishing and adhering to a regular schedule for a minimal degree of communication. (Guthrie and Kunkal, 2019).

Problem 2. What are the challenges encountered by the respondents regarding organizational communication in their schools?

The qualitative responses from the participants, as described in the previous chapter were generated through open-ended questions on the research instrument. On challenges encountered, a thematic analysis of the data was subsequently conducted in accordance with the procedures detailed by Braun and Clark (2006), from which, a list of six themes emerged in relation to these challenges. Apparently, the respondents or participants' responses in the quantified items of the instrument are influenced by the challenges they face in the communication process. Their capacity to comprehend and respond to information within a reasonable timeframe is impaired by communication issues, regardless of whether they are school heads or teachers.

Table 8 shows the six (6) themes representing the challenges experienced by the respondents/ participants regarding organizational communication, the components of organizational communication involved and the implications on its immediate effect. The themes feature patterns of common problems arising from miscommunication due to varied interpretation or information shared, experiences in the delay of information and internet connectivity, inclusivity and feedback challenges as well as information overload and multiple communication channels. These contentions support the findings under table 2, identifying that among all the components of communication, accuracy, timeliness and reliability are areas for improvement. The researcher considered the commonalities in the responses of the participants in the analysis of data. Hence, samples of responses were randomly selected. Following the presentation of table on challenges encountered are verbatim statements from the participants with the corresponding interpretations, implication and relevant related literature and studies.

Table 8

Summary of challenges encountered by the participants along organizational communication

Challenges/ Theme	Components of Organizational Communication Involved	Implications on its Immediate Effect
Miscommunication and Interpretation Issues	Knowledge sharing Communication barriers Communication accuracy Reliability	Failure in the accomplishment of tasks and implementation of school programs, activities and projects.
Delayed Communication and Internet Connectivity Issues	Timeliness Media effectiveness Communication flow Knowledge sharing	The productivity of teachers and the school is impeded because of the lack of updates on current information as well as technological delays.
Inclusivity and Feedback Challenges	Knowledge sharing Interaction frequency	Teachers' confidence is affected as they feel like their opinions are not acknowledged by the management.
Information Overload and Multiple Communication Channels	Media effectiveness	Key information is sometimes neglected because employees are overwhelmed with the amount of information received and the various communication channels as comprehension of message is sacrificed.
Immediate or "ASAP" Reporting Pressures	Timeliness	Errors are made in the preparation of reports because employees are in a rush to submit it. Programs, activities and projects are not implemented properly and effectively because teachers have a minimal time comprehending the key points of policies.
Overlapping Responsibilities and Multitasking	Communication flow	Teachers and school heads take too much time in responding to communication due to various concerns. They become too preoccupied that they forget to share important information with their co-workers.

The data in Table 8 highlight six key challenges that participants encountered in organizational communication within central schools. These challenges are tied to specific components of communication and

have significant implications on the efficiency, morale, and productivity of school operations.

1. Miscommunication and Interpretation Issues. This challenge impacts components such as knowledge sharing, communication barriers, accuracy, and reliability. Participants reported that unclear or misinterpreted messages lead to failures in task accomplishment and ineffective implementation of school programs and projects. This suggests a breakdown in how messages are encoded, transmitted, or received—causing delays or mistakes in executing critical school initiatives.

2. Delayed Communication and Internet Connectivity Issues. The elements affected here are timeliness, media effectiveness, communication flow, and knowledge sharing. Poor internet connectivity and slow dissemination of information hinder both individual and institutional productivity. Teachers and school heads miss crucial updates, resulting in an inability to make timely decisions or act on recent directives. The delay in communication flow indicates a technological and systemic gap in school communication infrastructure.

3. Inclusivity and Feedback Challenges. Issues involving knowledge sharing and interaction frequency fall under this theme. Teachers perceive that their voices and insights are often overlooked by school leaders, affecting their morale and confidence. The absence of inclusive communication mechanisms creates a hierarchical gap, where communication becomes one-way rather than participatory, weakening collaborative decision-making.

4. Information Overload and Multiple Communication Channels. This challenge centers on media effectiveness. Respondents noted that receiving excessive information from various channels leads to confusion, causing important messages to be missed or misunderstood. This indicates the lack of a streamlined communication system, where volume outweighs clarity, ultimately compromising message retention and actionability.

5. Immediate or "ASAP" Reporting Pressures. Here, timeliness is the primary communication component affected. Teachers and staff are pressured to submit reports with little preparation time, resulting in errors. Additionally, the effectiveness of policy implementation is compromised due to inadequate time for comprehension. This pressure undermines both the quality and purpose of communication, transforming it into a mechanical, compliance-based process rather than an informative or strategic one.

6. Overlapping Responsibilities and Multitasking. Challenges in communication flow arise when teachers and administrators are burdened with multiple roles. This heavy workload slows down responses and reduces the attention given to disseminating important information. In extreme cases, critical communication is forgotten altogether. Such multitasking leads to fragmented communication practices, where coordination becomes reactive rather than strategic.

Overall Interpretation: The recurring themes across all challenges point to systemic issues in timeliness, clarity, inclusivity, media effectiveness, and flow of communication. These barriers do not merely delay communication but also affect teacher morale, task execution, and the quality of educational services. Addressing these challenges requires not just technological upgrades but also leadership-driven reforms in communication planning, participatory mechanisms, and workload management. Improving these areas could foster a more collaborative, responsive, and efficient communication culture aligned with the goals of the proposed Theory of Strategic Communication Alignment (TSCA).

Problem 3. What theory on communication development in organization can be developed based on the significant findings of the study?

Based on the findings, the researcher has come up with the Theory of Strategic Communication Alignment (TSCA). This developed theory comprised of four (4) core propositions which encompass the interrelationship of the eight (8) components of organizational communication. Figure 1 is a visual representation of the Theory of Strategic Communication Alignment (TSCA) towards communication development within the organization. The

researcher utilized the method of Steinfeld and Fulk (1990) in coming up with the said theory.

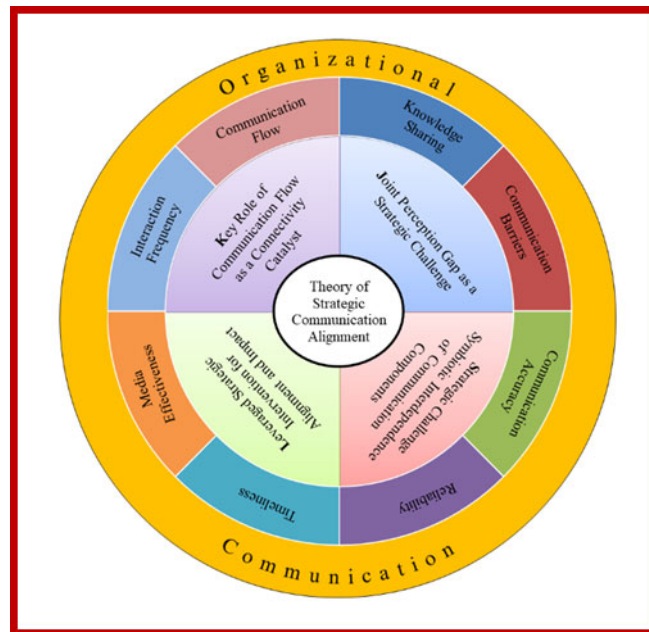


Figure 1. Visual Representation of the Theory of Strategic Communication Alignment (TSCA)

The initial approach was constructing theories inductively from observed patterns, known as "grounded theory building." It was based on empirical observations that while the overall level of organizational communication is high, there exist differences in the perception of teachers and school heads in terms of its components, and therefore needs a core proposition to align these views. The researcher also performed a bottom-up conceptual analysis in considering the interrelationship of the eight communication components in crafting the core propositions of the theory. This was succeeded by a deductive methodology utilizing the extensive repository of social science theories as an effective means of enhancing the present framework. The final approach was to ascertain methods for applying established theories in completely different situations. In this case, the research included 10 Strategies for applying the Theory of Strategic Communication Alignment (TSCA) in Educational Management.

Theory of Strategic Communication Alignment (TSCA) in Educational Management

Overview: This theory proposes that strategic alignment between the communication practices of teachers and school heads is critical to enhancing organizational communication, which ultimately supports the goals of educational institutions. Based on findings in the Southern District of Nueva Vizcaya, the Theory of Strategic Communication Alignment (TSCA) suggests that a strong correlation between components of organizational communication (e.g., communication flow, knowledge sharing, barriers, accuracy, reliability, timeliness, media effectiveness, and interaction frequency) indicates that each component serves as an interdependent contributor to overall communication effectiveness. The significant differences in perceptions between teachers and school heads underscore a gap that, if addressed, could lead to heightened organizational cohesion and efficiency.

K-J-S-L Core Propositions of the Theory

Key Role of Communication Flow as a Connectivity Catalyst. Communication flow acts as a key connector, enabling a seamless exchange of information across the school's organizational structure. Its high correlation with other components, such as knowledge sharing, reliability, and accuracy, suggests that enhancing communication flow can initiate positive ripple effects across all other communication dimensions, strengthening the interconnectedness of the entire communication framework.

Joint Perception Gap as a Strategic Challenge. The significant perception differences between teachers and school heads underscore a joint strategic challenge for alignment. School heads' consistently higher ratings on components like communication flow, knowledge sharing, and communication barriers indicate a potential hierarchy in information access. Bridging this perception gap is essential to fostering shared understanding and equitable involvement in communication practices, aligning all stakeholders under common communication goals.

Symbiotic Interdependence of Communication Components. The high correlations observed between components (e.g., reliability and timeliness, knowledge sharing and communication barriers) reveal a symbiotic relationship, where enhancement in one area often benefits others. This interdependence calls for a synchronized approach to communication strategy, as focusing on individual elements in isolation could undermine the integrated effectiveness of the communication system.

Leveraged Strategic Interventions for Alignment and Impact. To capitalize on the interconnected nature of organizational communication dimensions, schools should leverage strategic interventions targeting simultaneous improvements across core dimensions like communication flow, knowledge sharing, and timeliness. Strengthening communication accuracy and reliability, particularly through effective media and consistent interaction frequency, can significantly reduce miscommunications and accelerate dependable information dissemination across the educational environment.

Application in Educational Management

Educational managers can leverage the Theory of Strategic Communication Alignment (TSCA) to develop policies and initiatives that promote stronger, more effective organizational communication. TSCA highlights the necessity of aligned communication strategies, where both school heads and teachers share a cohesive approach to all dimensions of communication—such as flow, knowledge sharing, timeliness, and media effectiveness. This alignment is essential to reduce perceptual gaps, which can otherwise create miscommunication and inefficiencies. TSCA emphasizes that school heads and teachers, as key stakeholders in educational settings, should perceive communication processes similarly to foster a collaborative and unified work environment.

In practice, TSCA implies that educational managers have to design policies that encourage open, reciprocal communication between teachers and school heads. One way to achieve this is through regular workshops, seminars, and training sessions aimed at building shared competencies and mutual understanding around key communication areas. Such training can include modules on the value of timely communication, effective knowledge-sharing techniques, and accuracy in information dissemination. This collaborative environment allows teachers and school heads to contribute to the communication process actively, fostering transparency and shared responsibility in school operations.

Moreover, TSCA's emphasis on component interdependence within communication systems suggests that educational managers have to adopt a holistic view when enhancing organizational communication. Improvements in one area such as timeliness are likely to positively impact other areas like reliability and interaction frequency. For instance, a policy that ensures all communications are sent within a specified time frame can increase teachers' confidence in the reliability of information, as they receive timely updates and can act on them with assured accuracy. Managers can, therefore, create a communication framework that simultaneously addresses multiple dimensions, ensuring that policies related to knowledge sharing, media effectiveness, and timeliness are implemented in a way that strengthens the overall communication system.

TSCA also supports the notion that understanding and closing perception gaps is critical to fostering effective communication. In educational institutions, school heads tend to rate communication components such as communication flow and knowledge sharing significantly higher than teachers, as seen in this study. This discrepancy reveals an informational hierarchy, where school heads may feel more confident in communication channels than teachers. Educational managers can work to mitigate this gap by ensuring that communication

policies are transparent and inclusive, giving teachers more consistent access to essential information. By addressing this perceptual disparity, managers enable teachers to feel more integrated and valued in the school's decision-making and information-sharing processes.

Further, TSCA encourages frequent, structured interactions to bolster communication between all stakeholders. Educational managers can implement systems, such as weekly team briefings or monthly school-wide updates, to increase interaction frequency and facilitate knowledge sharing. These interactions can provide an opportunity for real-time feedback, ensuring that teachers' voices are heard and considered in policy adjustments. In turn, this contributes to higher levels of trust and engagement among staff members, as communication processes feel more accessible and responsive.

Finally, TSCA advocates for the integration of effective media tools in communication. Managers need to invest in reliable digital platforms for announcements, updates, and resources, enabling efficient information flow among teachers and school heads. For instance, an internal portal or mobile app that supports real-time communication can enhance timeliness and media effectiveness, making it easier for teachers to access accurate information at any time. Utilizing such media tools not only increases accessibility but also reduces potential communication barriers, allowing for streamlined information exchange.

In essence, TSCA suggests that achieving high organizational communication efficacy in educational settings involves more than just isolated improvements in individual components. Educational managers need to understand the interrelated nature of communication dimensions and the importance of perception alignment to create a truly collaborative and efficient environment. By addressing perceptual differences, encouraging frequent and meaningful interaction, and utilizing reliable media, educational leaders can transform communication into a powerful driver of organizational success and cohesion.

10 Strategies for Applying the Theory of Strategic Communication Alignment (TSCA) in Educational Management

1. **Conduct Regular Communication Alignment Workshops.** Organize workshops that bring together teachers and school heads to develop a shared understanding of communication processes. Focus on critical areas like communication flow, timeliness, and reliability, enabling participants to practice communication skills and gain insights into each other's perspectives.
2. **Implement a Shared Communication Platform.** Establish a digital platform, such as an internal portal or messaging app, accessible to all staff for sharing important announcements, updates, and resources. This tool can help reduce perceptual gaps by ensuring everyone has access to the same, timely information, increasing trust in information accuracy.
3. **Introduce Communication Flow Guidelines.** Develop guidelines for structured communication flow, such as protocols on who communicates what information, when, and how. By defining these roles and responsibilities, both teachers and school heads can achieve greater clarity and alignment, minimizing misunderstandings and redundancies.
4. **Conduct Periodic Communication Audits.** Regularly assess communication effectiveness by collecting feedback from both teachers and school heads. This audit should evaluate each communication dimension—timeliness, accuracy, barriers, and media effectiveness—highlighting strengths and areas for improvement, which can guide policy adjustments.
5. **Set Up Feedback Loops in All Communications.** Encourage two-way feedback in all communication, so teachers and school heads feel heard and can provide insights on the clarity, reliability, and timeliness of information shared. Feedback loops, like surveys after meetings or follow-up emails, allow for quick improvements in communication practices.

6. **Establish Knowledge-Sharing Forums.** Create regular forums or “learning sessions” where teachers and school heads can discuss and exchange ideas. These sessions can cover best practices, address common challenges, and build a culture of open knowledge-sharing, making communication more collaborative and less hierarchical.
7. **Enhance Media Effectiveness with Training.** Provide training sessions on effective communication tools and digital media usage. Ensure that teachers and school heads are skilled in the same media channels, reducing miscommunication caused by technical barriers and enhancing comfort and proficiency across the board.
8. **Encourage Timely and Consistent Communication Protocols.** Develop policies that emphasize prompt communication for time-sensitive matters, so information remains accurate and relevant. For instance, enforce response times for email and message replies, ensuring timeliness and reducing misunderstandings due to delayed responses.
9. **Utilize Data to Bridge Perception Gaps.** Share data collected from surveys, feedback, or communication audits with both teachers and school heads, clarifying any perceptual gaps between the groups. Transparency in data helps stakeholders understand different perspectives and fosters mutual respect and a commitment to improving communication.
10. **Institute Regular Team Interaction Sessions.** Set up recurring meetings—such as weekly team huddles or monthly briefings—where teachers and school heads can discuss progress, expectations, and any communication challenges. Frequent interactions help reinforce relationships, create consistency in messaging, and address any emerging issues in real-time.

5. Conclusions

- All the eight components of organizational communication are significantly interrelated.
- The challenges encountered by the respondents regarding organizational communication involve: miscommunication and interpretation issues; delayed communication and interaction-related issues; inclusivity and feedback; information overload and multiple communication channels; immediate or "ASAP" reporting pressures; and overlapping responsibilities and multiple tasks.
- The Theory of Strategic Communication Alignment (TSCA) with the **K-J-S-L** Core Propositions was crafted along with strategies in educational management which serves as framework for communication development.

Recommendations

- With very significant interrelationships between and among the eight components of communication, the proposed strategies from the crafted core propositions under the Theory of Strategic Communication Alignment have to be implemented in schools to enhance areas which need improvement, while maintaining the high areas of organizational communication.
- To address the challenges in organizational communication, schools may initiate open communication between the teachers and school heads by employing formal and informal feedback audits to ensure clarity, harmony and consistency of information shared.
- To resolve the challenges encountered in school, education sector officials may consider recommendations provided by the respondents or participants such as provision of a strong internet connectivity and trainings on the use of digital communication channels to name some of the challenges in order to achieve accurate, timely, and reliable information sharing.

- The crafted Theory of Strategic Communication Alignment (TSCA) with the strategies on its **K-J-S-L** Core Propositions is recommended to be used as a framework for effective organizational communication.

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