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THE PEDAGOGICAL POTENTIAL OF APPLYING COMMUNICATION STRATEGIES IN SCHOOL PRINCIPALS' MANAGERIAL COMMUNICATION

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ABSTRACT

This conceptual and methodological article examines how school principals can select and combine communication strategies to align managerial decisions with pedagogical objectives. The analysis draws on a bounded, purposively assembled corpus of 14 works on educational management and organizational communication published between 1998 and 2024. Rather than claiming a systematic literature search, the study uses an explicit qualitative comparison framework covering managerial purpose, information flow, feedback, contextual constraints, and staff participation. Source-derived concepts are distinguished from the authors' integrative proposals. First, the article formulates a working definition of a school principal's communication strategy as a goal-oriented arrangement of interactions, channels, and feedback. Second, it maps six strategy orientations—directive, informative, motivational, emotionally supportive, analytical, and collaboration-oriented—to typical school management tasks and their expected pedagogical potential. Third, it proposes a context-sensitive selection logic linking the objective of communication, stakeholders' needs, organizational conditions, and possible barriers. Fourth, it develops a five-stage implementation cycle comprising diagnosis, planning, implementation, feedback, and adjustment. Finally, a preliminary observation rubric translates task understanding, clarity of agreements, responses to suggestions, feedback-informed decisions, and follow-through into observable evidence for prospective testing. The study's contribution lies in integrating established communication classifications into a school-specific decision process, implementation mechanism, and observation framework; the strategy categories themselves are not claimed as newly invented. The proposed outcomes remain theoretical expectations: neither strategy effectiveness nor measurement validity has been tested empirically. Future research should pilot the indicators, examine their reliability, and assess associations with organizational and pedagogical outcomes.

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Keywords: *school principal, managerial communication, communication strategy, pedagogical potential, feedback, information flow, collaboration, communication barrier.*

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Introduction

The implementation of a decision made by a school principal also depends on how its content is

communicated to the teaching staff. If a task is stated ambiguously, responsibilities and deadlines are not agreed upon, or staff members' questions remain unanswered, even an organizationally sound decision may create difficulties in practice. Managerial communication should therefore be examined not merely as the dissemination of information but as a process that coordinates pedagogical activities.

As Sharifxo'jayev and Abdullayev (2001) observed, "Management is a choice requiring exceptional artistry and skill, the making of a decision based on that choice, and the monitoring of its implementation" (p. 5). This perspective also explains the function of communication in school management: a leader must explain a decision, agree on how it will be implemented, and receive information about the results. Accordingly, a communication strategy establishes a link between management objectives and everyday interaction.

The purpose of this article is to clarify the pedagogical potential of using communication strategies in school principals' managerial communication and to substantiate a procedure for selecting strategies appropriate to practical situations. The central issue cannot be resolved merely by naming a strategy; it is necessary to explain to whom it is applied, under what circumstances, and for what pedagogical purpose.

Theoretical Background

Djurayev and Turg'unov (2006) associated managerial communication in an educational institution with coordinating staff activities, promoting their engagement, and directing them toward common goals. These views provided a basis for analyzing communication strategies in schools' everyday organizational and pedagogical activities.

Qurbonov and Seytxalilov (2006) considered pedagogical council meetings, meetings of subject-methodological associations, and addresses to staff as communication processes. Whereas Djurayev and Turg'unov (2006) emphasized the guiding function of communication, Qurbonov and Seytxalilov identified the organizational forms through which that function is performed (p. 285). Combining these two perspectives makes it possible to analyze the correspondence between the purpose of communication and the form in which it is organized.

Ahliddinov (1998) described management as a process aimed at achieving high performance by influencing the activities of an employee, group, or organization under specific conditions. Whereas Sharifxo'jayev and Abdullayev (2001) placed decisions and control at the center of management, Ahliddinov's approach gives greater weight to the person or entity being influenced and to the surrounding circumstances. For a school principal, this distinction has practical significance: communicating the same assignment to different teachers in the same way does not always ensure that they understand it in the same way.

In identifying the functions of communication, the analysis draws on Ziyayeva's (2022) perspective concerning its integrative, personality-forming, and interpersonal relationship-maintaining functions. This classification makes it possible not only to verify whether information has been conveyed but also to examine relationships among participants and their readiness to collaborate.

Linear, interactive, and transactional models of communication help distinguish the transmission of information from the development of mutual understanding (Zorkova, 2021). In this article, two-way communication and participants' responses are treated as necessary conditions for adjusting a strategy.

Method

Research Design and Source Corpus

This study uses qualitative comparative analysis and integrative conceptual synthesis, not an experimental or survey design. Its fixed corpus consists of the 14 publications identified in the References section (1998–2024), covering educational management, organizational communication, communication strategies, feedback, and communication barriers. Sources were assembled purposively for their relevance to these concepts; the available source record does not document a comprehensive database search, search dates, or counts of screened and excluded records. Accordingly, the analysis is described as a bounded

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theoretical review rather than a systematic review, and no claim of exhaustive literature coverage is made.

Source-Selection and Comparison Criteria

A source was treated as analytically relevant when it provided at least one of the following: (a) an account of the purposes or functions of educational management; (b) an explanation of information flows, feedback, or barriers in organizations; (c) a classification of communication strategies or forms of managerial interaction; or (d) conditions affecting communication and collaboration. The corpus also contains general management and organizational studies; their propositions were considered for conceptual transfer to schools, not presented as direct empirical evidence about school principals. The analytical unit was a distinct theoretical claim about communication, its conditions, or its anticipated function.

Comparative Procedure

The material was read against a common extraction grid comprising five dimensions: (a) managerial objective and intended participants; (b) direction of interaction (downward, upward, horizontal, or diagonal); (c) extent and role of feedback; (d) situational factors, including trust, time pressure, participants' needs, and communication barriers; and (e) pedagogical relevance, such as clarification of tasks or coordination of methodological collaboration. Corresponding and divergent positions were compared across these dimensions. For instance, decision-and-control emphases were contrasted with participant- and context-oriented accounts, while one-way transmission was distinguished from reciprocal adjustment. Table 1 reports the resulting mapping of communication directions to pedagogical functions.

Conceptual Synthesis

The synthesis proceeded in four linked steps. First, recurring attributes of managerial communication—purpose, participants, channels, interaction tactics, and feedback—were combined into the authors' working definition. Second, strategy orientations drawn from the literature, particularly Lanskaya's (2024) classification, were aligned with typical school situations and expected pedagogical functions (see Table 2); the orientations were adapted rather than represented as an original taxonomy. Third, the systems and situational perspectives were combined to specify how internal and external factors inform the choice and sequencing of strategies (see Figure 1). Fourth, this school-specific integration was expressed as a five-stage implementation cycle and a set of prospective observation indicators. These latter outputs are the authors' methodological proposals, not procedures shown to be effective by observed data.

Scope and Transparency

This sequence makes the inferential path from cited concepts to the authors' proposals inspectable through the source list, Tables 1 and 2, and Figure 1. It does not retrospectively establish undocumented search decisions or independent coding reliability. No interviews, classroom observations, principal surveys, or pilot measurements were conducted as part of this analysis. Statements about pedagogical potential therefore express theoretically reasoned possibilities rather than causal or statistically verified effects. A reproducible systematic search and independent coding would be appropriate extensions of the present limited corpus.

Results

On the basis of the analysis, the following definition is proposed by the authors: a school principal's communication strategy is a comprehensive approach and management instrument aimed at improving management effectiveness, coordinating the educational process, and fostering a collaborative environment within the framework of strategic management by systematically organizing information exchange and communication processes, effectively managing relations with stakeholders, and consistently using communication channels and mechanisms.

This definition presents the objective, communication participants, means of communication, and intended pedagogical orientation as an integrated whole. While a strategy establishes the overall direction, tactics take the form of specific actions in a given situation, such as asking questions, explaining, listening, or concluding a discussion. For example, a strategy for developing collaboration may involve different

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tactics, including collecting teachers' suggestions, discussing a shared problem, and agreeing on the distribution of responsibilities. The pedagogical potential of managerial communication cannot be assessed solely by whether the leader has conveyed an opinion.

Table 1

Communication Directions and Pedagogical Functions in School Management

Direction	Management content	Pedagogical potential
Downward	Communicating objectives, tasks, deadlines, and requirements	Clarifying the common direction of teachers' work
Upward	Communicating questions, suggestions, needs, and problems	Revising decisions in response to practical needs
Horizontal	Collaboration among teachers at the same level and subject-methodological associations	Coordinating experience sharing and interdisciplinary activities
Diagonal	Direct contact across different departments and management levels	Prompt coordination of complex tasks with relevant specialists

Note. Directions are adapted from Qurbonov and Seytxalilov (2006). The pedagogical-potential column is the authors' school-specific interpretation.

Communication should create conditions for a teacher to understand an assignment, participate in discussing a decision, demonstrate professional initiative, and accept responsibility for agreed-upon work. From this perspective, the outcome of a communication strategy is reflected not in the number of messages exchanged but in the staff's coordinated action. Qurbonov and Seytxalilov (2006) distinguished downward, upward, and horizontal flows of information between the same levels of management. Each direction performs a distinct function in a school. A principal's instructions exemplify downward communication; a teacher's suggestion or report of a problem illustrates upward communication; and agreements between subject-methodological associations illustrate horizontal communication.

Feedback connects these directions into a unified management process. Ziyavitdinova et al. (2012) described feedback as a response to information received and as a means of determining whether that information has been understood or supported. Therefore, an indication that an assignment has been sent does not, by itself, mean that its content has been understood.

For instance, after announcing a new procedure for methodological work, a principal may ask a teacher to explain the objective of the assignment and the next steps in their own words. Any discrepancies identified can then provide grounds for clarifying the task. Vikhanskiy and Naumov's (2017) views on managerial signals and feedback obtained from employees likewise demonstrate the need to avoid limiting communication to one-way influence (p. 432).

Shilova and Ugrinovich (2018) examined the influence of verbal and nonverbal means of communication on participants' behavior and opinions during managerial interaction (p. 86). In the school setting, the resulting methodological requirement is consistency between the leader's words, tone, and manner of listening. If a leader claims to welcome suggestions yet repeatedly interrupts staff members, opportunities for open communication are restricted.

In adapting the strategies to school practice, the directive, general-information, motivational, emotional, analytical, and interaction-related orientations discussed by Lanskaya (2024, p. 52) were used as a basis. Table 2, developed from these orientations, relates the selection of a strategy to a specific pedagogical task.

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Table 2

Pedagogical Potential of Applying Communication Strategies

Strategy	Situation and method of application	Expected pedagogical potential
Directive	Briefly specifying the responsible person, required action, and implementation expectations for a time-bound task	Reducing task ambiguity and ensuring the sequence of actions
Informative	Explaining a new working procedure and answering questions	Establishing shared understanding and equal access to information among staff
Motivational	Explaining the significance of professional initiative and acknowledging individual contributions	Supporting teachers' initiative and participation
Emotionally supportive	Engaging in an impartial conversation about a difficulty, listening actively, and showing empathy	Creating conditions for openly discussing problems and asking for help
Analytical	Discussing evidence and alternative solutions with the staff	Supporting evidence-based decision-making and reflection
Collaboration-oriented	Developing an agreement with teachers, parents, and specialists	Building shared responsibility and coordinating activities

Note. Strategy orientations are adapted from Lanskaya (2024). Situations and expected pedagogical potential are the authors' school-specific mapping and have not been empirically validated.

The proposed selection logic is therefore procedural rather than a fixed preference for a particular leadership style. The principal first specifies the pedagogical or managerial objective, identifies the interlocutors and their information needs, and checks the relevant internal and external conditions. A primary strategy is then selected according to the immediate task, while additional strategies may be sequenced if the situation requires explanation, joint analysis, or agreement. Feedback determines whether the initial choice remains appropriate. This selection logic, together with the task-specific mapping in Table 2, is the authors' integration of existing theoretical orientations; it is not a classification independently validated by field research.

Selecting a strategy requires consideration of both internal and external environments. The internal environment encompasses the teaching staff's experience of communication, the level of trust, information channels, and students' needs. In the external environment, parents' and the community's expectations, relationships with partner organizations, and the intensity of information flows are particularly important. These factors should be analyzed in relation to one another rather than in isolation. Their relevance to strategy selection is summarized in Figure 1.

External factors Education policy and societal demand Needs of parents and the community Relationships with partner organizations Digital information flows	Internal factors Organizational culture and trust Teachers' communication readiness Students' needs Internal communication and feedback channels
↓	↓
A communication strategy aligned with the objective and situation	

Figure 1

The Role of Internal and External Factors in Selecting a Communication Strategy

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Note. The figure is the authors' synthesis of systems and situational perspectives on organizational communication (Peshkova, 2012). It is a conceptual model, not an empirically tested path diagram.

A systems approach helps to view communication channels and participants within a school as a unified whole. A situational approach, by contrast, is directed toward considering the immediate task, time constraints, and the circumstances of participants in communication. Peshkova (2012) examined systems-based, situational, and comprehensive approaches to the study of organizational communication. In a school context, combining systems-based and situational analysis makes it possible to adapt to a specific situation while maintaining an established pattern of ongoing communication.

For example, when speaking with a new teacher who has expressed a need for methodological support, priority may be given to detailed explanations and encouragement. When agreeing on a common task with an experienced head of a subject-methodological association, analytical discussion and the opportunity to propose an independent solution may be more important. This distinction does not undermine equal treatment of employees; rather, it means tailoring the amount of information and support to the professional situation.

The strategies are not mutually exclusive. For example, when a new assessment procedure is introduced, information may first be provided through explanations and questions and answers; practical difficulties may then be discussed analytically; finally, the agreed-upon tasks may be specified in a directive manner. Such a sequence shows why a strategy should not be equated with a leader's fixed communication style: its selection depends on the task and the participants' needs.

Discussion

The pedagogical value of communication strategies is determined by the conditions under which they are applied. The first condition is clarity of management objectives. The principal needs to determine in advance what is expected from a conversation: providing information, soliciting opinions, reaching agreement, or clarifying a decision. When these purposes become mixed, teachers may not know whether their views are being sought at a meeting or whether they are expected to implement a decision that has already been made.

The second condition is consideration of participants' needs and circumstances. Brit et al. (2017) analyzed barriers to communication, communication directions, and means of influence (pp. 8, 11). Such barriers may appear in different ways in a school: unfamiliar terms can impede understanding, an excessive number of messages may cause an important assignment to be overlooked, and a harsh tone may discourage questions. Therefore, in addition to selecting a communication channel, the language of the message and the environment in which the conversation takes place should also be planned.

The third condition is the integration of different communication directions. Downward information alone does not fully reveal teachers' needs. Conversely, relying exclusively on informal conversations may make it difficult to monitor the implementation of agreements. When pedagogical council meetings, subject-methodological association meetings, individual conversations, and written records are organized to complement one another, both the content of information and responsibility for agreements become clearer.

In developing horizontal collaboration, the speed of communication needs to be balanced with the boundaries of authority. The concept of "Fayol's bridge," cited in Sidorskaya (2015, p. 22), addresses the establishment of direct contact between relevant employees without requiring information to pass through the entire hierarchical chain. In schools, this approach may be used, for example, when coordinating a joint event between subject-methodological associations. Such direct coordination, however, should not exclude the principal from relevant information or make accountability unclear.

Another important distinction in selecting a communication strategy is that between persuasion and manipulative influence. In educational management, persuasion should be based on openly explaining the purpose of an assignment and the supporting evidence, while preserving the interlocutor's opportunity to

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ask questions. Emotional influence, in turn, should help the leader understand an employee's circumstances and support their willingness to communicate. In the authors' interpretation, concealing essential conditions of a decision or exploiting an employee's concerns is incompatible with a collaboration-oriented strategy.

Surovtseva and Rubin (2005) examined the communication system in relation to an organization's development priorities and existing communication problems. When this approach is applied to schools, a communication strategy should serve the overall development objective. For example, if the aim is to develop methodological collaboration, communication procedures limited to collecting reports will not adequately support that objective.

Based on the theoretical synthesis, five stages of implementing a communication strategy are proposed. At the diagnostic stage, the problem, participants, information gaps, and communication barriers are identified. At the planning stage, the objective, strategy, communication channel, and expected agreement are determined. At the implementation stage, the message is conveyed, questions are heard, and tasks are clarified. At the feedback stage, participants' understanding of the content and the difficulties encountered during implementation are examined. At the adjustment stage, the message content, working procedure, or strategy is revised in light of the information obtained.

This procedure can be illustrated through cooperation with parents. When a student's participation in class has declined, the principal first clarifies the observations of the teacher, parents, and any relevant specialists. During the conversation, observed circumstances are discussed instead of using accusatory language. The parties then agree on their respective actions and the deadline for follow-up communication. At the next meeting, implementation of the agreement is reviewed and any necessary adjustments are made. This hypothetical example shows how emotionally supportive, analytical, and collaboration-oriented strategies can be combined in addressing a single task.

Several observable indicators may be used to assess the application of a strategy: teachers' ability to explain the purpose of an assignment; the recording of responsible persons and deadlines; responses to suggestions; clarifications made to decisions following discussion; and implementation of agreed-upon tasks. These indicators are proposed as areas for structured observation; the preliminary coding anchors in Table 3 have not been tested or calibrated.

To make the proposed indicators more operational for subsequent empirical work, Table 3 sets out preliminary observable evidence and a provisional three-level coding scheme. Scores would refer to documented actions in a defined interaction episode, not to a principal's stable personal qualities. The entries are an instrument-development proposal only: their content validity, feasible observation period, agreement between raters, and sensitivity to school context remain to be established.

Table 3

Preliminary Observation Indicators and Suggested Coding Anchors

Proposed indicator	Observable evidence	Provisional 0–2 coding anchors
Understanding of the task	Teacher restates both the purpose and next action after an assignment is communicated.	0 = neither is evidenced; 1 = only one is evidenced; 2 = both are evidenced.
Clarity of agreements	Written record identifies the action, responsible person, and implementation deadline.	0 = no record; 1 = record omits at least one element; 2 = all three are recorded.
Response to suggestions	Staff suggestion receives a documented response, including a reason for acceptance or rejection.	0 = no response; 1 = acknowledgment only; 2 = reasoned response is recorded.

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Use of feedback in decisions	Principal records how feedback was considered when revising or retaining a decision.	0 = not considered; 1 = considered without recorded rationale; 2 = rationale is recorded.
Follow-through on agreements	Progress is checked and completion or justified rescheduling is documented.	0 = not checked; 1 = checked without a documented outcome; 2 = outcome is recorded.

Note. Coding anchors are provisional and have not been validated. Scores refer to documented actions in a defined interaction episode, not to stable personal qualities.

A limitation of the analysis is that its conclusions have been formulated within the scope of the selected theoretical sources. The effects of individual strategies on the quality of education, changes in teachers' motivation, and the effectiveness of collaboration have not been measured empirically. Therefore, the identified potential should not be interpreted as proof of causal relationships. Future research could pilot the proposed observation rubric, examine participants' views, compare the implementation of agreements, and assess whether independent raters apply the indicators consistently.

Conclusion

The theoretical analysis suggests that a school principal's communication strategy can connect management objectives with shared understanding and coordinated action. Its anticipated pedagogical potential concerns clarification of tasks, opportunities for teacher initiative, collaboration, and the use of feedback in managerial decisions. These relationships are conceptual propositions, not empirically demonstrated effects.

The article's original contribution should be distinguished from the classifications on which it draws. The distinction between communication directions, the role of feedback, and the general strategy orientations are derived from the cited management and communication literature; the six orientations are not offered as a newly discovered taxonomy. The authors' integrative results consist of (a) a school-specific working definition and a situation-sensitive logic for choosing and combining strategies; (b) an explicit alignment of the six orientations with pedagogical tasks and a five-stage diagnosis–planning–implementation–feedback–adjustment mechanism; and (c) a preliminary observation framework linking managerial interactions to documentable evidence. Their contribution lies in the connection and operational organization of these elements for school leadership.

The model has not yet been empirically validated. In particular, the proposed rating anchors are provisional; no evidence is available here of their reliability, validity, or sensitivity to school conditions, and no causal relationship with educational quality, teacher motivation, or collaboration outcomes can be claimed. Future research should pilot the indicators with multiple observers, refine definitions and scoring criteria, assess inter-rater agreement, and only then test associations with relevant school outcomes.

The following recommendations are proposed for school principals when applying communication strategies.

First, when selecting a communication strategy appropriate to management tasks, principals should identify in advance the purpose of communication, participants' needs, existing barriers, and the communication channel.

Second, principals should introduce a regular feedback procedure when communicating management assignments. This should involve determining how teachers have understood the purpose and procedure for completing a task, responding to their questions and suggestions, and resolving any uncertainties before implementation begins.

Third, principals should systematically organize collaboration-oriented communication during pedagogical council meetings, subject-methodological association meetings, and meetings with parents. At the end of discussions, agreed-upon tasks, responsible persons, implementation deadlines, and feedback

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procedures should be recorded; the boundaries of authority and accountability should also be clarified in direct communication between departments.

Fourth, the implementation of communication strategies should be reviewed regularly on the basis of teachers' understanding of tasks, responses to suggestions, clarifications introduced into decisions, and fulfillment of agreements. The findings of such observation should be used to improve communication practices and channels, while claims about effectiveness should be reserved for subsequent empirical studies using validated measures.

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