

A Phenomenological Study of Communication Practice and Innovations at Pamantasan ng Lungsod ng Valenzuela

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Abstract

This research consists purposes were to study investigates the communication landscape of the Pamantasan ng Lungsod ng Valenzuela (PLV). Focused Group Discussions (FGDs) with university staff members (n=3) who act as the primary channels to internal and external stakeholders were used in the study, which employed a qualitative phenomenology research design. The results show that although the university has successfully introduced significant innovations like the PLV WORLD system and uses a variety of digital platforms, there are substantial red tape obstacles and information filtering that impede efficient communication. Additionally, the study finds a discontinuity in disenchantment in some previous initiatives, including some Learning Management Systems that are no longer in use, and the text blast system. The study comes to the conclusion that in order to better serve the needs of staff and students, the university urgently needs to reassess its outdated technologies and centralize its communication through a dedicated Office of Communication. The findings were collated and discussed further by means of thematic analysis, thus relating it to existing studies. Although this study offers a fundamental qualitative viewpoint, more quantitative research is advised in the future to confirm these communication dynamics.

Keywords: Communication Innovation, Educational Management, Digital Transformation

Introduction

Recent studies suggest that communication remains a significant aspect of a functioning organization since it dictates how the members will perform their work according to the instructions being provided by the management and other offices. Celino (2025) reports that for an organization to achieve a boost of satisfaction among the employees of higher education institutions, improvements on internal communication, healthy sharing of knowledge, and better employee engagement have to be observed. This claim is furthered by Rajhi & Aljuhmani (2026) suggesting that communication greatly helps in fostering employee innovation. Alenezi et al. (2023) on the other hand recommends that higher education institutions shall adopt modern communication

innovations to pave the way for a more competitive and quality education. In an educational institution, communication controls everything from the administrative offices to the academic offices which is essential as an institution is connected to a lot of stakeholders ranging from partners, parents, and students.

As employees are an integral part of any organization, it is important to allot attention towards how they communicate with each other as well as to their superiors. In the study of Ocasio et al. (2017), they have stated that focusing on the power of communication in affecting attention dynamics can alternatively also affect strategy change. In this sense, through open communication, an organization can fare better in its function should decision-makers start to progressively make initiatives on mediatization.

Alternatively, mediatization provides fresher perspectives when interacting with organizations' stakeholders. Välvirronen (2021) defined promotional texts in her paper as a concept that is not only bound to advertising and public relations industries, on the contrary, it has transformed into a trend among politics and universities due its nature being dominantly meant to express "social contexts, institutions and practices". In this sense, an organization that mediatizes what is happening in their environment can effectively interact with their stakeholders and potentially attract prospective partners. In addition, as the utility of the internet increases, different channels of communication are rising, especially social media to which Nisar et al. (2018) added that social media platforms "enable many features for observable, interpersonal communication" wherein "economic and organizational measures of performance" can be easily observed. Additionally, Nisar et al. stated that the effectiveness of social media platforms lies in the fact that it is an instant way to have two-way communication. Moreover, the aforementioned concepts shape the communication practice in organizations along with the assistance provided by communication innovations and technologies.

In Pamantasan ng Lungsod ng Valenzuela [PLV], such aspects mentioned are being observed, however, varying objectives and tasks pave way to diverse communication means and practices across different offices, thus leaving the communication flow between offices compromised in terms of timeliness and efficiency.

1. Communication Practice: The leadership in any organization poses great potential to affect communication with the employees and stakeholders. The study of Banu et al. (2023) found that organizations with good feedback mechanisms can enhance the arbitrary "workplace expectations", this simply means that the leadership has the ability to handle and affect the communication with employees and stakeholders. This is supported by a previous study made by Bucăţu & Rizescu (2017) wherein it is defined that the communication process in an organization is a management tool that "facilitates relationships between people, to establish an environment beneficial to the internal development of the organization"; such studies further prove that communication is essential to shape how connections between the management and the employees, and between the organization and the stakeholders will manifest and build interlinkages.

On the other hand, Information and Communication Technology is significant in the modern era of management as it helps in maintaining communication beyond the premises of the organization. ICT makes establishing connections with the employees and stakeholders easier, at the same time, it extends an organization's reach in different media. Kilpatrick Executive (2023) emphasized that ICT assists organizations by improving the "quality of work life" wherein it reduces human error, encourages collaboration, and enhances communication among employees, however, Gonzales et al. (2022), in their earlier study, reported issues in ICT such as disrupting the work life balance in such a way that work goes beyond the official time for work which in turn can cause a burnout among the employees. Aside from ICT, the communication behavior of an organization through its culture and practices affects the desired outcomes of the organization; in this case, if an organization lacks the appropriate culture and influence from the management, the opportunities for innovations are reduced (Lazarević & Mosurović, 2023).

2. Communication Innovation: As ICT was mentioned in the previous section, it emphasized the importance of innovations in creating a suitable environment in an organization that has strong connection with the employees and stakeholders. In terms of communication innovation, a study of Huck (2006) reported that the primary hindrance for communication innovation is the consideration for the "overarching mission, office policies and management decisions". This proves that the initiative and will of the management poses a great influence in introducing innovations. This case of problems arising in introducing innovations was explained in Roger's (2003, cited in Sahin, 2006) theory of innovation diffusion. In order for an innovation to be more accepted, it has to undergo the stages "innovation-decision" process; 1.) Knowledge Stage, 2.) Persuasion Stage, 3.) Decision Stage, 4.) Implementation Stage, and 5.) Confirmation Stage. During the confirmation stage, discontinuance may occur in which it is categorized into two types: 1.) Replacement Discontinuance wherein the management decides to adopt an innovation with better features and efficiency, and 2.) Disenchantment Discontinuance wherein the organization may have felt dissatisfaction or failed to meet the expectations or needs of the target in such a way that the innovation is better off terminated. In addition, Roger also argued that innovations that offer more "advantage, compatibility, simplicity, trialability, and observability" tend to be accepted by an organization compared with other innovations with lesser qualities.

Overall, the application of any innovation must undergo several steps in order to be functional, otherwise, an abrupt implementation may yield more negative effects than what is expected.

With these matters at hand, the communication practices and innovations in PLV could be challenged by varying approaches of the employees towards their colleagues, superiors, and even stakeholders along with insufficient facilities that can foster effective communication.

The purposes

1. to Determine the communication context at Pamantasan ng Lungsod ng Valenzuela.
2. to Examine the communication practice of Pamantasan ng Lungsod ng Valenzuela by investigating the communication technologies and channels of the institution.
3. to Identify the communication innovations made by the Pamantasan ng Lungsod ng Valenzuela by determining the initiated and proposed innovations.

Methodology

1. Research Design

This study employed a qualitative research approach using a phenomenological research design. The phenomenological approach was selected to explore and interpret the lived experiences, perceptions, and meanings of university personnel regarding communication practices and communication innovations within their institutional context. This design is appropriate for understanding complex organizational communication processes that cannot be adequately captured through quantitative measurement alone.

2. Research Site

The study was conducted at Pamantasan ng Lungsod ng Valenzuela, a local public university located in Valenzuela City, Philippines. The institution serves multiple internal and external stakeholders and operates through various administrative and academic units, making it a suitable setting for examining organizational communication practices and innovations.

3. Participants and Sampling Technique

The participants consisted of three (3) university personnel who simultaneously hold academic and administrative roles and are directly involved in institutional communication with employees and external stakeholders (n=3). Participants were selected using purposive sampling, based on the following criteria: Must be an employee of the university; Must have direct responsibility for communicating with employees or external stakeholders; Must be assigned to offices that regularly manage institutional communication. The number of participants was deemed appropriate for phenomenological inquiry, as the focus was on depth of experience rather than generalizability, and data saturation was achieved through recurring patterns and themes across participant responses.

4. Participants and Sampling Technique

The primary research instrument was a structured Focus Group Discussion (FGD) guide, developed based on: The research objectives; Relevant literature on organizational communication and innovation; Concepts drawn from communication practice and innovation diffusion theories. The FGD guide consisted of open-ended questions designed to elicit participants' experiences, perceptions, and interpretations of:

Communication context within the university; Existing communication practices and technologies; Implemented and proposed communication innovations.

5. Data Collection Procedure

Formal permission was secured prior to data collection. Participants were informed of the purpose of the study, data usage, and ethical considerations. Written and verbal consent were obtained. The Focus Group Discussion was conducted at a mutually agreed-upon time and location. The discussion was audio-recorded with participants' permission to ensure accuracy. The recorded data were transcribed verbatim and subsequently returned to participants for verification.

6. Data Analysis

The collected data were analyzed using thematic content analysis. The analysis followed these steps: Familiarization with the data through repeated reading of transcripts; Initial coding to identify meaningful units of information; Grouping of codes into categories and themes aligned with the research objectives; Interpretation of themes to explain communication practices and innovation dynamics within the institution. Themes were organized according to the three research objectives to ensure methodological consistency between objectives, findings, discussion, and conclusions.

7. Ethical Considerations

Ethical principles were strictly observed throughout the study. Participation was voluntary, and participants were informed of their right to withdraw at any time. Confidentiality and anonymity were ensured by using pseudonyms (Participant A, B, and C) in reporting the findings. All data were used solely for academic purposes.

Results

The conduct of the Focused Group Discussion has yielded both similar and varying responses among the answers of the participants which greatly contributed to the objectives of the study.

1. Matrix 1: Participants' Profile

The participants came from different offices inside the Pamantasan ng Lungsod ng Valenzuela which have constant communication with employees and stakeholders. One participant came from the Human Resource Office, one from the Incident Command Preparedness Office, and one from the Office of the Community Engagement and Extension Services; however, all three of them are also faculty members of the university.

1.1 Sub-theme: Participants' Communication Knowledge. The participants have shown indications of prior knowledge regarding communication. The participants have defined communication as the sending of messages including the dissemination of information through various channels such as verbal and non-verbal communication.

1) Exhibit 1.

Participant A: “I think ito ‘yong way kung paano pinapadala or na-re-receive ng isang receiver ang mensahe from his or her sender.”. “May pag-construct diyan ng formal letters and even sa e-mails may mga appropriate personnel na kailangan naka-address diyan.”, he added.

Participant B: “Communication is consisting of two different people na mayroong message na ibinabato from the sender to the receiver.”. “Kung mayroong message, dapat mayroong feedback tapos may mga ginagamit din na tools or channels.”, he added.

Participant C: “Ang ibig sabihin niyan ay an interlink mechanism either formal or informal.”, “Mayroong tinatawag na symbolic communication, mayroon ding tinatawag na written.”

1.2 Sub-theme: University’s Communication Context. In regard to the context or background of the communication occurring in the university, the participants shared some similarities in their responses, however, it is also important to note the existing negative implications in order to effectively implement communication innovations.

1) Exhibit 2.

Participant A: “Ang daming pagdadaanang process and steps.”, however, he also defined the communication in the university as “concise, precise, and accurate.”.

Participant B: “Medyo hindi gano’n ka-accurate ‘yong mga info na napupunta sa amin especially kapag ang concern ay about do’n sa mga planned event.”, while also adding that “‘yong process kung paano at sino dapat ang makakatanggap ng information ay medyo nagkukulang, may flaws and may lapses.”

Participant C: “Sa positive implications, pagdating sa communication, through deliveries ng communication, kahit papaano ay na-su-suffice naman.”, “Dahil din sa bomb ng ating tasking, let’s say for example ‘yon University Administration natin, hindi lang naman through communication din ‘yong focus, nando’n na rin ‘yong lapses.”, ultimately adding that “walang office or anything na nag-fo-focus talaga sa communication.”

2. Matrix 2: Communication Practice

In this theme, the participants shared the different technologies, channels, and offices that are mainly utilized in communicating with employees and stakeholders.

2.1. Sub-theme: Communication Technologies. Based on the responses of the participants, it was found that the university utilizes different technologies such as computer, printer, internet, telephones, e-mails and platforms such as Facebook, Messenger, Telegram, and Viber under the social media platform. Additionally, Participant B have included the use of two-way radio as a communication technology when communicating in and out of the university.

Exhibit 3.

Participant A: “Nandiyan ‘yong desktop or personal computer, printer, sa platforms naman, nandiyan ‘yong e-mails.”, while adding “‘Yong social media gaya ng Facebook and Messenger.”, and “‘yong telephone.”

Participant B:” Madalas na tools na ginagamit ay Messenger, Viber, Telegram, and e-mail.”. He also added that “mayroon lang sa office naming unique na equipment na ginagamit; ‘yon ‘yong two-way radio.” Additionally, he agreed to Participant A regarding the telephone reporting: “Yan, ‘yong mga local sa mga office.”

Participant C: “Ayan ‘yong mga social media, parang per office yata mayroon namang mga GC. However, unlike Participant A and B, he admitted that: “dito sa opisina ko, wala akong telepono.”

2.2. Sub-theme: Communication with Employees and Stakeholders. In this sub-theme, the participants shared limited channels being used to communicate with employees and stakeholders. The participants have stated channels such as e-mails containing landline number and phone number, the use of Facebook Messenger, Short Message Service [SMS], and the utilization of Facebook Pages.

Exhibit 4.

Participant A: “Pagdating sa stakeholders like ‘yong employees and newly hired employees or returnees, through e-mail pero nag-iwan kami ng phone number do’n, ‘yong landline and ‘yong local ni HR Office, and ‘yong personal phone number na inilaan.”

Participant B: “Kapag professional ang approach, madalas talaga e-mail.”, while adding “Kapag sa amin na minsan may mga partner stakeholders na may concern sa safety and security, madalas kung hindi e-mail ay hardcopy na dine-deliver.”, and “Madalas din kami gumagamit ng mga social media application like Messenger kung mag-a-update lang kami.”

Participant C: “Minsan through text nagagamit ko pa rin, Messenger and Facebook.” Ultimately admitting, “‘Di ba dalawang opisina hawak ko, ‘yong isa Social Contract, kadalasan pati ‘yong page ng Community Extension na hindi naman dapat doon ay nagagamit na rin.”

2.3. Sub-theme: Offices in-charge of Communication. When asked about the offices that are mainly in-charge of communicating with the employees and stakeholders, the participants have come up with several consensus citing that the Human Resource Office and the Administration Office is spearheading the communication with the employees. On the other hand, the three participants agreed that it is the University Registrar that takes the initiative in communicating with the students and other stakeholders especially about addressing queries. The participants also cited the Scholarship Office and the Office of Student Affairs for catering several stakeholders, specifically with OSA being a student-centered office; in addition, the City Hall was also cited as one of the communicators with the employees releasing memoranda and other advisories like ordinances.

Exhibit 5.

When asked about the office that communicates with the employees.

Participant A: “HR at saka Admin ako.”, while also adding, “mayroon pang City Hall, nag-di-disseminate din yan through memos, mga scanned memos, and mga written na pinapa-receive sa offices natin.”

Participant B: “HR.”, adding, “kasi may na-experience din ako niyan na ang concern office ay sa amin sa ICPO tapos sa inyo [HR] tumawag.”

Participant C: “Ang nangyayari si Admin na ngayon ang humahawak ng communication.”, adding, “halimbawa kapag changes of rate, ‘yong pirmahan ng DTR, and ‘yong memo.”

However, when asked about the office that communicates with the stakeholders.

Participant A: “Registrar.”, while also agreeing with Participant B upon adding the OSA as a communicator with the students, “Ay oo, tama [OSA].”

Participant B: “Kapag students ang mag-re-receive ng communication, si Registrar.”, whereas he also added, “Minsan si OSA [Office of Student Affairs].”

Participant C: “Oo, minsan direktso talaga kay Registrar.”, while also agreeing with Participant B, “OSA kasi student center, yan talaga minsan.”

3. Matrix 3: Communication Innovation (see Appendix B)

In this theme, the participants shared the various innovations that the university has as well as their suggested communication innovations to be implemented in the university.

3.1. Sub-theme: Implemented Communication Innovation. The participants reported several communication innovations made by the university; however, it is important to note that some of the innovations are no longer functioning such as the text blast, the turnstile notification to students’ parents, and the Canvas LMS. Aside from the non-functioning innovations, the participants cited the creation of the Faculty Instructional Task form as a report of class conduct, the checkers for both face-to-face and online classes, the Student Care Desk to cater student concerns, the PLV WORLD system along with its kiosk for easier access, and the unique Human CCTV utilized during disaster as means to connect and provide help to the stakeholders and the community.

Exhibit 6.

Participant A: “Nag-appear diyan si Canvas or ‘yong LMS and no’ng free pa ang Google Meet.” “Naaalala ko lang ‘yong turnstile kapag nag-tap ng ID, sinusumbong na ako sa nanay ko.”

“Pati ‘yong recent lang na PLVCAT, ‘di ba do’n [PLV WORLD] na tinitingnan kung ikaw ba ay pasado.”

“Nag-create no’ng Faculty Instructional Task Form or FIT.”, adding that, “May checker ka na during face-to-face classes, nag-provide din si PLV ng online checker.”

Participant B: “Dati kasi mayroon tayong text blast and info board.”

“Bukod kay Canvas, mayroon pa tayo no’ng Microsoft Office 360.”

“Pagpasok no’ng students ay mag-ta-tap lang sa turnstile, mag-me-message agad sa parents kung pumasok or hindi ‘yong istudyante.”

“May ginawa si Office of Student Affairs, ‘yong student care desk na pang-student lang.”

“Ay oo, ‘yan, tuwing disaster.”, while referring to the Human CCTV cited by Participant C.

Participant C: Mayroon tayong PLV WORLD system. Mayroon na tayong sariling website na naka-host dito sa PLV.”

“‘Yong kiosk natin is also an example.”

“Maganda rin ‘yong isang ginawang innovation natin para sa stakeholders, ‘yong Human CCTV.”

Sub-theme: Proposed Communication Innovations. Despite of the available communication innovations being implemented in the university; it can be recalled from the previous themes that the participants have reported flaws and lapses in the communication process citing that one of the problems is the grapevine system and the lack of specific office that focuses on communication. To address this concern, the participants were asked to express their thoughts and opinions about the proposal of an Office of Communication being established whereas it garnered positive responses from the participants stating that it will be beneficial for the university. However, several suggestions were also given such as conducting a benchmarking regarding the said office and only hiring staff that are qualified and knowledgeable in communication management and communication flow.

Exhibit 7.

Participant A: “I think maaabuso siya ng university, I would suggest na magkaroon din ng benchmarking kung paano ba in-o-operate ‘yong Office of Communication sa mga established universities.”

“Kung mag-a-assign man ng empleyado rito, I think ‘yong talagang veteran na sa PLV.”, adding that, “I think magiging pabor naman siya as long as magkakaroon ng proper operation.”

Participant B: “Oo, sa akin din maganda ‘yan.”, while adding, “‘yong pubmats naka-centralize. Tapos kapag may query, kahit sila na lang sagutin.”

“Maganda ‘yon kasi ma-li-limit natin ‘yong sangay sangay na sistema na nangyayari sa loob.”

Participant C: “Mas maganda, siya ‘yong mag-ce-centralize no’ng archiving and ‘yong dissemination.”

“Hindi tayo pwedeng mag-hire diyan ng hindi praktisado when it comes to communication management. Kailangan talaga qualified ‘yong uupo, at saka may proper knowledge talaga sa proper na pag-handle ng communication flow.”

On the other hand, the participants were also asked to enumerate the communication innovations that they would like to suggest to be considered by the university for implementation. The participants recommended innovations such as having an information desk, a digital directory or dashboard, improving the

ICT framework, developing the Human Resource Information System, developing a Student Information System, having a subcontractor for database security, and continuing the implementation of the previous innovations deemed non-functioning. In addition, Participants A and C also gave suggestions regarding the recommendation of Participant B to have a digital dashboard or directory by citing the use of voice command or a chatbot to answer frequently asked questions.

Exhibit 8.

Participant A: “‘Yong Information Desk.”

“O kaya parang voice command siya.”, referring to Participant B’s suggestion for a digital dashboard or directory.

Participant B: “Parang dashboard pero digital, parang directory.”

“Ako i-a-abuse ko na ‘yong technology, ‘yong bot or AI ang sasagot.”

“Pero magandang suggestion talaga ‘yong info desk or table.”

Participant C: “ICT framework, ‘yong pagpapalakas ng ating infra framework, lalo na ‘yong pagkakaroon natin ng HRIS [Human Resource Information System].”

“‘Yong Student Information System [SIS].”

“‘Yong sinasabing School Management System or University Management System, o kaya mag-sa-subcontract si PLV, kumbaga mag-te-third party si PLV.”

“Saka i-continue ‘yong mga nawalang innovation like ‘yong text blast.”

“O kaya, Sir, through chatbot masasagot ‘yong mga frequently asked questions.”, referring to Participant B’s suggestion for a digital dashboard or directory.

Conclusion and Discussion

According to the study's findings, communication is more than just a standard information exchange at Pamantasan ng Lungsod ng Valenzuela (PLV); it is the essential connection that binds the administration, staff, and stakeholders together. Although the university has demonstrated a strong desire to modernize by introducing systems like PLV WORLD and the Human CCTV and using a variety of digital platforms, there is a clear disconnect between the uptake of these technologies and their long-term viability. Technology by itself is insufficient; it needs to be supported by a stable and encouraging organizational structure, as evidenced by the "disenchantment discontinuance" of earlier innovations like the text blast and specific LMS platforms.

The study also emphasizes how current barriers to communication—which workers frequently refer to as a "red tape" environment—cause needless delays and message filtering, which can result in misunderstandings and decreased productivity. This demonstrates how information flows dispersed throughout various departments, such as the Registrar or HR, in the absence of a central office devoted to communication management.

In the end, the university needs to centralize its communication efforts through a dedicated Office of Communication in order to establish a communication practice that is genuinely "concise, precise, and accurate." The institution can make sure that its innovations are long-lasting enhancements that improve the experiences of its stakeholders and the professional lives of its employees by investing in skilled staff and enhancing the ICT framework.

The data gathered from the participants through the Focused Group Discussion met the objectives of the study. In this sense, the communication practice in the Pamantasan ng Lungsod ng Valenzuela remains subjective to the perspective of the employees and stakeholders. On the other hand, the communication innovations are apparent and are being utilized, however, the participants recommended several improvements and proposed innovations.

1. Communication Context

In this section, the communication context in the Pamantasan ng Lungsod ng Valenzuela was described by the participants. One participant described the communication as "concise, precise, and accurate", however, immediately detailed the strictness of the process and the steps that a communication takes in the process. The participant described this case as a "red tape" similar situation. Bessant & Watts (2002, cited in Indama & Salain, 2023) defined red tape as the "excessive and unnecessary procedures" that hampers effective flow of services. In this case, communication is the primary aspect that is being affected by the long process of approvals. Such situations were defined by Miskin & Dongarkar (2022) as a result of the organizational barriers classified as a communication barrier. Message filtering, organizational structure, and the absence of formal channels are the most common examples of organizational barriers that were gathered from the FGD. This is further supported by Vasilev & Stefanova (2022) stating that filtering of information hinders effective communication for the reason that it reduces the integrity of a message. Moreover, participants also emphasized information that is not being accurately and punctually delivered to their office, which was supported by another participant by saying that sometimes even chairpersons are unsure to answer queries from their subordinates due to uncertainty in the information. This concern is an example of poor coordination and poor communication flow as defined by Miskin & Dongarkar (2022). Such problems result in miscommunication which can effectively affect the services of the offices concerned (Yolanda et al., 2018). Additionally, Campbell et al. (2020) found in their study that staff prefer that communication between the management and the staff shall be improved in order to achieve effective communication and increased employee performance. Ultimately, the aforementioned issues can be addressed by the tweaks in the communication process in the organization, in this way, cases of miscommunication can be effectively reduced, and the flow of communication can be smoother.

2. Communication Practice

The results reveal that the communication practice in the university tends to follow a professional approach especially when interacting with stakeholders. Along with this outcome is a commonality among the answers of the participants, Facebook and Messenger. In this sense, the approach towards interaction is preferred to be professional as stated by Berezan et al. (2016), additionally emphasizing that the use of social media is difficult for stakeholders and employees in the 45 years old and up demographics. In a related study, Sigroha (2021) argues that assertive style of communication is the most preferred due to its nature of vocalizing needs yet remaining respectful; the approach establishes a positive reception among the employees, hence, improving customer satisfaction. On the other hand, in relation to the use of social media technology as a channel of communication, Sanina et al. (2017) report that among organizations, the use of various communication channels may be considered as different people react differently to each channel, additionally, they emphasized that telephone calls are proven to be the most effective amongst the channels being used stated by the participants. The claim of Sanina et al. supports the outcomes of Berezan stating that the choice of communication channels impacts the perception of communication style and the quality of information.

On the other hand, the participants' response to the question that raises what offices take charge in communicating with employees and stakeholders sprouts a problem in the job description of such offices. According to Kenton (2024), the job of the human resource is to find, recruit, screen, and train applicants aside from handling compensations, benefits, and terminations; this claim is also supported in the previous study of Hashimi (2014) defining human resource as the primary responsible for the "pay, reward, and policies within the organization". This simply means that communication may be integrated, however, it cannot be prioritized as it is primarily focused on the employees' professional career. The registrar on the other hand, as defined by the Harvard University, University of New Mexico, and the University of the Philippines, shall focus on the services meant for students such as registration, admission, registration, and student records, however, UNM adds that the registrar may also serve as the representative of the university to the general public including students, parents, government agencies, etc., which may include establishing communications with the stakeholders as stated by the participants. This claim is supported by Nelson (1998) in her previous study wherein it was found that the duties and responsibilities of a University Registrar vary from different institutions which opens the possibility for a registrar to take over the responsibility of making communication with employees and stakeholders. To simply put, the responsibility of communication may be given to both of the offices, however, they may only serve as an interim communication officer should the management fail to assign a communication officer that will oversee the communication flow in the organization.

3. Communication Innovation

The communication innovation in the Pamantasan ng Lungsod ng Valenzuela has been evidently highlighted by the participants during the discussion. Cited innovations are text blast/info board, Learning Management System such as Canvas and Microsoft Teams, PLV WORLD website, and the unique Human CCTV for stakeholders. As innovations can be utilized as tools for maintaining effective communication and increased work productivity, Pandey & Chauhan (2021) argues in their study that employees prefer more being well-provided with equipment and tools that they can use in their respective jobs over promotions and compensations. In addition, the easier access to communication brought by the innovations brings more positive impacts towards information sharing and employee involvement as it increases job satisfaction (Kalmi & Kauhanen, 2005). This claim is further supported by a more recent study by Yunis et al. (2018) whereas ICT enhances the competence of an organization, however, it is important to note the difference of adoption and actual usage. Adopting ICT innovations can be beneficial; however, its full potential cannot be utilized if the organization did not prepare the employees for its implementation, hence, it is significant to consider innovation diffusion so as to give the employees the time to adapt and familiarize with the ICT. In this case, traditional innovations given by the participants like information desks and the establishment of a Communication Office can be easily implemented, but innovations that include technology in its nature must be gradually introduced for the best possible outcomes. On the contrary, despite the promising outcomes that ICT introduces, it is also important to consider implementing it moderately so as not to create a harsh environment amongst the employees wherein work-life balance is being inherently compromised (Gonzales et al., 2022).

In terms of Office of Communication being a center of communication in the organization, the participants expressed a positive reception for the said proposed office opening new opportunities in communication innovation and improvement in communication flow. As cited by the participants, some information is being delayed in its transmission due to the divided attention of the offices in-charge and the overloading work of the management, hence, Dedahanov et al. (2015) found in their study that when employees lack communication opportunity with the management, there is a higher case of “acquiescent silence”, however, when employees are given more opportunity to connect with the management and are given easier access to information, “prosocial silence” becomes more evident which is an indication of a healthy communication flow in the organization. The problems arising in the communication flow can be addressed by the Office of Communication, nevertheless, it is important that technology is also an integral part in its operation, which is why as defined by UNM and cited by the participants, the Registrar along with the IT Office can keep in touch for assistance to maintain a smoother utilization of the communication technologies. Ultimately, as the participants recommended, the employee that will be assigned in the Office of Communication shall possess the abilities to properly implement and facilitate a well-functioning communication flow. In this case, Bahrain

et al. (2023) cited the studies of Akwannadin & Isa (2021) and Harun et al. (2017) for determining communication barriers. In the studies cited, it was found that the lack of clarity and “poor downward” communication significantly diminishes the work productivity; wherein if the downward communication is mismanaged, the chances for a productive organization will be apparently reduced since information are not being disseminated properly and the communications with the management are being mishandled.

The outcomes of the study highlighted several factors that management of organizations should consider in strengthening the communication in their respective jurisdictions. 1.) Utilization of multiple channels for communication, 2.) Transferring of communication responsibilities to an office with primary focus on communication, 3.) Gather suggestions on communication innovations from the employees, and 4.) Investment in communication technologies.

The study was only conducted on a limited basis; hence, it is recommended that future researchers conduct a quantitative study on the topic in order to provide more concrete data on communication technologies and innovations.

Discoveries or new knowledge

Fostering a healthy communication process within an organization, more importantly in educational institutions, means that support towards different innovations and channels must be observed along with a centralized source of information to avoid miscommunication and errors in the information dissemination process.

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