

# COMMUNICATION IDEOLOGIES AND SOCIAL INTERFACE EXPERTISE OF PUBLIC ELEMENTARY SCHOOL TEACHERS

---

## ABSTRACT

This study aimed to determine if communication ideologies significantly influence social interface expertise of public secondary school teachers in Division of Panabo, Davao del Norte. It utilized a non-experimental quantitative research design employing the correlational method. The respondents included 130 teachers from public elementary schools, selected through universal sampling. Data analysis involved calculating the mean, Pearson correlation coefficient ( $r$ ), and regression analysis. The findings revealed that public secondary school teachers often demonstrated a high degree of communication ideologies across dimensions such as incomparable, inspirational, consistent, ideal behavior, good listener, and charismatic traits. Moreover, the social interface expertise of public secondary school teachers, including skills in edition, goal accomplishment, assimilation, and expectancy, were frequently manifested by the teachers. Furthermore, the study found a significant relationship between communication ideologies and social interface expertise among public secondary school teachers. It also indicated that the domains of communication ideologies significantly influenced the social interface expertise of these teachers. The results suggest that teachers should be adept at delivering and comprehending information quickly and accurately. Effective communication is identified as a vital life skill that should not be underestimated. It fosters respect and encourages the willingness to consider different points of view. Facilitating open and constructive exchanges among colleagues can contribute to a more positive working environment.

*Keywords: Communication ideologies, Social interface expertise, Public secondary teachers, Philippines*

## 1. INTRODUCTION

One of the pressing problems of the classroom leader today is their communication ideologies and educational social interface expertise [1]. Effective communication ideologies are a must in any classroom leader [2]. In the corporate world today, a classroom leader communicates with a number of people on a daily basis, such as his subordinates, students, school staffs, clients, media persons, shareholders, investors and etc. While educational social interface expertise has to do with their influences to their clientele and with their social interaction spearheaded by school administrators which are indicated by edition, goal attainment, integration and expectancy [3].

In United States of America, mostly of the success of any classroom leader in dealing, negotiating and working with all the people depends a lot on their communication ideologies. If they are able to form a kind of connection with the people they interacts with gestures, the way they communicate and present themselves, a classroom leader is able to accomplish a

lot more. All communication skills one needs to possess will make a classroom leader a people's person [4].

Some of the problems of classroom leader in New York is their communication ideologies. They are experiencing the difficulties in articulating and persuading their audience effectively and efficiently. A leader must be able to communicate effectively oftentimes. When the executives in all institutions, company, industries are asked to list the most important skills for a manager must possess, the answer consistently will be the very good communication skills of a leader [5]. Classroom managers spend most of their day engaged in communication, in fact, older studies of how much time the school heads and managers spend on various activities show that communication occupies 70 to 90 percent of their time every day [6].

In the Philippines setting, the leader of a group has an important job to do with their communication ideologies and educational social interface expertise. They must know how to communicate and convey ideas in a clear and concise manner with their colleagues and subordinates. Learning effective communication ideologies builds a strong foundation for successful leadership. A leader needs to be able to speak and be heard. They also needs to learn how to listen to what others have to say and relate to their thoughts and feelings [7].

Filipino researchers seldom agree completely on how to define communication ideologies, but most would agree that classroom leaders are individuals who guide, direct, motivate, or inspire others. They are the men and women who influence others in an organization or in a community. They command others' attention and persuade others to follow them or pursue goals they define [8].

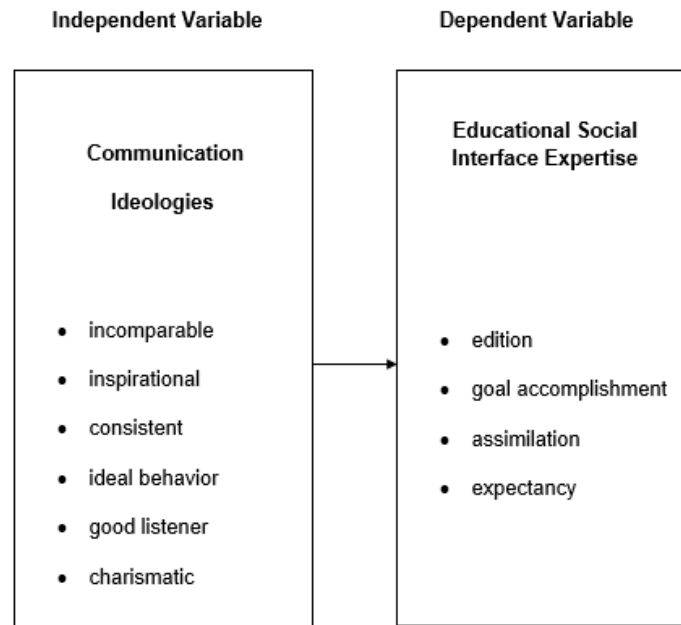
The effective communication ideologies of teachers can improve the performance of groups and organizations. It can also help the teachers who step forward to mentor less experienced of younger employees and managers who direct successful project teams that lead division and motivate their staff to achieve the school goals [9].

Communication ideologies is putting one's ideas across to an audience. It is the transmission of meaning to others. In other words, it is important that other persons understand what leader want them to understand, or that they understand the intended meaning. From this, leaders will realize that the ability to communicate with people is vital from school organization to school business, and is essential in increasing classroom leader's success tremendously [10].

In Region XI aspects, a good classroom leader communicator knows what they are talking or writing about. Being clear about the topic being discussed is essential for effective communication ideologies. A vague discourse will bore the audience, and the net result is wasted effort and frustration for oneself. What classroom leaders say should also be crisp and to the point. Digressing frequently will lose the audience interest and will also give the impression that classroom leaders are unsure of themselves, losing leader credibility [11].

The skilled classroom manager focuses on communication ideologies. The statement flows is absolutely essential skill for anyone who occupies a leadership role in the organization. Prior to the use of the internet, it consisted of four major communication flows, upward, downward, lateral, and rumor control. Now, however, there are new electronic communication mediums, mediums creating both opportunities and problems. For example, email is great communication tool for many. For too many, however, it is becoming a burden [12].

In view of the above the researcher felt the need to conduct this study to help public elementary school teachers in Panabo District 1, Division of Davao City to assess whether communication ideologies of teachers are necessary ingredients or not in social interface expertise of teachers. The result of this document could be a functional blueprint as a guide for future managerial policies. Realizing this intent makes this study a document with social relevance.



**Figure 1.** Conceptual Framework of the Study

## 2. METHODOLOGY

### 2.1 Research Design

This study used the non-experimental quantitative research design utilizing correlational method. This method is used when the objective is to describe the status of the situation as it exists at the time of the study to explore the causes of a particular phenomenon. In correlation research, it involves collecting data in order to determine whether the degree of a relationship exists between two or more quantifiable variables [13].

This descriptive survey dealt on quantitative data about the said phenomenon. The quantitative aspect is an appropriate schedule for gathering the data will be designed for the target respondents to answer the questions. The process of gathering the data was based through the use of questionnaires. The focus of this study determines the communication ideologies and social interface expertise of public elementary school teachers in Panabo District, Division of Davao City.

### 2.2 Research Respondents

The participants of this study were 131 teachers in public elementary school teachers in Panabo District, Division of Davao City. There were 131 respondents in Panabo Vocational High School. They evaluated their colleagues through survey questionnaire. The teachers involved served at least three years in public schools. This study was conducted in the school year 2023-2024. The researcher used the universal sampling process in selecting the respondents which means all the population of the study were considered as respondents.

### **2.3 Research Instrument**

The instruments used in this study was the modified test survey questionnaire based from different authors and improved by the researcher. The refinement of the questionnaire was made through the assistance of the thesis adviser and three validators from Doctor of Educational Management profession. They evaluated the content of the reliability and validity of the questionnaire. The pilot testing was conducted in 30 respondents in San Antonio National High School and obtained the rating of Cronbach alpha of .767.

The questionnaire composed of 50 items. There are 10 indicators in this study. Each indicator was made up of 5 item questions. Likert's scale was used to determine the communication ideologies and social interface expertise of public elementary school teachers in Panabo District, Division of Davao City. Part 1 composed of communication ideologies of public elementary school teachers, with six indicators making others incomparable, inspirational, consistent, ideal behavior, good listener and charismatic [14]. Part 2 is composed of social interface expertise of public elementary school teachers, with four indicators; edition, goal accomplishment, assimilation and expectancy [15].

### **2.4 Data Gathering**

The data were gathered through the following procedures: A letter of permission was secured to conduct the study for communication ideologies and social interface expertise of public elementary school teachers in Panabo District, Division of Davao City. The letter of permission and certificate of appearance was signed and granted by Dean of Graduate Studies of the Rizal Memorial Colleges, Adviser and School Principal, Moderators or Teacher in Charge of public elementary school in Panabo District, Division of Davao City. Adequate and clear copies were printed to avoid problems with the administration. The researcher administered the questionnaire personally to the respondents of the study and they were requested to answer the questionnaire honestly so that valid and reliable data were elicited. One hundred percent (100) of the questionnaire were retrieved. The results were collated and tabulated for statistical treatment. Analysis and interpretation of the study were made by the researcher with the assistance of statistician and adviser.

### **2.5 Data Analysis**

The gathered data were classified, analyzed and interpreted using the following statistical tools: Mean was used to determine the level of communication ideologies and social interface expertise of public elementary school teachers in Panabo District, Division of Davao City. Additionally, the Pearson Product Moment Correlation Coefficient or Pearson  $r$  was used to measure the significant relationship of the communication ideologies and social interface expertise of public elementary school teachers in Panabo District, Division of Davao City. Lastly, Regression Analysis was used to measure the significant influence of the

communication ideologies and social interface expertise of public elementary school teachers in Panabo District, Division of Davao City.

### 3. RESULTS AND DISCUSSION

#### 3.1 Level of Communication Ideologies of Teachers

**Table 1.** *Communication Ideologies of Teachers in Terms of Incomparable*

	Item	Mean	Descriptive Equivalent
1.	possesses the great quality of connecting with people at some level with the way they communicate to make others feel special.	3.58	High
2.	delivers and speaks an inspirational message to the teachers to make others feel special.	3.65	High
3.	conveys a feeling to teachers that makes them participative in school activity.	3.55	High
4.	displays leadership communication skills.	3.61	High
5.	uses the gestures, body language and maintain eye contact effectively.	3.68	High
	<b>Overall Mean</b>	3.62	High

As presented in table 1 are the data on the communication ideologies of public elementary school teachers in terms of incomparable. The items and mean rating of this indicator are the following: using the gestures, body language and maintain eye contact effectively yielded a mean rating of 3.68; delivering and speaking an inspirational messages to the teachers to make others feel special obtained a mean rating of 3.65; displaying leadership communication skills earned a mean rating of 3.61; possessing the great quality of connecting with people at some level with the way they communicate to make others feel special gained a mean rating of 3.58; conveying feeling to teachers that makes them participative in school activity obtained the mean rating of 3.55.

The overall mean rating obtained for this indicator is 3.62 or high. This means that the communication ideologies of public elementary school teachers in terms of incomparable is highly manifested. This indicates that the teachers possess the great quality of connecting with people at some level with the way they communicate to make others feel special and delivers and speak an inspirational message to the students that make them comfortable.

This indications are congruent with the views of Bate et al. [14] who pointed out that a classroom leader is incomparable and possess great quality of connecting with people at some level, with the way they communicate. Through the words that they speak, their gestures, body language and the way they maintain eye contact, they are able to convey a feeling to other people that they matter. They have this uncanny ability to make people feel special through their leadership communication skills and that's what differentiates successful leaders from others.

According to Chandler [16] communication ideologies of teachers is incomparable and controlled, purposeful transfer of meaning by which classroom leaders influence a single

person, a group, an organization, or a community. Communication ideologies uses the full range of resources to overcome interferences and to create and deliver messages that guide, direct, motivate, or inspire others to action.

**Table 2.** *Communication Ideologies of Teachers in Terms of Inspirational*

Item	Mean	Descriptive Equivalent
1. practices values, beliefs of the school.	3.53	High
2. practices strategies and procedures that facilitates the attainment of school goals.	3.54	High
3. makes teachers realize that the goals are important in the organization.	3.58	High
4. conveys, the school vision a very clear, confident and compelling manner.	3.56	High
5. shows leadership qualities and communication skills that inspire the teachers to work productivity.	3.52	High
<b>Overall Mean</b>	3.54	High

As shown in table 2 is the data on communication ideologies of public elementary school teachers in terms of inspirational. The items and mean ratings of this indicator are as follows: making teachers realize that the goals are important to organization yielded a mean rating of (3.58); conveying the school vision a very clear, confident and compelling manner yielded a mean rating of (3.56); practicing strategies and procedures that facilitates the attainment of school goals earned a mean rating of (3.54); practicing values, beliefs of the school obtained a mean rating of (3.53) and showing leadership qualities and communication skills that inspire the teachers to work productivity. got a mean rating of (3.52).

The overall mean rating for this indicator is (3.54) with descriptive equivalent of high.

This indicates that inspirational indicator is manifested oftentimes by the teacher. This means that the teacher has set of values which every teacher has to follow in order to reach the goal of the school ensuring that all teachers are fully evaluated according to the quality of standards in teaching and evaluating the teachers according to their personality and values. This shows that the administrator has strategies and procedures, which everyone working in it has to follow in order to reach the school goal.

This indication is in line with the viewpoint of Conger[17] stated that being compelling and inspirational every organization, has leadership qualities and communication which inspire the teachers to work productively, which every one working in it has to follow, in order to reach that goal.

Montana [18] said that there are several reasons why inspirational communication ideologies are important and that will motivate the school heads to start learning immediately. These are the open inspirational communication. It is important classroom leader to have good leadership communication skills and to allow an environment of open communication where

the exchange of ideas, solutions, problems, can all be discussed without fear but rather with fervor. If they want to be more inspiring as a leader, they need to develop these six communication skills, which will help them to ensure people always leave their office feeling more inspired than when they came in.

**Table 3.** *Communication Ideologies of Teachers in Terms of Consistent*

Item	Mean	Descriptive Equivalent
1. displays leadership traits and team building with the teachers clearly and consistently.	3.53	High
2. communicates clearly and consistently with client's subordinates' students, and teachers to promote harmonious relationship in school.	3.53	High
3. speaks and discusses the result of the evaluation with the teachers clearly and consistently, privately.	3.60	High
4. avoids using contradictory statement that allows harmless in the schools.	3.58	High
5. gives encouraging statements that promotes better outcomes of teachers.	3.51	High
<b>Overall Mean</b>	3.55	High

As reflected in table 3 is the data on communication ideologies of public elementary school teachers in terms of consistent. The items and mean ratings of this indicator are as follows: communicating clearly and consistently with clients subordinates students, and teachers to promote harmonious relationship in school yielded a mean rating of (3.53); displaying leadership traits and team building with the teachers clearly and consistently gained a mean rating of (3.53); speaking and discussing the result of the evaluation with the teachers clearly and consistently, privately obtained a mean rating of (3.60); avoiding using contradictory statement that allows harmless in the schools. earned a mean rating of (3.58) and giving encouraging statements that promotes better outcomes of teachers got a mean rating of (3.51).

The overall mean rating for this indicator is (3.55) or high. This means that this indicator is manifested oftentimes by the teacher. That the teachers display leadership traits and team building with the co-teachers and students clearly and consistently.

This is associated with the concept of Conger [17] who explained that being clear and consistent a leader communication with clients or his subordinates or with media people should be clear and consistent and promote the company's products, it is important that a leader is very clear on what he is speaking. Also, a leader should be consistent in his opinions and avoid being contradictory as this instills trust in the audience.

**Table 4.** *Communication Ideologies of Teachers in Terms of Ideal Behavior*

Item	Mean	Descriptive Equivalent
1. observes direct bearing on the way that subordinates behave and communicate.	3.51	High
2. practices transparency focus on field and maintain good utilizing in order to meet school goals.	3.59	High
3. exhibits ethical behaviors in daily activity with stakeholders.	3.49	Moderate
4. wants his staff to be trustworthy in their communication with one another and with school clients and they should model the same behavior.	3.48	Moderate
5. exhibits good gestures and other body languages and messages to others.	3.45	Moderate
<b>Overall Mean</b>	<b>3.51</b>	<b>High</b>

As presented in table 4 is the data on communication ideologies of public elementary school teachers in terms of ideal behavior. The items and mean ratings of this indicator are as follows: observing direct bearing on the way that subordinates behave and communicate yielded a mean rating of (3.51); practicing transparency focus on field and maintain good utilizing in order to meet school goals obtained a mean rating of (3.59); exhibiting ethical behaviors in daily activity with stakeholders gained a mean rating of (3.49); wanting his staff to be trustworthy in their communication with one another and with school clients and they should model the same behavior earned a mean rating of (3.48) and exhibiting good gestures and other body languages and messages to others got a mean rating of (3.45).

The overall mean rating for this indicator is (3.51) with descriptive equivalent of high. This means that communication ideologies of public elementary school teachers in terms of ideal behavior is manifested oftentimes. This indicates that the teachers observe direct bearing on the way that subordinates behave and communicate and wanted his students to be trustworthy in their communication with one another and with school clients and they should model the same behavior.

The above finding is collaborated with the idea of Abrell-Vogel& Rowold [19] who stated that in exemplifying model behavior in leadership communication skills have a direct bearing on the way the subordinates behave and communicate. So, if a leader wants his staff to be transparent, respectful, trustworthy and open in their communication with one another and with company's clients, he should model the same behavior.

**Table 5.** *Communication Ideologies of Teachers in Terms of Good Listener*

Item	Mean	Descriptive Equivalent
1. opens line of communication that promotes understanding between among the leader and subordinates.	3.52	High

2.	solicits opinions and ideas that build curative of ownership.	3.52	High
3.	a good listener to feeling and thoughts while conversing with the teachers.	3.58	High
4.	a good listener to the suggestions of the teacher positively.	3.54	High
5.	a good listener to the explanation of the teacher positively.	3.58	High
<b>Overall</b>		3.55	High

As presented in table 5 is the result on communication ideologies of public elementary school teachers in terms of good listener. The items and mean ratings of this indicator are as follows: a good listener to feelings and thoughts while conversing with the teachers yielded a mean rating of (3.58); a good listener to the explanation of the teacher positively obtained a mean rating of (3.58); a good listener to the suggestions of the teacher positively gained a mean rating of (3.54) and opening line of communication that promotes understanding between among the leader and subordinates, soliciting opinions and ideas that build curative of ownership earned a mean rating of (3.52).

The overall mean rating for this indicator is (3.55) with descriptive equivalent of high. This means that communication ideologies of public elementary school teachers in terms of good listener indicator is manifested oftentimes. This connotes that the teachers take time to appreciate the teachers work on a regular basis. This indicates that the school administrator is a good listener to feelings and thoughts while conversing with the teachers and a good listener to the explanation of the teacher positively.

This result conformed with the work of [14] stated that a leader should have excellent listening skills. Communication is not just about talking, a lot of it is about listening and understanding as well. If others feel that the leader understands them, they will be more forthcoming and open in their opinions, feelings and thoughts while conversing with him, which is a very positive sign for any organization.

**Table 6.** *Communication Ideologies of Teachers in Terms of Charismatic*

	<b>Item</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
1.	uses personal charm gets things done.	3.55	High
2.	has powerful way in leading people.	3.57	High
3.	gives praises on followers achievement.	3.56	High
4.	allows teachers to create a vision that builds good environment.	3.54	High
5.	articulates this vision so that everyone can understand the importance of how's manifest projection.	3.59	High
<b>Overall Mean</b>		3.56	High

As displayed in table 6 is the communication ideologies of public elementary school teachers in terms of charismatic. The items and mean ratings of this indicator are as follows: articulating this vision using metaphors and stories in ways that everyone can understand the vision yielded a mean rating of(3.59); having powerful way to lead us obtained a mean rating of (3.57); giving praises on followers achievement; using their personal charm to get things done gained a mean rating of (3.55); allowing the teachers to create a vision of a

future state that everyone believes will be better than today's environment got a mean rating of (3.54).

The overall mean rating for this indicator is (3.56) with descriptive equivalent of high. This means that communication ideologies of public elementary school teachers in terms of charismatic is manifested oftentimes. This emphasized that the teachers use personal charm gets things done in the classroom and use powerful way in leading the students.

This finding is similar to the study of Barnlund (2008) who emphasized that a leader should be charismatic. There should be an aura of authority around him, at the same time people should feel that he is approachable. Being well dressed, knowledgeable, remembering small details about other's personal lives and inquiring about them from time to time, basically finding a balance between being a task master and a softie are some ways to being charismatic in one's business communication.

**Table 7.** *Summary on Level of Communication Ideologies*

	Item	Mean	Descriptive Equivalent
1.	Incomparable	3.62	High
2.	Inspirational	3.54	High
3.	Consistent	3.55	High
4.	ideal behavior	3.51	High
5.	good listener	3.55	High
6.	Charismatic	3.56	High
	<b>Overall Mean</b>	<b>3.54</b>	<b>High</b>

As displayed in table 7 is the summary on communication ideologies of public elementary school teachers in terms of incomparable, inspirational, consistent, ideal behavior, good listener and charismatic. The indicators and mean ratings of this variable are as follows: incomparable has mean rating of (3.62); inspirational has mean rating of (3.54); consistent with mean rating of (3.55); ideal behavior has mean rating of (3.51); good listener has mean rating of (3.55).

The overall mean of communication ideologies of public elementary school teachers in terms of incomparable, inspirational, consistent, ideal behavior, good listener and charismatic is 3.54 or high. This means communication ideologies of public elementary school teachers is manifested oftentimes. This indicates that the teachers involves not only the process of creating meaning, but is also intrinsic to the means by which relations of domination are produced and reproduced. The notion of ideology is presented as the conceptual link between communication and power.

This findings is congruent with study of Bate, Barbara & Taylor [14] pointed out that effective communication skills are a must to any leader in the corporate world today, a leader communicates with a number of people on a daily basis, such as his subordinates, school heads, clients, media persons, shareholders, investors, etc. Hence, the success of any leader, in dealing, negotiating and working with all these people depends a lot on his interpersonal skills. If the leader is able to form a kind of connection with the people they interact with gestures, the way they communicate and present themselves, a leader is able to accomplish a lot more. These are the administrative communication skills that one needs to possess, which will make a leader a people's person make others feel special, compelling

and inspirational, clear and consistent, exemplify model behavior, good listener and charismatic.

### 3.2 Level of Social Interface Expertise of Teachers

**Table 8.** *Social Interface Expertise of Teachers in Terms of Edition*

Item	Mean	Descriptive Equivalent
1. finds a way to acquire resources that promote character building.	3.48	Moderate
2. initiates other strategies for income generating sources.	3.60	High
3. involves other agencies for them to extend support to school program.	3.34	Moderate
4. asks donation from private sectors for schools facilities improvement.	3.20	Moderate
5. strengthens school- community linkages to achieve school outcomes.	3.33	Moderate
<b>Overall Mean</b>	<b>3.39</b>	<b>Moderate</b>

As displayed in table 8 is the social interface expertise of public elementary school teachers in terms of edition. The items and mean rating of this indicator are as follows: finding a way to acquire resources that promote character building yielded a mean rating of (3.48); initiating other strategies for income generating sources obtained the mean score of 3.60 , involving other agencies for them to extend support to school program gained a mean rating of (3.34); asking donations from the private sectors for school facilities improvement earned a mean rating of (3.20) and strengthening school- community linkages to achieve school outcomes got a mean rating of (3.33).

The overall mean rating for this indicator is (3.39) with descriptive equivalent of moderate. This indicates that social interface expertise of public elementary school teachers in terms of edition is sometimes manifested. This shows that the teachers find ways to acquire sufficient resources from other sources and resourceful in finding other sources of income for the school. This entails that their administrators is providing financial help for the support of school needs and for facilities improvement.

This indications is similar to the concepts of Start [20] that social systems must cope with their external boundary conditions, such as their resource base, physical environment, territory and so on. Financial and economic activity serves to solve problems of adaptation. Social system initiates a quality service program in organization with clearly defined parts that operate and communicate effectively.

**Table 9.** *Social Interface Expertise of Teachers in Terms of Goal Accomplishment*

Item	Mean	Descriptive Equivalent
------	------	------------------------

1.	clearly stated the vision of the school and plans on how to achieve that vision by influencing teachers and students.	3.59	High
2.	explains the goals of the school to the teachers and students.	3.59	High
3.	revisits VMG with the participation of the teachers and students.	3.51	High
4.	disseminates properly the VMG to anyone.	3.59	High
5.	discuss clearly the VMG to the teachers and students.	3.54	High
<b>Overall Mean</b>		<b>3.56</b>	<b>High</b>

As presented in table 9 is the data on social interface expertise of public elementary school teachers in terms of goal accomplishment. The items and mean rating of this indicator are as follows: clearly stating the vision of the school and planning on how to achieve that vision by influencing the teachers and students yielded a mean rating of (3.59); explaining the goals of the school to the teachers and students obtained a mean rating of (3.59); initiating the revision of the VMG with the participation of the teachers and students gained a mean rating of (3.51); interpreting the Vision, Mission and Goals to the teachers and students earned a mean rating of 3.59 and for discussing clearly the Vision, Mission and Goals to the teachers and students got a mean rating of (3.54).

The overall mean rating earned for this indicator is (3.56) with descriptive equivalent of high. This means that the social interface expertise of public elementary school teachers in terms of goal accomplishment is manifested oftentimes. This designates that the teachers clearly states the vision of their school and plans on how to achieve that vision by influencing the students.

This indication is in line with the concepts of Mobius [21] cited that it began phasing-in the assessment of attainment of goals identified within person-centered plans. The organization was seeking a method for assessing the effectiveness of individual plans and services in supporting positive outcomes for individuals in school. Goal attainment provides a means to assess the amount of relative change by considering information from any combination of measurement, observation and/or reporting sources in school.

**Table 10.** *Social Interface Expertise of Teachers in Terms of Assimilation*

	<b>Item</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
1.	understands and appreciates the demand of values of the society.	3.54	High
2.	conveys the resources of everyone that creates patterns of transparency.	3.55	High
3.	recognizes cooperation among departments.	3.54	High
4.	inspires teaching and non-teaching staff and the importance of mutual support and cooperation.	3.59	High
5.	promotes a well-coordinated in partnership in the school activities.	3.59	High
<b>Overall Mean</b>		<b>3.56</b>	<b>High</b>

As reflected in table 10 is the data on social interface expertise of public elementary school teachers in terms of assimilation. The items of this indicator were rated high with mean rating are as follows: understanding and appreciating the demand of values of the society yielded a mean rating of (3.54); conveying the resources of everyone that creates patterns of transparency obtained a mean rating of (3.55); recognizing the cooperation among departments gained a mean rating of (3.54); inspiring teaching and non-teaching staff and the importance of mutual support and cooperation and promoting a well-coordinated in partnership in the school activities got a mean rating of (3.59).

The overall mean rating for this indicator is (3.56) with descriptive equivalent of high. This means that the social interface expertise of public elementary school teachers in terms of assimilation is manifested oftentimes. This directs that the teachers understand and appreciate the individual behavior in school and had clear and inspiring leadership in school. They also recognized the cooperation among departments, had solidarity among the teaching and non-teaching staff in school and had coordination in the school activities.

This indications is in line with the ideas of Stetler et al. [22] emphasized that functional leadership theory is useful theory for addressing specific leader behaviors expected to contribute to organizational or unit effectiveness. This theory argues that the leader's main job is to see that whatever is necessary to group needs is taken care of; thus, a leader can be said to have done their job well when they have contributed to group effectiveness and cohesion. Leadership observed broad functions that a leader performs when promoting organization's effectiveness. Consideration includes behavior involved in fostering effective relationships showing concern for a subordinate manner.

**Table 11.** *Social Interface Expertise of Teachers in Terms of Expectancy*

	Item	Mean	Descriptive Equivalent
1.	differentiates task and productive orientations in leading the organization.	3.58	High
2.	inculcates the values of commitment to all personnel.	3.61	High
3.	respects the individual personality of the people.	3.59	High
4.	encourages good practices in school.	3.69	High
5.	leads the school in modest and honest manner.	3.74	High
	<b>Overall Mean</b>	3.64	High

As displayed in table 11 is the data on social interface expertise of public elementary school teachers in terms of expectancy. The items of this indicator were rated high with mean rating are as follows: differentiating task and productive orientations in leading the organization yielded a mean rating of (3.58); inculcating the values of commitment to all personnel obtained a mean rating of (3.61); respecting the individual personality of the teachers gained a mean rating of (3.59); encouraging good practices in school earned a mean rating of (3.69) and leading the school in modest and honest manner got a mean rating of (3.74).

The overall mean rating earned for this indicator is (3.64) with descriptive equivalent of high. This demonstrates that the social interface expertise of public elementary school teachers in terms of expectancy is manifested oftentimes. That the administrator is a values oriented person and inculcates the values of commitment to all teachers. This displays that the administrator is respecting the individual personality of the teachers, encouraging good practices in school and reminding the teachers to practice professional ethics in school.

This indication is aligned with the views of Oser[23] who expressed that professional carries additional moral responsibilities to those held by the population in general. This is because professionals are capable of making and acting on an informed decision in situations. In the workplace administrators, managers and supervisors should set the standard for using ethics by showing respect, being honest, and promoting trust.

**Table 12.** *Summary on the Social Interface Expertise*

	<b>Item</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
1.	edition	3.39	Moderate
2.	goal accomplishment	3.56	High
3.	assimilation	3.56	High
4.	expectancy	3.64	High
	<b>Overall Mean</b>	<b>3.54</b>	High

As displayed in table 12 is the summary on the level of social interface expertise of public elementary school teachers in terms of edition, goal accomplishment, assimilation and expectancy. Among the indicators are: adaptation with mean rating of (3.39) which described as moderate; goal attainment with mean rating of (3.56) which described as high; Integration with mean rating of (3.56) which described as high and latency with mean rating of (3.64) which described as high.

The overall mean rating of social interface expertise of public elementary school teachers in terms of edition, goal accomplishment, assimilation and expectancy is 3.54 or high. This means that social interface expertise of public elementary school teachers in terms of edition, goal accomplishment, assimilation and expectancy manifested oftentimes. This specifies that social interface expertise of public elementary school teachers has critical point of intersection between different lifeworld, social fields or levels of social organization, where social discontinuities based upon discrepancies in values, interests, knowledges and power, are most likely to be located.

This result with has relation to the theory of Mandler [24] who viewed that values denotes high degree of importance, with the aim of determining what action or life is best to do or live, or at least attempt to describe the value of different actions. It may be described as treating actions themselves as abstract objects, putting value to them. Furthermore this result is also in line with the point of view of Kekes[25] who stated that values deals with right conduct and good life, in the sense that relatively highly, valuable action may be regarded as ethics of good sense.

### **3.3 Significance on the Relationship Between Communication Ideologies and Social Interface Expertise**

**Table 13.** *Significance on the Relationship Between Communication Ideologies and Social Interface Expertise*

<b>Variables</b>	<b>r-value</b>	<b>Degree of Correlation</b>	<b>p-value</b>	<b>Decision (Ho)</b>
<i>Communication Ideologies</i>	0.886	High Correlation	0.00	Rejected
<i>Social Interface Expertise</i>				

As presented in table 13 is the significant relationship on communication ideologies and social interface expertise of public elementary school teachers with an overall computed r-value of 0.886 with equivalent p-value 0.00 at  $\alpha$  0.05 of significance set in this study. Since the overall computed value is higher than the tabular value.

This indicates that the null hypothesis is hereby rejected and it could be stated therefore, that there is a significant relationship between communication ideologies and social interface expertise of public elementary school teachers in Panabo District 1, Division of Davao City. This implies that the higher the communication ideologies, the better result on the social interface expertise of public elementary school teachers in Panabo District 1, Division of Davao City.

Being able to communicate effectively is perhaps the most important of all life skills. It is what enables us to pass information to other people, and to understand what is said to us. You only have to watch a baby listening intently to its mother and trying to repeat the sounds that she makes to understand how fundamental is the urge to communicate [26].

Communication ideology is the act of transferring information from one place to another. It may be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice). In practice, it is often a combination of several of these [18].

### **3.4 The Domains of Communication Ideologies Significantly Influence Social Interface Expertise**

**Table 14.** *The Domains of Communication Ideologies Significantly Influence Social Interface Expertise*

<b>Model</b>	<b>Sum of Squares</b>	<b>DF</b>	<b>r-value</b>	<b>Degree</b>	<b>p-value</b>	<b>Decision</b>
Regression	573.898	3	0.884	High	0.00	Rejected
Residual	524.331	128				
Total	564.121	131				

Table 14 suggests that the model describing the influence of communication ideologies to social interface expertise is significant ( $p=0.000$ ). This means that communication ideologies significantly influence social interface expertise.

Developing communication ideology can help all aspects of life, from professional life to social gatherings and everything in between. The ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked. It is never too late to work on communication skills and by doing so, it may well find and improve the quality of life. Communication ideology are needed in almost all aspects of life [27].

Professionally, if applying for jobs or looking for a promotion with current employer, it will almost certainly need to demonstrate good communication ideologies. Communication ideologies are needed to speak appropriately with a wide variety of people whilst maintaining good eye contact, demonstrate a varied vocabulary and tailor your language to your audience, listen effectively, present your ideas appropriately, write clearly and concisely, and work well in a group. Many of these are essential skills that most employers seek [28].

#### **4. CONCLUSIONS**

On the basis of the forgoing findings, the following conclusions are drawn: The communication ideologies of public elementary school teachers in terms of incomparable, inspirational, consistent, ideal behavior, good listener and charismatic high and manifested oftentimes. Moreover, the social interface expertise of public elementary school teachers in terms of edition, goal accomplishment, assimilation and expectancy high. This means that social interface expertise of public elementary school teachers in terms of edition, goal accomplishment, assimilation and expectancy manifested oftentimes. Furthermore, there is a significant relationship between the communication ideologies and social interface expertise of public elementary school teachers hence, there is acceptance of null hypothesis. Additionally, the domains of communication ideologies significantly influence social interface expertise of public elementary school teachers in Panabo District, Division of Davao City hence, there is acceptance of null hypothesis.

#### **6. RECOMMENDATIONS**

Based on the forgoing conclusions, the researcher proposes the following recommendations: The findings of this study may serve as the bases of formulating styles on communication ideologies and social interface expertise of public elementary school teachers in Panabo District 1, Division of Davao City of DepEd officials and personnel to ensure higher level on fostering better work relationship and improve more as they reflect on their educational social system. Moreover, the outcome of this research may provide insights to all school administrators to improve the communication ideologies and social interface expertise of public elementary school teachers for having harmonious relationship within the school. It may provide an information to all school administrators particularly in the communication ideologies and social interface expertise of public elementary school teachers in school. It may develop the understanding of the administrators in the different culture and family backgrounds of the teachers. Furthermore, the results of this study may give motivation to the teachers, that they may continue participating and working their daily tasks. It may inform teachers regarding on how they would act with dignity and work effectively in school at all time. It may help the teachers in coping with the changes of the atmosphere in school. Lastly, the findings of this study may provide the future researchers a

starting point how to expand the coverage of the research in terms of the variables covered in the study.

### **CONSENT (WHEREEVER APPLICABLE)**

All authors declare that 'written informed consent was obtained from the respondent (or other approved parties) for publication of this case report and accompanying images. A copy of the written consent is available for review by the Editorial office/Chief Editor/Editorial Board members of this journal.

### **ETHICAL APPROVAL (WHEREEVER APPLICABLE)**

All authors hereby declare that the protocols of this study have been examined and approved by the appropriate ethics committee and have therefore been performed in accordance with the ethical standards laid down in the 1964 Declaration of Helsinki.

### **REFERENCES**

1. Ahlquist J. Trending now: Digital leadership education using social media and the social change model. *Journal of Leadership Studies*. 2014 Aug;8(2):57-60.
2. Nelson SW, Guerra PL. Educator beliefs and cultural knowledge: Implications for school improvement efforts. *Educational Administration Quarterly*. 2014 Feb;50(1):67-95.
3. D. Cox D, McLeod S. Social media marketing and communications strategies for school superintendents. *Journal of Educational Administration*. 2014 Aug 26;52(6):850-68.
4. Tubbs SL. *Human communication: Principles and contexts*.
5. Burley-Allen M. Listening, the forgotten skill.
6. Wagner T. The global achievement gap: Why even our best schools don't teach the new survival skills our children need-and what we can do about it. *ReadHowYouWant.com*; 2010 May 21.
7. Goleman D. What makes a leader?. In *Military leadership 2018* Apr 17 (pp. 39-52). Routledge.
8. Daing CA, Mustapha LC. School administrators' instructional leadership skills and teachers' performance and efficacy in senior high schools in the national capital region, Philippines. *International Journal of Educational Policy Research and Review*. 2023 Feb;11(1):1.
9. Gochhayat J, Giri VN, Suar D. Influence of organizational culture on organizational effectiveness: The mediating role of organizational communication. *Global Business Review*. 2017 Jun;18(3):691-702.
10. Berkovich I. Between person and person: Dialogical pedagogy in authentic leadership development. *Academy of Management Learning & Education*. 2014 Jun;13(2):245-64.
11. GONZALES RS. IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN SULOP NATIONAL HIGH SCHOOL.
12. Anderson T. *Transforming leadership: Equipping yourself and coaching others to build the leadership organization*. Routledge; 2017 Oct 2.
13. Pregoner JD, Baguio JB. Learning Strategies and Readiness towards Blended learning in English Subjects as Predictors of Students' Satisfaction during the COVID-19 Pandemic. *Asian Journal of Education and Social Studies*. 2024 Mar 6;50(4):170-84.
14. Bate B, Taylor (Eds.). *Women Communicating*. Norwood, NJ: Ablex; 2008. p. 569-688.
15. Parsons T. *Social Systems and the Evolution of Action Theory*. New York: Academic Press; 2017.
16. Chandler, D. *The Transmission Model of Communication*. Aber.ac.uk. 2010.

17. Conger JA. Inspiring others: The language of leadership. *Academy of Management Perspectives*. 1991 Jan 1;5(1):31-45.
18. Montana PJ. *Management*. 4th ed. New York: Barron's Educational Series, Inc.; 2008. p. 333.
19. Abrell-Vogel C, Rowold J. Leaders' commitment to change and their effectiveness in change—a multilevel investigation. *Journal of organizational change management*. 2014 Oct 7;27(6):900-21.
20. Start. Social structure and anomie. *American Sociological Review*. 2011;3(5):672-682.
21. Mobius. Four concepts of social structure. *Journal for the Theory of Social Behaviour*. 2016;19(2):195–211.
22. Stetler CB, Ritchie JA, Rycroft-Malone J, Charns MP. Leadership for evidence-based practice: strategic and functional behaviors for institutionalizing EBP. *Worldviews on Evidence-Based Nursing*. 2014 Aug;11(4):219-26.
23. Oser FK. Professional morality: A discourse approach (the case of the teaching profession). In *Handbook of moral behavior and development* 2014 Feb 4 (pp. 191-228). Psychology Press.
24. Mandler G. The structure of value: Accounting for taste. In *Affect and cognition* 2014 Jan 14 (pp. 3-36). Psychology Press.
25. Kekes J. *Moral wisdom and good lives*. Cornell University Press; 2018 Oct 18.
26. Heyman R. *Why Didn't You Say That in the First Place? How to Be Understood at Work*. Vancouver: Penguin Books; 2010.
27. Pye LW. *Communications and political development*.(SPD-1). Princeton University Press; 2015 Dec 8.
28. Dimpleby R, Burton G. *More than words: An introduction to communication*. Routledge; 2020 Aug 14.