

COMMUNICATION IDEOLOGIES AND SOCIAL INTERFACE EXPERTISE OF PUBLIC ELEMENTARY SCHOOL TEACHERS

ABSTRACT

This study aimed to determine if communication ideologies significantly influence the social interface expertise of public secondary school teachers in the 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 high communication ideologies across dimensions such as incomparable, inspirational, consistent, ideal behaviour, good listening, and charismatic traits.

Moreover, the teachers frequently manifested the social interface expertise of public secondary school teachers, including skills in edition, goal accomplishment, assimilation, and expectancy. 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 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 foremost challenges facing classroom leaders today revolves around their communication strategies and their expertise in navigating educational social interfaces [1]. Effective communication skills are indispensable for any classroom leader [2]. In today's corporate environment, classroom leaders interact with a diverse array of individuals on a daily basis, including subordinates, students, school staff, clients, media personnel, shareholders, and investors. Meanwhile, their proficiency in educational and social interface encompasses their ability to influence their clientele and adeptly engage in social interactions, all under the guidance of school administrators. This proficiency is demonstrated through various facets such as edition, goal attainment, integration, and expectancy [3].

In the United States of America, the effectiveness of any classroom leader in managing, negotiating, and collaborating with various stakeholders heavily relies on their

communication strategies. Establishing meaningful connections through gestures, communication style, and personal presentation significantly enhances a classroom leader's ability to achieve objectives. Comprehensive communication skills are paramount for a classroom leader to excel in their role [4]. One problem of classroom leaders in New York is their communication ideologies. They are experiencing difficulties articulating and persuading their audience effectively and efficiently. A leader must be able to communicate effectively often. When executives in all institutions, companies, and industries are asked to list the most important skills a manager must possess, the answer consistently will be a leader's very good communication skills [5]. Classroom managers spend most of their day engaged in communication; 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 context of the Philippines, effective communication ideologies and educational social interface expertise are crucial for group leaders. Their ability to communicate ideas clearly and succinctly with colleagues and subordinates lays the groundwork for successful leadership. A leader's capacity to articulate thoughts and actively listen to others' perspectives is fundamental for building rapport and fostering collaboration [7].

Although Filipino researchers may not entirely agree with the definition of communication ideologies, they generally concur that classroom leaders play pivotal roles in guiding, motivating, and inspiring others within an organization or community. These leaders command attention and influence individuals to pursue shared goals or objectives [8]. Moreover, the effective communication ideologies of teachers can significantly enhance group and organizational performance. They play vital roles in mentoring less experienced colleagues and leading successful project teams, ultimately driving school goals forward [9].

Communication ideologies entail effectively conveying one's ideas to an audience and ensuring that the intended meaning is understood. This ability is indispensable for classroom leaders across various organizational functions, from school administration to business operations, and greatly contributes to their success [10].

In Region XI, proficient classroom leader communicators prioritize clarity and focus in their discussions. Clearly defining topics ensures audience engagement, while concise communication maintains interest and credibility. Digressing frequently can disengage the audience and undermine the leader's authority [11].

Effective communication flow is critical for any leader, encompassing upward, downward, lateral, and rumour control channels. With the advent of electronic communication mediums, such as email, leaders face both opportunities and challenges. While email offers efficient communication, it can also become overwhelming if not managed effectively [12].

Given the importance of communication ideologies in social interface expertise, this study aims to assess their significance among public elementary school teachers in Panabo District 1, Division of Davao City. The findings of this study will serve as a valuable blueprint for shaping future managerial policies, underscoring its social relevance and potential impact.

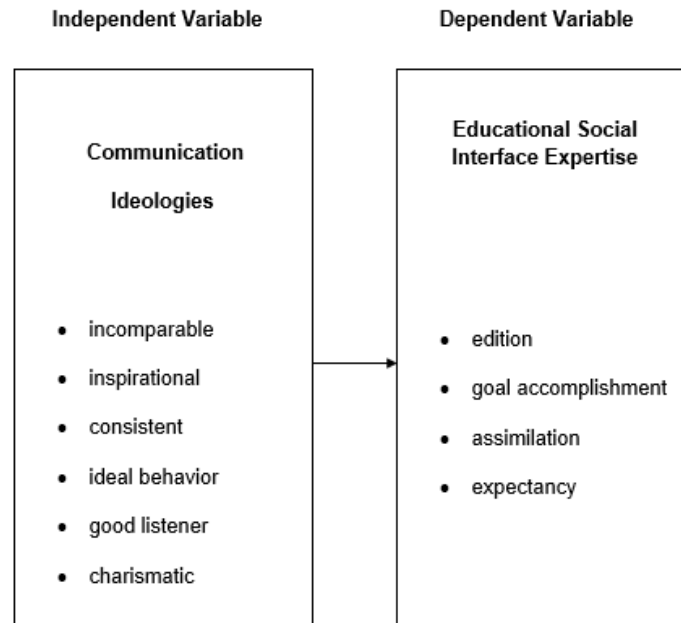


Figure 1. Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study utilized a non-experimental quantitative research design employing the correlational method. This method was chosen to describe the status of the situation as it existed at the time of the study and to explore potential causes of a specific phenomenon. Correlation research involves collecting data to ascertain whether a relationship exists between two or more quantifiable variables [13].

The descriptive survey focused on gathering quantitative data regarding the aforementioned phenomenon. A structured questionnaire was deemed suitable for collecting data from the target respondents. The study aimed to assess the communication ideologies and social interface expertise of public elementary school teachers in Panabo District, Division of Davao City.

2.2 Research Respondents

The study encompassed 131 teachers from public elementary schools within Panabo District, Division of Davao del Norte. Furthermore, 131 Panabo Vocational High School respondents participated by assessing their colleagues through a survey questionnaire. All participating teachers had accrued a minimum of three years of service in public schools. The research was conducted throughout the school year 2023-2024. The researcher employed a universal sampling process, encompassing the entire study population as respondents.

2.3 Research Instrument

In this study, the instruments utilized were a modified test survey questionnaire based on various authors' works and refined by the researcher. The questionnaire underwent refinement with the guidance of the thesis adviser and three validators from the Doctor of Educational Management profession. These individuals evaluated the content, reliability, and validity of the questionnaire. Pilot testing was then conducted with 30 respondents, resulting in a Cronbach's alpha rating of .767. The questionnaire consisted of 50 items, organized into 10 indicators for the study. Each indicator comprised five item questions. Likert's scale assessed public elementary school teachers' communication ideologies and social interface expertise in Panabo District, Division of Davao City.

Part 1 of the questionnaire focused on the communication ideologies of public elementary school teachers, covering six indicators: making others incomparable, inspirational, consistent, ideal behaviour, good listener, and charismatic [14]. Part 2 addressed the 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 collected through the following procedures: A letter of permission was obtained to conduct the study on communication ideologies and social interface expertise of public elementary school teachers in Panabo District, Division of Davao City. This permission was granted by the Dean of Graduate Studies at Rizal Memorial Colleges, as well as the adviser and school principal, along with moderators or teachers in charge of public elementary schools in Panabo District, Division of Davao del Norte. Clear and sufficient copies were printed to prevent any administrative issues. The researcher personally administered the questionnaire to the respondents and requested honest answers to ensure valid and reliable data. All questionnaires were retrieved, accounting for 100% participation. The collected results were then collated and tabulated for statistical analysis. With the assistance of a statistician and adviser, the researcher conducted the analysis and interpretation of the study.

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 between 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 public elementary school teachers' communication ideologies and social interface expertise 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 maintains eye contact effectively.	3.68	High
	Overall Mean	3.62	High

As presented in Table 1, the data regarding the communication ideologies of public elementary school teachers in terms of being incomparable are outlined. The items and their corresponding mean ratings for this indicator are as follows: effectively using gestures, body language, and maintaining eye contact yielded a mean rating of 3.68; delivering inspirational messages to 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 on some level with their communication to make others feel special gained a mean rating of 3.58; conveying feelings to teachers that encourage participation in school activities obtained a mean rating of 3.55.

The overall mean rating obtained for this indicator is 3.62, indicating a high level of manifestation of communication ideologies among public elementary school teachers in terms of being incomparable. This suggests that teachers possess a great quality of connecting with people on some level through their communication, thereby delivering inspirational messages to students that make them comfortable.

These indications align with those of Bate et al. [14], who emphasized that a classroom leader is incomparable and possesses the great quality of connecting with people on some level through their communication. Through the words they speak, their gestures, body language, and the way they maintain eye contact, they convey to others that they matter. They have the uncanny ability to make people feel special through their leadership communication skills, which differentiate successful leaders from others.

According to Chandler [16], the communication ideologies of teachers involve the incomparable and controlled, purposeful transfer of meaning by which classroom leaders influence individuals, groups, organizations, or communities. Communication ideologies utilize resources to overcome interferences and 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
Overall Mean	3.54	High

As shown in Table 2, the data on the communication ideologies of public elementary school teachers in terms of being inspirational are outlined. The items and their mean ratings for this indicator are as follows: making teachers realize the importance of organizational goals yielded a mean rating of 3.58; conveying the school vision in a clear, confident, and compelling manner gained a mean rating of 3.56; practising strategies and procedures that facilitate the attainment of school goals earned a mean rating of 3.54; adhering to the values and beliefs of the school obtained a mean rating of 3.53, and demonstrating leadership qualities and communication skills that inspire teachers to work productively received a mean rating of 3.52.

The overall mean rating for this indicator is 3.54, denoting a high level of manifestation of inspirational communication ideologies among teachers. This implies that teachers frequently demonstrate behaviours that inspire and motivate others. They adhere to a set of values that guide them towards achieving the school's goals, ensuring that all teachers are evaluated according to quality standards in teaching and their alignment with the school's values and beliefs. This indicates that administrators have established strategies and procedures that everyone within the school must follow to reach the common goal.

This indication resonates with the perspective of Conger [17], who emphasized the importance of being compelling and inspirational in leadership communication. It highlights that every organization possesses leadership qualities and communication strategies that inspire teachers to work productively, which everyone must adhere to to achieve collective goals.

According to Montana [18], there are several reasons why inspirational communication ideologies are crucial, as they motivate school leaders to initiate immediate action. These include fostering open, inspirational communication and developing good leadership communication skills to create an environment where ideas, solutions, and challenges can be openly discussed. Additionally, enhancing these communication skills can ensure that people leave interactions feeling more inspired than when they arrived.

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 relationships 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
Overall Mean		3.55	High

As depicted in Table 3, the data on the communication ideologies of public elementary school teachers in terms of consistency are outlined. The items and their mean ratings for this indicator are as follows: communicating clearly and consistently with clients, subordinates, students, and teachers to promote harmonious relationships in school yielded a mean rating of 3.53; displaying leadership traits and fostering team building with teachers clearly and consistently gained a mean rating of 3.53; speaking and discussing evaluation results with teachers clearly and consistently in private obtained a mean rating of 3.60; avoiding the use of contradictory statements that may confuse the school earned a mean rating of 3.58, and providing encouraging statements that promote better outcomes for teachers received a mean rating of 3.51.

The overall mean rating for this indicator is 3.55, indicating a high level of manifestation of consistency among teachers. Teachers frequently demonstrate leadership traits and engage in team-building activities with their colleagues and students, communicating clearly and consistently.

This aligns with the concept presented by Conger [17], who emphasized that a leader's communication with clients, subordinates, or the media should be clear and consistent to promote the organization's objectives. A leader must articulate their message clearly and be consistent in their opinions to instill 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
Overall Mean		3.51	High

As presented in Table 4, the data on the communication ideologies of public elementary school teachers in terms of ideal behaviour are outlined. The items and their mean ratings for this indicator are as follows: observing a direct impact on the way their subordinates behave and communicate yielded a mean rating of 3.51; practising transparency, focusing on the field, and maintaining good utilization in order to meet school goals obtained a mean rating of 3.59; exhibiting ethical behaviours in daily activities with stakeholders gained a mean rating of 3.49; desiring their staff to be trustworthy in their communication with one another and with school clients, and modelling the same behaviour earned a mean rating of 3.48; exhibiting good gestures and other body language and messages to others got a mean rating of 3.45.

The overall mean rating for this indicator is 3.51, with a descriptive equivalent of high. This indicates that the communication ideologies of public elementary school teachers in terms of ideal behavior are frequently manifested. This suggests that teachers observe a direct impact on how subordinates behave and communicate, and they desire their students to be trustworthy in their communications with one another and with school clients, modeling the same behaviour.

These findings align with the insights of Abrell-Vogel & Rowold [19], who emphasized that demonstrating model behaviour in leadership communication skills significantly influences subordinates' behavior and communication styles. Therefore, if a leader aims to cultivate transparency, respect, trustworthiness, and openness among their staff during communication, they must exemplify these qualities.

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
	Overall	3.55	High

As presented in Table 5, the results on the communication ideologies of public elementary school teachers in terms of being a good listener are outlined. The items and their mean ratings for this indicator are as follows: being a good listener to the feelings and thoughts while conversing with teachers yielded a mean rating of 3.58; being a good listener to the explanations provided by teachers positively obtained a mean rating of 3.58; being a good listener to the suggestions offered by teachers positively gained a mean rating of 3.54, and opening lines of communication that promote understanding between the leader and subordinates, soliciting opinions and ideas that foster a sense of ownership earned a mean rating of 3.52.

The overall mean rating for this indicator is 3.55, with a descriptive equivalent of high. This indicates that the communication ideologies of public elementary school teachers in terms of being a good listener are frequently manifested. This suggests that teachers regularly take

time to appreciate the work of their colleagues. It also indicates that the school administrator is a good listener to the feelings and thoughts expressed by teachers and their explanations.

These results are consistent with the findings of [14], who emphasized that a leader should possess excellent listening skills. Communication is not just about talking; a significant aspect of it involves listening and understanding. When others feel that the leader understands them, they are more likely to be forthcoming and open in expressing their opinions, feelings, and thoughts, which is a positive sign for any organization.

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

Item	Mean	Descriptive Equivalent
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
Overall Mean	3.56	High

As displayed in Table 6, the communication ideologies of public elementary school teachers in terms of being charismatic are outlined. The items and their mean ratings for this indicator are as follows: articulating the vision using metaphors and stories in ways that everyone can understand yielded a mean rating of 3.59; possessing a powerful way to lead obtained a mean rating of 3.57; giving praise for followers' achievements and using personal charm to accomplish tasks gained a mean rating of 3.55; allowing teachers to envision a future state that everyone believes will be better than today's environment received a mean rating of 3.54.

The overall mean rating for this indicator is 3.56, with a descriptive equivalent of high. This indicates that the communication ideologies of public elementary school teachers in terms of being charismatic are frequently manifested. It emphasizes that teachers use personal charm to accomplish tasks in the classroom and employ powerful leadership methods with 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 them while still being approachable. Being well-dressed, knowledgeable, remembering small details about others' personal lives, and inquiring about them from time to time are some ways to exhibit charisma in 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
	Overall Mean	3.54	High

As displayed in Table 7, the summary of communication ideologies of public elementary school teachers in terms of being incomparable, inspirational, consistent, ideal behavior, good listener, and charismatic is outlined. The indicators and their mean ratings for this variable are as follows: incomparable has a mean rating of 3.62; inspirational has a mean rating of 3.54; consistent has a mean rating of 3.55; ideal behavior has a mean rating of 3.51; good listener has a mean rating of 3.55.

The overall mean of communication ideologies of public elementary school teachers in terms of being incomparable, inspirational, consistent, ideal behavior, good listener, and charismatic is 3.54, indicating a high level of manifestation. This suggests that teachers are not only involved in the process of creating meaning but also intrinsic to the means by which relations of domination are produced and reproduced. The notion of ideology serves as the conceptual link between communication and power.

These findings are congruent with the study of Bate, Barbara, and Taylor [14], who emphasized that effective communication skills are essential for any leader in the corporate world. A leader communicates with various individuals daily, such as subordinates, school heads, clients, media personnel, shareholders, investors, etc. Therefore, the success of any leader in dealing, negotiating, and working with all these people depends largely on their interpersonal skills. If a leader can establish a connection with others through gestures, communication style, and presentation, they can achieve much more. These administrative communication skills are crucial for a leader to become approachable, compelling, inspirational, clear, consistent, exemplifying model behavior, a 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
	Overall Mean	3.39	Moderate

As displayed in Table 8, the social interface expertise of public elementary school teachers in terms of edition is outlined. The items and their mean ratings for 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 a mean score of 3.60; involving other agencies to extend support to school programs gained a mean rating of 3.34; asking for donations from the private sector for school facilities improvement earned a mean rating of 3.20, and strengthening school-community linkages to achieve school outcomes received a mean rating of 3.33.

The overall mean rating for this indicator is 3.39, with a descriptive equivalent of moderate. This indicates that the social interface expertise of public elementary school teachers in terms of edition is sometimes manifested. This suggests that teachers find ways to acquire sufficient resources from other sources and are resourceful in finding additional sources of income for the school. It also implies that their administrators provide financial assistance to support school needs and facility improvements.

These indications are similar to the concepts of Start [20], which suggest that social systems must cope with their external boundary conditions, such as their resource base, physical environment, territory, and so on. Financial and economic activities serve to solve adaptation problems, and social systems initiate quality service programs within organizations 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
	Overall Mean	3.56	High

As presented in Table 9, the data on the social interface expertise of public elementary school teachers in terms of goal accomplishment are outlined. The items and their mean ratings for 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 discussing the Vision, Mission, and Goals clearly with the teachers and students got a mean rating of 3.54.

The overall mean rating earned for this indicator is 3.56, with a descriptive equivalent of high. This means that the social interface expertise of public elementary school teachers in terms of goal accomplishment is frequently manifested. This signifies that teachers clearly state their school's vision and plan on how to achieve that vision by influencing the students.

This indication aligns with the concepts of Mobius [21], who highlighted the implementation of the assessment of goal attainment identified within person-centered plans. The organization sought 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 relative amount of 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*

	Item	Mean	Descriptive Equivalent
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
	Overall Mean	3.56	High

As reflected in Table 10, the data on the social interface expertise of public elementary school teachers in terms of assimilation are outlined. The items of this indicator were rated high with mean ratings as follows: understanding and appreciating the demands of societal values yielded a mean rating of 3.54; conveying the importance of transparency in utilizing resources received a mean rating of 3.55; recognizing cooperation among departments gained a mean rating of 3.54; inspiring teaching and non-teaching staff regarding the importance of mutual support and cooperation, and promoting well-coordinated partnerships in school activities got a mean rating of 3.59.

The overall mean rating for this indicator is 3.56, with a descriptive equivalent of high. This suggests that the social interface expertise of public elementary school teachers in terms of assimilation is frequently manifested. This indicates that teachers understand and appreciate individual behaviors in school and exhibit clear and inspiring leadership. They also recognize

cooperation among departments, foster solidarity among teaching and non-teaching staff in school, and demonstrate coordination in school activities.

These indications align with the ideas of Stetler et al. [22], who emphasized that functional leadership theory is a useful framework for addressing specific leader behaviors expected to contribute to organizational or unit effectiveness. This theory argues that a leader's primary role is to ensure that whatever is necessary for the group's needs is taken care of; thus, a leader can be considered to have done their job well when they have contributed to group effectiveness and cohesion. Leadership involves broad functions that a leader performs to promote the organization's effectiveness, including behaviors aimed at fostering effective relationships and showing concern for subordinate well-being.

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
Overall Mean	3.64	High

As displayed in Table 11, the data on the social interface expertise of public elementary school teachers in terms of expectancy are outlined. The items of this indicator were rated high with mean ratings 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 a modest and honest manner got a mean rating of 3.74.

The overall mean rating earned for this indicator is 3.64, with a descriptive equivalent of high. This demonstrates that the social interface expertise of public elementary school teachers in terms of expectancy is frequently manifested. This implies that the administrator is a values-oriented person who instills the values of commitment in all teachers. This indicates that the administrator respects the individual personality of the teachers, encourages good practices in school, and reminds the teachers to practice professional ethics in school.

This indication is aligned with the views of Oser [23], who expressed that professionals carry additional moral responsibilities beyond those held by the general population. This is because professionals can make and act on informed decisions in various situations. Administrators, managers, and supervisors should set the standard for ethical behavior by showing respect, being honest, and promoting trust.

Table 12. *Summary on the Social Interface Expertise*

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

As displayed in Table 12, the summary of the level of social interface expertise of public elementary school teachers in terms of edition, goal accomplishment, assimilation, and expectancy is provided. Among the indicators are: adaptation with a mean rating of 3.39, described as moderate; goal attainment with a mean rating of 3.56, described as high; integration with a mean rating of 3.56, described as high; and latency with a mean rating of 3.64, 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, indicating a high level of manifestation. This specifies that the social interface expertise of public elementary school teachers is frequently demonstrated. It highlights a critical point of intersection between different lifeworlds, social fields, or levels of social organization, where social discontinuities based on discrepancies in values, interests, knowledge, and power are most likely to be located.

This result is related to the theory of Mandler [24], who viewed values as denoting a high degree of importance, aimed at determining what actions or ways of life are best to pursue, or at least attempting to assign value to different actions. It may be described as treating actions themselves as abstract objects and assigning value to them. Furthermore, this result aligns with the study of [25], which stated that values deal with right conduct and the good life, in the sense that relatively highly valuable actions 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*

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

As presented in Table 13, there is a significant relationship between communication ideologies and social interface expertise of public elementary school teachers, with an overall computed r-value of 0.886 and an equivalent p-value of 0.00 at α 0.05 significance level set in this study. Since the overall computed value is higher than the tabular value, the null hypothesis is hereby rejected. Therefore, it can be stated that there is a significant relationship between communication ideologies and the social interface expertise of public elementary school teachers in Panabo District 1, Division of Davao del Norte. This implies that the higher the communication ideologies, the better the result on the social interface expertise of public elementary school teachers in Panabo District 1, Division of del Norte.

Being able to communicate effectively is perhaps the most important of all life skills. It enables us to pass information to other people and 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 vocal (using voice), written (using printed or digital media such as books, magazines, websites, or emails), visual (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*

Model	Sum of Squares	DF	r-value	Degree	p-value	Decision
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 on social interface expertise is significant ($p=0.000$). This means that communication ideologies significantly influence social interface expertise.

Developing communication ideologies can benefit all aspects of life, from professional endeavors to social interactions 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, one may improve the quality of life. Communication ideologies are necessary in almost all aspects of life [27].

Professionally, when applying for jobs or seeking a promotion with a current employer, individuals must demonstrate good communication ideologies. Communication ideologies are necessary to speak appropriately with a wide variety of people while maintaining good eye contact, demonstrating a varied vocabulary, and tailoring language to the audience,

listening effectively, presenting ideas appropriately, writing clearly and concisely, and working well in a group. Many of these are essential skills that most employers seek [28].

4. CONCLUSIONS

Based on the foregoing findings, the following conclusions can be drawn: The communication ideologies of public elementary school teachers, including incomparable, inspirational, consistent, ideal behavior, good listener, and charismatic aspects, are high and manifested often. Moreover, the social interface expertise of public elementary school teachers, including edition, goal accomplishment, assimilation, and expectancy, is also high. This indicates that the social interface expertise of public elementary school teachers in these aspects is frequently observed.

Furthermore, a significant relationship exists between the communication ideologies and social interface expertise of public elementary school teachers, leading to the acceptance of the null hypothesis. Additionally, the domains of communication ideologies significantly influence the social interface expertise of public elementary school teachers in Panabo District, Division of Davao del Norte, also leading to the acceptance of the null hypothesis.

6. RECOMMENDATIONS

Based on the foregoing conclusions, the researcher proposes the following recommendations: The findings of this study may serve as the basis for formulating styles on communication ideologies and social interface expertise of public elementary school teachers in Panabo District 1, Division of Davao del Norte for DepEd officials and personnel. This can ensure a higher level of fostering better work relationships and further improvement as they reflect on their educational social system. Moreover, the outcome of this research may provide insights to all school administrators to enhance the communication ideologies and social interface expertise of public elementary school teachers, leading to a more harmonious relationship within the school. It may also offer information to school administrators, particularly regarding public elementary school teachers' communication ideologies and social interface expertise. This study may help administrators understand the teachers' different cultures and family backgrounds, fostering a supportive environment within the school. Furthermore, this study's results may motivate the teachers, encouraging their continued participation and dedication to their daily tasks. It can inform teachers on how to uphold dignity and effectiveness in their work within the school environment and assist them in coping with any changes in the school atmosphere. Lastly, the findings of this study may provide future researchers with a starting point on how to expand the coverage of research in terms of the variables examined in the study, contributing to the ongoing improvement and understanding of communication ideologies and social interface expertise among public elementary school teachers.

Consent

As per international standards or university standards, respondents' written consent has been collected and preserved by the author(s).

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. Alipio M. Predicting academic performance of college freshmen in the Philippines using psychological variables and expectancy-value beliefs to outcomes-based education: a path analysis. *IMCC Journal of Science*. 2021 Nov 15;1(Special):77-86.
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. Merritt MR. Active listening in the diverse roles of international school leaders. *IMCC J. Sci*. 2021;1.
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. Alipio M, Torres R. Transition to limited face-to-face classes during the COVID-19 pandemic: Challenges met and lessons learned towards implementing continuous quality improvement. *IMCC Journal of Science*. 2023 Jun 15;3(1):15-29.
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. Dimbleby R, Burton G. *More than words: An introduction to communication*. Routledge; 2020 Aug 14.

UNDER PEER REVIEW