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COMMUNICATION CODES AND COLLECTIVE BOUNDARY PROFICIENCY OF PUBLIC ELEMENTARY SCHOOL TEACHERS

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ABSTRACT
This study described the communication codes and social collective boundary proficiency of public elementary school teachers in the Philippines. This study used the non-experimental quantitative research design utilizing the correlational method. The respondents of this study were composed of 131 teachers in public elementary schools using universal sampling. The data analysis utilized the mean, Pearson r, and regression analysis. The findings revealed that the communication codes of teachers in terms of incomparable, inspirational, consistent, ideal behavior, good listener, and charismatic were oftentimes manifested. Similarly, the social collective boundary proficiency of teachers in terms of edition, goal accomplishment, assimilation, and expectancy were also oftentimes manifested. It was found out that there was a significant relationship between communication codes and social collective boundary proficiency of public elementary school teachers. It shown further that the domains of communication codes significantly influenced the social collective boundary proficiency of public elementary school teachers. Based on the findings, teachers may enhance their ability to deliver and understand information quickly and accurately. Effective communication is a vital skill that fosters mutual respect and openness, contributing to a positive and collaborative working environment. Promoting respectful dialogue and open exchange of ideas may lead to improved team performance and overall school climate.

KEYWORDS: *Communication Codes, Collective Boundary Proficiency, Teachers, Public Elementary Schools*

1. INTRODUCTION
Communication has emerged as a vital element in the daily practice of educational leadership. In classrooms and schools, the ability of teachers to convey messages clearly, listen actively, and respond appropriately is essential to fostering a productive learning environment. Communication codes, defined as consistent patterns of verbal and non-verbal interactions, have been recognized as fundamental to effective teaching and leadership (Noël et al., 2022). These codes are not merely about delivering instructions but are rooted in how teachers inspire, motivate, and build rapport with learners and colleagues (Owens et al., 2020).

Originally, communication in education was viewed primarily as a technical transmission of knowledge from teacher to student. However, contemporary literature reframes it as a relational and intentional act that significantly impacts how school communities function. Effective communication codes—such as being inspirational, ideal in behavior, and charismatic—are considered indicators of a teacher's ability to lead and influence others (Schuller, 2020). Similarly, these codes shape the collective work culture within schools and influence how teachers connect with learners, parents, and stakeholders (Liu, 2021).

Collective boundary proficiency, on the other hand, refers to the ability of individuals or teams to operate within shared structures of expectations, collaboration, and goals. In schools, this includes the alignment of teachers' efforts toward goal accomplishment, mutual assimilation, and maintaining professional boundaries (Nakidien et al., 2021). Teachers with strong collective boundary proficiency are better positioned to collaborate effectively, navigate school dynamics, and adapt to institutional demands (Weddle, 2020). This concept complements communication codes by emphasizing how individual behaviors contribute to collective success.

In the Philippine educational system, teachers face increasing demands to exhibit not only instructional competence but also interpersonal and collaborative skills. The role of communication is particularly emphasized in schools with limited resources, where effective dialogue and relationship-building are crucial to overcoming systemic barriers (Gardi et al., 2021). Yet, many public elementary school teachers struggle with inconsistencies in communication and unclear boundaries in collaborative settings, affecting school performance and professional morale (Saddique & Raja, 2022). These challenges underscore the importance of examining how communication codes relate to teachers' ability to function within collective structures.
Recent findings suggest that improving teachers' communication behaviors can lead to more cohesive and high-performing educational environments. When communication codes are clearly understood and consistently practiced, they can reduce

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conflict, build trust, and strengthen teamwork among school personnel (Johnson et al., 2021). In the same way, collective boundary proficiency is enhanced when teachers are guided by clear communication standards and supported by school leaders in developing shared expectations and professional coherence (Rodriguez et al., 2021). Both constructs—when developed together—support a thriving, collaborative, and accountable teaching culture.

This study explores the relationship between communication codes and collective boundary proficiency of public elementary school teachers. It seeks to determine the level of communication behaviors and boundary indicators present in school settings, and whether a significant connection exists between these constructs. The results aim to inform leadership practices, policy development, and capacity-building strategies that strengthen collaboration and effectiveness within the Philippine public school system.

1.1 Statement of the Problem

The aim of this study is to determine the communication codes and collective boundary proficiency of public elementary school teachers. Specifically, this study seeks answers to the following questions:

1.What is the degree of communication codes of public elementary school teachers in terms of:
1.1 incomparable,
1.2 inspirational,
1.3 consistent,
1.4 ideal behavior,
1.5 good listener and
1.6 charismatic?

2.What is the level of collective boundary proficiency of public elementary school teachers in terms of:
2.1 edition,
2.2 goal accomplishment,
2.3 assimilation and
2.4 expectancy?
3.Is there significant relationship between the communication codes and collective boundary proficiency of public elementary school teachers?
4.What domains of communication codes significantly influence collective boundary proficiency of public elementary school teachers?

1.2 Hypotheses

The null hypotheses were tested in this study at 0.05 level of significance.

H_o1: There is no significant relationship between the communication codes and collective boundary proficiency of public elementary school.

H_o2: None of the domains of communication codes significantly influence collective boundary proficiency of public elementary school teachers.

2. METHODOLOGY

2.1 Research Design

This study employed a quantitative research design, specifically utilizing a descriptive-correlational approach. Quantitative research focuses on the systematic collection and analysis of numerical data to ensure objectivity, reliability, and generalizability of findings across larger populations. This design is particularly effective in examining the interaction between measurable variables within educational settings (Fadele & Rocha, 2025).

The descriptive-correlational design was appropriate for this study as it aimed to determine the relationship between communication codes and collective boundary proficiency among public elementary school teachers. This approach allowed the researcher to describe the current levels of both variables without altering any conditions, while also identifying whether a statistically significant correlation exists between them.

As highlighted by Taherdoost (2022), correlational research methods are especially useful for analyzing patterns of association between variables and understanding how they may influence each other. In the present study, the correlational method was used to investigate whether higher manifestations of effective communication codes among teachers are linked with stronger collective boundary proficiency in school settings.

By adopting this research design, the study sought to generate evidence-based insights that can assist school administrators, educators, and policymakers in fostering collaborative, communicative, and goal-aligned teaching environments. These findings are expected to inform future leadership frameworks, capacity-building efforts, and institutional policies that aim to enhance organizational performance in public elementary schools.

2.2 Research Respondents

The participants of this study were 131 public elementary school teachers. These respondents evaluated their colleagues using a survey questionnaire. All participating teachers had at least three years of service in public schools. The study was conducted during the school year 2022–2023. The researcher employed the universal sampling method, meaning the entire population of the study was included as respondents.

2.3 Research Instrument

The instrument used in this study was a researcher-developed questionnaire composed of two main sections, specifically designed to collect data on communication codes and collective boundary proficiency among public elementary school teachers.

The first section focused on communication codes, with items formulated based on existing literature and theoretical frameworks related to effective communication in educational leadership. The questionnaire was designed to assess the degree to which teachers exhibit communication behaviors such as being

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inspirational, consistent, charismatic, ideal in behavior, a good listener, and capable of expressing clear intentions. To ensure content validity, the items were reviewed by experts in educational leadership and communication studies. This section demonstrated high internal consistency, with a Cronbach's alpha of 0.948, indicating excellent reliability.

The second section measured collective boundary proficiency, reflecting the teachers' ability to function within shared goals, role expectations, organizational alignment, and professional interactions. Items were anchored on validated indicators of team coherence and organizational collaboration drawn from related studies in educational management. This section also showed strong reliability, with a Cronbach's alpha of 0.931, affirming the instrument's suitability for assessing collective boundary proficiency within public school contexts. The finalized questionnaire was deemed clear, relevant, and practical for use in capturing the target constructs among public elementary school teachers.

2.4 Data Gathering Procedure

The data collection process for this study was conducted in a systematic, ethical, and organized manner to ensure the accuracy, reliability, and overall integrity of the research. Formal approval was secured from the Dean of the Graduate School of Rizal Memorial Colleges, and Adviser and School Principal of the public elementary schools.

Upon receiving the necessary approvals, the researcher administered the researcher-made questionnaires to 131 public elementary school teachers identified through universal sampling. The instrument was developed to gather data specifically on the communication codes and collective boundary proficiency exhibited by teachers in the school setting. Distribution and retrieval of the questionnaires were coordinated closely with school heads and designated personnel to ensure an orderly, timely, and respectful administration process.

Before answering the questionnaire, each respondent was thoroughly briefed on the study's objectives, procedures, and ethical considerations. Particular emphasis was placed on informed consent, voluntary participation, confidentiality, and the anonymity of responses. This helped establish a secure and respectful environment in which respondents could answer truthfully and confidently.

At the end of the data collection period, all completed questionnaires were retrieved and reviewed for completeness. The responses were carefully organized, coded, and entered into a spreadsheet in preparation for statistical analysis. The following tools were used for data analysis: mean and standard deviation, Pearson's r correlation coefficient, and multiple regression analysis.

2.5 Data Analysis

In analyzing and interpreting the data collected for this study, several statistical tools were employed to effectively address the research objectives:

Mean and standard deviation were utilized to determine the overall levels of communication codes and collective boundary proficiency among public elementary school teachers. These descriptive statistics provided a clear summary of the extent to which these communication and boundary-related behaviors were demonstrated by the respondents.

Pearson's Product-Moment Correlation Coefficient (Pearson r) was applied to examine the strength and direction of the relationship between communication codes and collective boundary proficiency. This inferential analysis aimed to determine whether a statistically significant association existed between the two variables.

In addition, multiple linear regression analysis was performed to assess the predictive influence of communication codes on collective boundary proficiency. This analysis enabled the researcher to identify whether specific aspects of communication codes significantly contributed to the variance in teachers' collective boundary proficiency within the public elementary school context.

3. RESULTS AND DISCUSSION

3.1 Level of Communication Codes among Teachers

Table 1. ***Level of Communication Codes among Teachers***

Statements	Mean	Descriptive Equivalent
Incomparable	3.62	High
Inspirational	3.54	High
Consistent	3.55	High
Ideal Behavior	3.51	High
Good Listener	3.55	High
Charismatic	3.56	High
Overall	**3.54**	**High**

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Presented in Table 1 is the level of communication codes among public elementary school teachers, as reflected by the mean scores across six key behavioral indicators: incomparable, inspirational, consistent, ideal behavior, good listener, and charismatic. The item "Incomparable" registered the highest mean score of 3.62, with a descriptive equivalent of high, indicating that teachers are widely perceived as exceptional communicators within their professional circles. This was followed by "Charismatic," which obtained a mean of 3.56, also rated high, showing that teachers generally exhibit a persuasive and engaging communication style. Both "Good Listener" and "Consistent" received identical mean scores of 3.55, described as high, suggesting that teachers listen attentively and communicate with reliability and steadiness. The items "Inspirational" and "Ideal Behavior" followed closely with mean scores of 3.54 and 3.51 respectively, each interpreted as high, reflecting the teachers' ability to motivate others and serve as communicative role models. Overall, the level of communication codes among public elementary school teachers yielded a general mean of 3.54, categorized as high, showing that effective and admirable communication behaviors are commonly demonstrated in the school environment.

This finding supports the study of Aririguzoh (2022), which emphasized the importance of strong interpersonal communication codes in shaping a cohesive and productive teaching culture. Teachers who possess high communication competence foster trust, collaboration, and clarity within their professional networks. Similarly, the research of Saddique and Raja (2022) highlighted that communication marked by inspiration and consistency significantly strengthens professional relationships and encourages mutual respect among school stakeholders. Furthermore, the study of Mousena and Raptis (2020) noted that teachers who exhibit charismatic and attentive communication styles contribute to the development of psychologically safe and supportive school climates, essential for both teacher satisfaction and student achievement.

3.2 Level of Collective Boundary Proficiency among Teachers

Table 2. ***Level of Collective Boundary Proficiency among Teachers***

Statements	Mean	Descriptive Equivalent
Edition	3.39	Moderate
Goal Accomplishment	3.56	High
Assimilation	3.56	High
Expectancy	3.64	High
Overall	**3.54**	**High**

Presented in Table 2 is the level of collective boundary proficiency among public elementary school teachers, based on the mean scores across four key domains: edition, goal accomplishment, assimilation, and expectancy. The domain of expectancy registered the highest mean score of 3.64, described as high, indicating that teachers generally maintain optimistic and forward-looking expectations when collaborating beyond organizational boundaries. This was followed by both goal accomplishment and assimilation, which shared equal mean scores of 3.56, each rated high, suggesting that teachers consistently work toward shared objectives and effectively integrate with various stakeholders. The domain of edition recorded a mean score of 3.39, categorized as moderate, reflecting room for growth in refining and adapting collaborative practices across institutional lines. Overall, the level of collective boundary proficiency among public elementary school teachers yielded a mean score of 3.54, classified as high, implying that the teaching workforce demonstrates strong capabilities in coordinating and aligning efforts beyond their immediate educational context.

This finding aligns with the study of Tan et al. (2021), which emphasized that high collective boundary proficiency enables educators to extend their influence across networks, fostering innovation and coherence in school systems. Teachers with strong inter-organizational collaboration skills contribute significantly to systemic improvement and educational sustainability. Similarly, the work of Thomas-Brown (2023) found that when teachers engage effectively with external stakeholders, such as parents, local officials, and community partners, it leads to better program implementation and deeper trust. Furthermore, Keenan (2022) noted that cultivating collective boundary proficiency not only enhances school-community partnerships but also empowers teachers to participate in broader educational leadership and policy development efforts.

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3.3 Significant Relationship Between Communication Codes and Collective Boundary Proficiency of Public Elementary School Teachers

Table 3. ***Significant Relationship Between Communication Codes and Collective Boundary Proficiency of Public Elementary School Teachers***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Communication Codes **(X)**	Collective Boundary Proficiency **(Y)**	0. 886	High Correlation	0.000	Reject

Presented in Table 3 is the correlation analysis between communication codes and collective boundary proficiency among public elementary school teachers. The computed correlation coefficient (r) is 0.886, indicating a high degree of correlation between the two variables. The corresponding p-value is 0.000, which is significantly below the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between communication codes and collective boundary proficiency. This suggests that enhanced use of communication codes is strongly associated with increased collective boundary proficiency among teachers, underscoring the vital role of effective communication in inter-organizational collaboration.

This finding is supported by the study of Docherty (2021), who emphasized that clear and context-sensitive communication patterns foster stronger cross-boundary coordination and teamwork in educational settings. Their research demonstrated that teachers who consistently apply shared language and codes of interaction are better able to align with external partners and achieve collective goals. Similarly, Bolton et al. (2021) found that effective communication structures are essential in establishing relational trust and collaboration across institutional boundaries. These results also echo the findings of Bourke (2022), who concluded that communication competence significantly enhances boundary-spanning practices, allowing educators to operate more cohesively within multi-agency networks that support school improvement.

3.4. Significant Influence of Domains of Communication Codes on Collective Boundary Proficiency of Teachers

Table 4. ***Significant Influence of Domains of Communication Codes on Collective Boundary Proficiency of Teachers***

Model	Sum of Squares	r-value	Degree	p-value	Decision
Regression Residual Total	573.898 524.331 564.121	0.884	High	0.000	Reject

Presented in Table 4 is the regression analysis examining the significant influence of communication codes on the collective boundary proficiency of public elementary school teachers. The regression model yielded an R-value of 0.884, indicating a high degree of correlation between the variables. The model is statistically significant, with a computed p-value of 0.000, which is well below the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that communication codes significantly influence collective boundary proficiency among teachers. This implies that the more effectively teachers utilize communication codes, the more proficient they become in navigating and managing shared boundaries within and beyond their school environments. The results highlight the crucial role of strategic communication in enhancing collaborative capabilities among educators.

This finding aligns with prior studies that underscore the importance of communication competence in boundary-spanning practices. For instance, Le et al. (2023) revealed that well-structured communication fosters shared understanding, facilitating smoother coordination and boundary navigation among educational stakeholders. Likewise, Dumlao and Shearman (2023) emphasized that clear and consistent communication strategies are foundational in building trust and cooperative engagement across institutional lines. Furthermore, the study of Elliott and Hollingsworth (2020) demonstrated that teachers who master communication codes are more capable of aligning efforts with colleagues, administrators, and external partners, thereby strengthening collective capacity and improving overall school functioning. These findings suggest that communication fluency is an indispensable element in promoting integrated and collaborative educational systems.

5. CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

Firstly, the level of building resilience at work among public elementary school teachers is generally high. This indicates that teachers actively engage in behaviors and attitudes associated with resilience, such as authentic living, finding a sense of calling, maintaining perspective amidst challenges, managing stress

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effectively, building strong social connections, and maintaining their health. These aspects of resilience suggest that teachers possess the psychological resources and coping mechanisms necessary to handle the demands and pressures of their profession, enabling them to sustain their motivation and commitment over time.

Secondly, the level of working engagement among teachers is also high, reflecting a strong dedication to their roles across cognitive, emotional, and physical dimensions. This high engagement implies that teachers are not only mentally and emotionally invested in their work but are also willing to put forth the physical effort needed to perform their duties effectively. Such engagement is essential for fostering a dynamic and positive learning environment for students.

Thirdly, the study revealed a statistically significant moderate positive relationship between building resilience and working engagement among public elementary school teachers. This finding highlights the important role that resilience plays in enhancing teachers' engagement at work. Specifically, as teachers build and strengthen their resilience, they are more likely to experience higher levels of enthusiasm, dedication, and absorption in their teaching activities. This relationship underscores the interplay between teachers' internal psychological strengths and their observable work behaviors.

Lastly, the study identified that specific domains of building resilience-authentic living, finding calling, maintaining perspective, managing stress, and building social connections, significantly influence working engagement. Authentic living, which involves being true to oneself and aligning actions with core values, was found to be the strongest predictor, emphasizing the importance of personal integrity and authenticity in fostering engagement. Finding calling relates to teachers' sense of purpose and meaningfulness in their profession, which motivates sustained commitment. Maintaining perspective helps teachers keep a balanced view of challenges, preventing burnout and promoting positive outlooks. Managing stress equips teachers with strategies to cope with job-related pressures, reducing negative impacts on engagement. Building social connections reflects the importance of supportive relationships with colleagues, which enhance collaboration and emotional support. Although staying healthy showed a positive influence, it was not statistically significant, yet it remains an important aspect of overall well-being that can contribute to sustained engagement and job satisfaction over time.

6. RECOMMENDATIONS

Based on the foregoing conclusions, the following recommendations are proposed:

Firstly, the results of this study may serve as a valuable foundation for DepEd officials and personnel in formulating strategic programs and professional development initiatives that enhance the communication codes and collective boundary proficiency of public elementary school teachers. Strengthening these dimensions can foster improved interpersonal relationships, greater collaboration, and a more cohesive working environment, ultimately contributing to a healthier and more responsive educational system.

Secondly, school administrators are encouraged to utilize the findings of this study to develop and implement school-based policies and leadership practices that reinforce effective communication and collective boundary management among teachers. This may include targeted capacity-building workshops, coaching, or mentoring systems that promote an understanding of teachers' diverse cultural and familial backgrounds. By doing so, administrators can nurture inclusive, respectful, and collaborative school cultures.

Thirdly, the findings may guide public elementary school teachers in reflecting on and enhancing their own communication practices and boundary-setting skills. Recognizing how their personal behaviors contribute to school dynamics can motivate teachers to continuously improve their interactions with colleagues, learners, and stakeholders. Moreover, this awareness may help them adapt more effectively to organizational changes and maintain professional integrity and efficacy in their daily tasks.

Lastly, future researchers are encouraged to expand the scope of this study by exploring additional variables that may affect or moderate the relationship between communication codes and collective boundary proficiency. Longitudinal or comparative studies involving different school contexts and teaching levels may provide broader insights and contribute to the growing body of knowledge on communication and organizational behavior in educational settings.

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