



EXPLORING CULTURAL FORMATION THROUGH COMMUNICATION PRACTICES IN EDUCATIONAL INSTITUTIONS: IDENTIFYING PRACTICES, OVERCOMING BARRIERS, AND IMPLEMENTING SOLUTIONS

Florentino G. Pineda, Jr.ⁱ

PhD, Department of English,
Bulacan State University,
Malolos City, Bulacan,
Philippines

Abstract:

The current paper focuses on the qualitative method used that examines the cultural formation in the educational institution, its practices, barriers, and solution. The use of qualitative research in this study reveals insights into how communication becomes an integral part of the culture-shaping process through its focus on the emerging themes and patterns developed over time. Among the methods used included a collection of notes and interviews from three generational participants; and an analysis of the Focus Discussion Group (FGD). FGD were classified on the nature of their inputs as indicated in the foreshadowed problems that seek to identify the characteristics of a culture-shaping process, experiences of communicators, and challenges encountered by members of the organizations in the aspect of behavior, satisfaction, and engagement. The obtained data demonstrate that organizational culture has a significant influence on the performance of the members. Many of the responses reflect the involvement of “cultured” individual perspectives that emerged from their daily work experiences and communication practices that leads to the formation of subgroups. Furthermore, the inclusion of the management, diversity of cultural backgrounds, and expectations also emerged. Based on the findings, the identified pieces of evidence in the approaches of both the management and members towards communicated rules policy have led to the formulation of a long-term sustainable adjustment in culture formation that mainly impacts motivation, communication, improving organizational values, decision-making, and solving conflicts.

Keywords: culture, communication, behavior, practices, barriers, and solutions

ⁱ Correspondence: email florentinopineda1@gmail.com

1. Introduction

The evolution of communication in human language is distinctive and dynamic as it adapts to the progression of civilization in its application to human development whether, in the fields of economics, transactions, education science, and many others act as a divisive platform for a specific purpose. This has been defined across other points of view such as in meaning-making or its essence in the context of denotative or connotative meanings in daily transactional communication. One common characteristic of language to human evolution is its remarkable capacity and powerful cultural transmission engine. Language in its cultural context creates meaning, thus it creates subjective interpretative meaning within a cultural framework. People live their lives and communicate shared meanings with each other in a cultural framework. Furthermore, communication is observed in the environment, and communication's characteristics rely on how vast the content of information, the expected aim of the transaction using specific methods/tools to direct the intention.

Each organization has its cultural patterns. Most experts in organizational communication understand how this pattern operates and how communication is considered more than just speakers having conversations or writing to each other. This can also be translated as a form of links, relationships, and the connection that strengthens people among them. Humans can be considered as media themselves, and act as channels or conduits in multiple situations. In addition, communication allows members of the institution to exchange information to achieve their tasks. It reflects the organizational practice of the provisional meaning of nodal points, their relationships, and how narrative communication materials emerge. Communication, therefore, is a critical function of the success of an institution, from its smallest to its largest units. Actors within an institution need to communicate with benefactors, co-workers, and even subordinates. Thus, top to bottom communication in any organization has its internal communication applications like a transactional connection through speaking and hearing, reading and writing, witnessing and performing, and any communication acts using various methods in a given condition.

Since language is one of the lifelines of communications as dubbed in many adages about the characteristic of language that supports the unlimited hereditary cultural formation which allows others to have a special kind of open-ended adaptability. One study supported the claim that language's role in the transmission of information makes our societies possible. In communication, language formation can evoke changes in conceptual meaning-making by providing information and deconstructing the old classificatory framework.

In the field of communication organization, the communicative practice would become a point of the definite unit for analysis. Putative entities such as the top management of a company, members of the board, and other focal people responsible for communication content are vulnerable because of the content a communication carries. When analyzing how organizational communication flows, this focuses on examining

what the people do and what they practice. Anthropocentrism downplays other elements which include some technology, architectural structures, and texts which are contributory to the success of organizational processes. This is inclined to propagate the ignominious division in the structure and the action though most claim in integrating a sense of polarity.

These barriers in communication may cause different levels of repercussions for the benefactors. Hindrances are composed of distractions, bad comments, choice of wrong media, wrong disposition, unmindful of work-related tasks, slow relay of ideas, the physical distance between communicators, and animosity toward one another. Due to these deterrents, the chance to commit blunders and errors is strong during conversations. Any of the mentioned obstacles could be an existing practice from one institution to another that may beset the educational system.

Communication development creates a generation gap between the senior and younger counterpart as the inclusion of advanced platforms is foreign to transmitting necessary data within the institution. Moreover, the increasing pipeline in communication to “organize” the flow is becoming an unfamiliar territory among the members of the institution, disrupting the natural flow of internal communication practices. Analyzing the content of communication of organizational members mostly focuses on the agenda needed to be achieved and accomplished through their turns of talk. Members of the management should have awareness of these communication practices because these might contribute to different degrees of barriers and having an understanding of these barriers can be a key to coping with these challenges.

Identification of communication practices and the barriers to effective communication, effective relationships, and efficient work serves as the starting point for identifying communication strategies to address these barriers. Identifying the strategies serves as a basis for conducting workshops or training experiences in developing better communication skills tailored to the common needs of an institution.

2. Methods

The researcher employed the qualitative Phenomenology approach to bring out the characteristics of Communication practices as a cultural formation in the educational institution: Practices, Barriers, and Solutions. Using such would give a further understanding of the study's underlying reasons, opinions, and motivation. It would provide insights into the problem, uncover trends in thoughts and opinions, and dive deeper into the problem. In this study, the qualitative method aimed to gather an in-depth understanding of the formation of culture through communication at the tertiary level that went through detailed analysis. The phenomenology approach in qualitative research was considered in this study to focus on subjective experiences and understanding the structure of the participants' lived experiences.

The purposive sampling technique was used in this research since the nature of the paper was phenomenological. The composition of the population was pre-selected since the researcher believed that the participants were in a strong position to exhume data to have a fervent understanding of how communication practices in the university played a significant role in its formed culture. The participants in the three generations are classified: 1G (10-17) under the leadership of President 2 and President 3; 2G (18-25) under the leadership of President 1, President 2, and President 2; 3G (26 and above years of service) under the leadership of President 1, President 2, and President 3 respectively. The participants of the study were the following persons having satisfied the set requirements for the study. They were the individuals who joined the workforce of the university to achieve its vision and goals.

The instrument utilized in this study was a semi-structured interview. This self-made instrument was anchored on literature and had been validated by the research adviser and credible validators to ensure that the questions were constructed to serve the intention of the study. It envisioned un-earth the perspectives of faculty and administration on communication practices, the challenges encountered, and how they faced them as they engaged in communication. A pilot test was conducted among the researcher's colleagues to test and identify the limitation of the semi-structured interview question and was immediately corrected for a coherent and credible survey and unraveled the lived experiences of the informants to provide a deeper understanding of the situation.

The main data-gathering instrument of the paper was an interview for the FGD part of the study. The guide questions include the following areas of exploration: cultural formation, communication process, problems encountered, and perceptions of the culture formation process. Separate interviews were scheduled for selected faculty and administrators for the focus discussion group. Questions involving their point of view and experiences were the main concern of discussion. The Key Informant Interview Guide question was validated by the research adviser, and external validators (Master Teacher with PhD degree, tenured tertiary professors).

Thematic analysis was employed to probe the responses of the participant's experiences in organizational communication. In analyzing the data concern, there was a need to identify the emergent themes from the data at hand by carefully reading and re-reading the data. As there were many methods to analyze data, the researcher adopted the explication process of Gronewald (2004), namely: (1) Bracketing, (2) Delineating units of meaning (3) Clustering of units of meaning to form themes, and (4) from all the interviews and making a composite summary. The responses of the informants were subjected to the procedure mentioned above leading to the formulated salient themes.

The interview was the primordial procedure to unearth the information regarding the phenomenon being studied using the FGD. The semi-structured interview guide was used for the informants to give their perceptions and appreciation of issues pertinent to organizational communication. Moreover, they were encouraged to elaborate their answers by citing examples and experiences further. Consequently, the researcher

considered afterthoughts as ideas that emerged in the conduct of the interview. The process was audio recorded to ensure that no part of the interview was to be omitted. Furthermore, the researcher conducted a focus group discussion (FGD) for a communal understanding of the study. Permits were secured from the office of the President and Vice president, and Human Resources to legitimize the data gathering as per research ethics and procedures is a concern. Doing such will be given with the precision necessary for the reader to understand and corroborate the investigation's progress. The sample and sampling forms, as well as a reference to the sort of statistical analysis, utilized specified where applicable.

3. Results, Discussion, and Recommendations

Communication practice is a tool for cultural formation in an educational institution. Barriers in communication are essential to consider for a clear and uninterrupted transfer of information. Culture is formed out of prolonged exposure to cyclical communication debacles which can eventually manifest in the individual performance of stakeholders' attitude, satisfaction, and engagement. The proposed framework suggests how resolving one situation can have a chain reaction from the top hierarchy to the workforce. There is a cultural clash among and within the academe as dominant groups can monopolize and incite ideas.

Based on the results of the study, the following are recommended: that the organization should seek the aid of a third-party evaluator to help identify its existence or just a pseudo claim; that the findings can be the basis to anticipate the existence of micro problems and non-existing ones often mistaken by most members as a threat and could eventually cause problems in the long run; and that to minimize the clash between members, there is a need to identify each personality trait and group them in quadrant of personality for the members with dominant personality types to greatly influence others toward acceptance of varied points of views.

Other suggestions are the following: (1) The HR and Upper management must issue Memoranda/Order needed for immediate dissemination. (2) Most communication should be written in black and white with copies furnished to all concerned departments including HR for reference and guidance to preserve their sanctity. (3) Physical documents will serve as proof that a certain rule was implemented. (4) Communications with other members of the institution should be cautious in disseminating information without validation or coming from official statements and authorize the person to avoid misinformation. (4) The Organization should establish a Grievance and fact-finding committee to minimize the situation concerning personnel or managerial problem and come up with a win-win solution. (5) Conduct seminars on communication stylistics for the member to understand how to handle intercultural communication. And, (6) encourage members to clarify the information rather than giving negative perceptions by providing Focal people authorized to answer the inquiry.

Table 1: Informants’ Data

| No. | Code | Informants University Status | | Informant’s Chronicle | |
|-----|------|------------------------------|---------------------|--|--|
| 1 | 1G1 | Associate Professor | Educator | Has rendered an employment stint from 10 to 17 years at BulSu. Provider of an academic stance. | Still active teaching for more than a decade and part of the decision-making management team |
| 2 | 1G2 | Administrator | Member of the Admin | Has rendered an employment stint from 10 to 17 years at BulSu. Lays out academic leadership. | Still active teaching for more than a decade and part of the decision-making management team |
| 3 | 1G3 | Assistant Professor | Educator | Has rendered an employment stint from 10 to 17 years at BulSu. Guides the research endeavor and facilitates learning with exemplary. | Still active teaching for more than a decade |
| 4 | 1G4 | Assistant professor | Educator | Has rendered an employment stint from 10 to 17 years at BulSu. | Still active teaching for more than a decade |
| 5 | 1G5 | Administrator | Member of the Admin | Has rendered an employment stint from 10 to 17 years at BulSu. Demonstrates professional activities. | Still active teaching for more than a decade and part of the decision-making management team |
| 6 | 1G6 | Administrator | Member of the Admin | Has rendered an employment stint from 10 to 17 years at BulSu. Assists Collegiate activities and students’ concerns. | Still active teaching for more than a decade and part of the decision-making management team |
| 7 | 1G7 | Assistant Professor | Educator | Has rendered an employment stint from 10 to 17 years at BulSu. | Still active teaching for more than a decade |
| 8 | 1G8 | Administrator | Member of the Admin | Has rendered an employment stint from 10 to 17 years at BulSu. Directs and coordinates different undertakings. | Still active teaching for more than a decade and part of the decision-making management team |
| 9 | 2G1 | Assistant Professor | Educator | Has rendered an employment stint from 18 to 25 years at BulSu. | Still active teaching for more than a decade |
| 10 | 2G2 | Associate Professor | Educator | Has rendered an employment stint from 18 to 25 years at BulSu. Fosters research. | Still active teaching for more than a decade and part of the decision-making management Team |

EXPLORING CULTURAL FORMATION THROUGH COMMUNICATION PRACTICES IN EDUCATIONAL INSTITUTIONS: IDENTIFYING PRACTICES, OVERCOMING BARRIERS, AND IMPLEMENTING SOLUTIONS

| | | | | | |
|----|-----|---------------------|---------------------|---|--|
| 11 | 2G3 | Administrator | Member of the Admin | Has rendered an employment stint from 18 to 25 years at BulSu. Controls expected and undermined situations that may arise in any given situation. | Still active teaching for more than a decade and part of the decision-making management team |
| 12 | 2G4 | Assistant Professor | Educator | Has rendered an employment stint from 18 to 25 years at BulSu. | Still active teaching for more than a decade |
| 13 | 2G4 | Administrator | Member of the Admin | Has rendered an employment stint from 18 to 25 years at BulSu. Assists in various departmental activities. | Active in the admin function catering to various department |
| 14 | 2G6 | Administrator | Member of the Admin | Has rendered an employment stint from 18 to 25 years at BulSu. Monitors employee performance. | Active in the admin function on Monitoring |
| 15 | 2G7 | Administrator | Member of the Admin | Has rendered an employment stint from 18 to 25 years at BulSu. Organizes and controls administrative policies | Active in the admin function on school policy |
| 16 | 2G8 | Faculty | Educator | Has rendered an employment stint from 18 to 25 years at BulSu. | Still active teaching for more than a decade |
| 17 | 3G1 | Professor | Educator | Has rendered an employment stint from 26 years and above at BulSu. Prolific researcher. | Still active teaching for more than a decade |
| 18 | 3G2 | Administrator | Member of the Admin | Has rendered an employment stint from 26 years and above at BulSu. | Educator and part of the decision-making management team |
| 19 | 3G3 | Administrator | Member of the Admin | Has rendered an employment stint from 26 years and above at BulSu. Works autonomously and encourages quality works | Educator and part of the decision making management team focusing on quality assurance |
| 20 | 3G4 | Associate Professor | Educator | Has rendered an employment stint from 26 years and above at BulSu. | Still active teaching for more than a decade |
| 21 | 3G5 | Associate Professor | Educator | Has rendered an employment stint from 26 years and above at BulSu. Provides academic disciplines. | Still active teaching for more than a decade and formerly part of the admin |
| 22 | 3G6 | Professor | Educator | Has rendered an employment stint from 26 years and above at BulSu. | Still active teaching for more than a decade |
| 23 | 3G7 | Administrator | Member of the Admin | Has rendered an employment stint from 26 years and above at BulSu. | Still active teaching for more than a |

| | | | | | |
|----|-----|-----------|----------|--|--|
| | | | | | decade and formerly part of the admin |
| 24 | 3G8 | Professor | Educator | Has rendered an employment stint from 26 years and above at BulSu. | Still active teaching for more than a decade |

Qualitative research was employed to further understand the study's underlying reasons, opinions, and motivation. It provided insights into the problem. In this study, the qualitative method was utilized aimed at gathering an in-depth understanding of the formation of culture through communication at the tertiary institution. Detailed analysis was incorporated as well. The phenomenology approach in qualitative research was considered in this study to focus on subjective experiences and understanding the structure of the participants' lived experiences. Phenomenology describes the depth of the common characteristics of the phenomena that have occurred and are collected through in-depth interviews.

The purposive sampling technique was utilized to study the informants in this research since the nature of the paper was phenomenological. The composition of the population was pre-selected since the researcher believed that the participants were in a strong position to exhume data to have a fervent understanding of how communication practices in the university played a significant role in its formed culture. The participants in three generations, as shown in the above table, were classified: 1G (10-17) under the leadership of President 2 and President 3; 2G (18-25) under the leadership of President 1, President 2, and President 2; 3G (26 and above years of service) under the leadership of President 1, President 2, and President 3 respectively. The participants of the study are the following persons having satisfied the set requirements for the study. They were the individuals who joined the workforce of the university to achieve its vision and goals.

Abbreviations: Bulacan State University (BulSU), College of Arts and Letters (CAL), Human Resource (HR).

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

Florentino G. Pineda, Jr. was born in Pampanga, Philippines. He finished his elementary and secondary education in San Fernando, Pampanga. His interest in English motivated him to finish a bachelor's degree in Secondary Education and major in English. He finished the degree with Magna Cum Laude honors at Holy Angel University in Angeles City. He pursued his Master of Education major in Guidance at the University of the Philippines in Diliman, Quezon City. Pursued and finished another master's degree in Language Education at Wesleyan University. He finished his Doctor of Philosophy at Bulacan State University in Malolos, Bulacan whose thesis is entitled "Communication Practice as Cultural Formation in the Educational Institution: Practices, Barriers, and

Solution.” He has taught in elementary, high school, college, and graduate school at known universities in the Philippines. He has written books on Literature, Speech Communication, Study and Thinking Skills, Communication Skills, and Technical Writing. He served as the Department Head of Mass Communication and Performing the Department of English at Bulacan State University.

References

- Arlestig, H. (2018). Communication between principals and teachers in successful schools. Retrieved from <http://www.divaportal.org/smash/get/diva2:142460/fulltext03>
- Anoosheh, M. et al. (2019). Nurse-Patient communication barriers in Iranian nursing. *International Nursing Review*, 56(2):243-9. doi: 10.1111/j.1466-7657.2008.00697
- Barrett, D. J. (2021). Change communication: using strategic employee communication to facilitate major change. *Corporate Communications: An International Journal*, 7(4), 219-231.
- Bauer, T. & Erdogan, B. (2015) *An Introduction to Organizational Behavior*. Retrieved from: <http://2012books.lardbucket.org/pdfs/an-introduction-toorganizational-behavior-v1.1/s12-communication.pdf>
- Baxter, L. A., & Montgomery, B. M. (2015). *Relating: the rhetoric of Dialogues and dialectics*. New York: The Guilford Press.
- Brown, P., & Levinson, S. (2017). *Politeness: Some universals in language use Volume II*. Cambridge: Cambridge University Press. 109
- Craig, R. (2015). *Effective communication in educational administration*. Retrieved from: https://us.corwin.com/upmdata/5423_Shepherd_I_Proof_3_Chapter_5.pdf
- Dainton, M. & Zelle, E. (2015). *Applying Communication Theory for Professional Life*. 2nd Ed. SAGE Publications. Retrieved from: <http://www.communique.utwente.nl/wpcontent/uploads/2010/11/Samenvatting-Applying-Communication-Theory-for-Professional-Life-2ndEdition.pdf>
- Descriptive Studies. (2015). In The Office of Research Integrity.gov. Retrieved October 7, 2014, from http://ori.hhs.gov/education/products/sdsu/res_des1.htm
- Descriptive Research. (2019) In the University of Mumbai portal. Retrieved from http://www.mu.ac.in/myweb_test/110
- Fraenkel, J. R., & Wallen, N. E. (2016). *How to design and evaluate research in education*. 7thEd. New York: McGraw-Hill.
- Garner, E. (2016). Seven barriers to great communication. Retrieved from <http://ezinearticles.com/?The-7-Barriers-To-Great-Communications&id=153524>
- Griffin, E., Ledbetter, A., & Sparks, G. (2015). *A first look at communication theory*. 9th Edition. New York: McGraw-Hill Education.
- Herzberg & Maslow (2010). Benefits of effective communication. Retrieved from <http://communicationtheoryorg./barriers-to-communication>.

- Habaci, I. et al. (2013). Effective communication in educational administration. *The US-China Education Review*. 3(9) ISSN 2161-6248.
- Hayase, L. & Kalani (2016). Internal communication in organizations and employee engagement. UNLV Theses, Dissertations, Professional Papers, and Capstones. Retrieved from: <http://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=2177&context=thesedsdissertations>
- Hyde, P. & Williamson, B. (2020). The importance of organizational values. Part 2: What values does your staff think are important? *Journal of focus on change management*, 67 (2), p 9-13.
- Jandt, F. (2014). *An introduction to intercultural communication*. 4th ed. London: Sage Publications.
- Isman, A. et al. (2015). Communication barriers: A study of Eastern Mediterranean University of students and teachers of online program and courses. *Turkish Online Journal of Distance Education*. 6 (4). Retrieved from: <http://tojde.anadolu.edu.tr/yonetim/icerik/makaleler/224-published.pdf>
- Lauer, P. A. & Mid-continent Research for Education and Learning (2015). *An education research primer: how to understand, evaluate, and use it*. 2nd ed. San Francisco, CA: Jossey-Bass.
- Lee, J. (2015). Communication as antecedents and consequences of LMX development globally: a new strong inference approach. *Journal of management communication quarterly*, 14 (9), 574–589. 112
- Livingstone, I. J. N. A. M. (2016). Communications in administration: Advantages and challenges for effective corporate management. Retrieved from: <http://charteredeconomists.org/images/com.pdf>
- Lunenberg, F. (2015). Communication: the process, barriers, and improving effectiveness. *Schooling*. 1(1). Retrieved from: <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg%20Fred%20C,%20Communication%20Schooling%20V1%20N1%202010.pdf>
- Mutua, A. N. (2013). The challenges facing effective communication as a public relations tool in academic institutions: a case study of the University of Nairobi – Department of extra mutual studies. Retrieved from: https://profiles.uonbi.ac.ke/anmutua/files/my_degree_project_extra_murals_final_2.
- Olson, R. (2020). *Culture & Formation*. Institute for Advanced Studies in Culture. <https://iasculture.org/research/culture-formation>
- O’Keefe, B. (2016). The logic of message design: Individual differences in reasoning about communication. *Communication Monographs Volume 3.*, 55, 80-103. 113
- Petronio, S. (2015). *Boundaries of Privacy: Dialectics of Discourse in the Classroom*. The State University of New York, Albany, NY.

- Riley, J. (2014). Barriers to communication in a business. Retrieved from: <http://www.tutor2u.net/business/reference/barriers-to-communication-in-abusiness>
- Schneider, J. D. (2014). Effect of gender-related- communication differences and awareness of gender-related communication-barriers-on-communication effectiveness. Retrieved from: <http://gradworks.umi.com/32/59/3259648.html>
- Scarino A. & Liddicoat, A. (2016). Teaching and Learning Languages 2nd ed.: A Guide. Australia: Curriculum Corporation.
- Shannon, C. E. & Weaver, W. (1949). The Mathematical Theory of Communication. Urbana, Illinois: University of Illinois Press.
- Smith, C. (2015). Seven barriers of communication. Retrieved. <https://www.govloop.com/community/blog/the-seven-barriers-ofcommunication/114>
- Verderber, K. S. & Verderber, R. F. Inter-Act: Interpersonal Communication, Concepts, Skills, and Context, 9th ed. Belmont, California: Wadsworth.
- Weiss, J. (2015). Communication barriers. Reasons for communication breakdown. Canadian Journal of Educational Communication. 27 (20), 125-138.
- Wilson, S., Kim, M. S., & Meischke, H. (2017). Evaluating Brown and Levinson's politeness theory: a revised analysis of directives and face. Michigan State University. Retrieved from: <http://www.tandfonline.com/doi/abs/10.1080/08351819109389363>
- Winska, J. (2018). Influence of superior-subordinate communication on employee satisfaction. Journal of Positive Management. 1 (1), 110-124.
- Wood, J. T. (2018). Communication Mosaics: An Introduction to the Field of Communication. 7th ed. Belmont, California: Thomson Wadsworth.
- Workplace Communication: Importance, Strategies & Examples. (2014). Retrieved from: <http://education-portal.com/academy/lesson/workplace-communicationimportance-strategies-examples.html.115>
- Lawless, C. (2019). How to Use Constructivist Learning Theory in a Corporate Environment. <https://www.learnupon.com/blog/constructivist-learning-theory/>.
- Avenier, M.-J. (2010). Shaping a Constructivist View of Organizational Design Science. Organization Studies, 31(9-10), 1229-1255. <https://doi.org/10.1177/0170840610374395>
- René Rosfort (2019). The Oxford Handbook of Phenomenological Psychopathology Edited by Giovanni Stanghellini, Matthew Broome, Andrea Raballo, Anthony Vincent Fernandez, Paolo Fusar-Poli, and René Rosfort Print Publication Date: Jul 2019 Doi: 10.1093/oxfordhb/9780198803157.013.29
- Jens Rasmussen (2018). Constructivism and Phenomenology What Do They Have in Common, And How Can They Be Told Apart?, Cybernetics and Systems, 29:6, 553-576, <https://www.tandfonline.com/doi/abs/10.1080/019697298125515?journalCode=ucbs20> Doi: 10.1080/019697298125515

- Petronio, S., & Hernandez, R. (2019, January 25). Communication Privacy Management Theory. Oxford Research Encyclopedias. <https://oxfordre.com/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-373>
- Kegeyan, S. E. (2016, February 29). Intercultural communication in the workplace and the role of communication in an organization – НОО Профессиональная наука. <http://scipro.ru/article/03-02-16>

Florentino G. Pineda, Jr.

EXPLORING CULTURAL FORMATION THROUGH COMMUNICATION PRACTICES IN EDUCATIONAL INSTITUTIONS: IDENTIFYING PRACTICES, OVERCOMING BARRIERS, AND IMPLEMENTING SOLUTIONS

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).