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IMPARTING CAPABILITIES AND COLLECTIVE RELATIONSHIP SCHEME OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

This study aimed to examine the significant relationship between imparting capabilities and the collective relationship scheme among public elementary school teachers. Employing a descriptive-correlational research design, data were gathered from 134 teachers using adapted standardized questionnaires. Statistical analyses included mean, standard deviation, Pearson product-moment correlation, and multiple linear regression. Findings revealed that both imparting capabilities and collective relationship scheme were rated at a high level. Correlation results showed a very strong positive relationship between imparting capabilities and collective relationship scheme. Regression analysis indicated that all domains of imparting capabilities – connections, compelling, stable, manners, listener, and charming, significantly influenced collective relationship scheme, with compelling having the strongest contribution. Based on these results, it is recommended that school administrators focus on enhancing teachers' leadership and communication skills to strengthen collaborative relationships within schools, thereby improving overall organizational effectiveness.

KEYWORDS: *Imparting Capabilities, Collective Relationship Scheme, Public Elementary School Teachers, Descriptive-Correlation, Education*

1. INTRODUCTION

One of the pressing challenges faced by teachers today is the development of their imparting capabilities and collective relationship schemes in public elementary schools. Effective imparting capabilities are essential for both teachers and school leaders. In educational institutions and the broader corporate world, teachers regularly interact with various stakeholders, including subordinates, school heads, parents, community members, and students. The collective relationship scheme refers to the teachers' ability to foster positive social interactions and influence their clientele, guided by revision, goal achievement, collaboration, and potential for growth.

In the United States, much of the success of teachers and school leaders in managing relationships and achieving institutional goals depends heavily on their imparting capabilities and collective relationship schemes. Teachers and leaders who are able to establish meaningful connections through their mannerisms, communication styles, and professional presence can accomplish far more (Tubbs, 2019). These soft skills directly contribute to better coordination and school performance.

In New York, teachers have encountered difficulties in articulating ideas and persuading their audiences effectively. Frequent and effective communication is necessary for successful classroom and school management. In various institutions—whether in education, business, or government—communication is consistently ranked as one of the most important managerial skills (Burley, 2015). Research shows that school heads and teachers spend 70 to 90 percent of their workday communicating, whether verbally or through written forms (Mintzberg, 2013).

In the Philippines, effective imparting capabilities and collective relationship schemes are critical for teachers and school leaders, particularly in public institutions. Clear and concise communication strengthens collegial relationships and leadership effectiveness. The ability to convey ideas effectively and to listen actively builds a strong foundation for successful collaboration and leadership (Aguilar, 2011). Teachers and leaders must be able to articulate their thoughts while also being sensitive to others' ideas and emotions.

Filipino scholars generally agree that effective classroom leadership involves the ability to guide, motivate, and influence others. Teachers who exhibit strong imparting capabilities and positive relationship-building skills are more likely to gain the trust and respect of their peers and students (Dalisay, 2019). These leadership attributes are essential for educational success.
The effective use of imparting capabilities and collective relationship schemes has been found to enhance organizational performance. Teachers who excel in these areas often mentor younger colleagues, lead high-performing teams, and help their schools achieve their objectives (Alejandro, 2013). Imparting capabilities involve not only the delivery of ideas but ensuring that the intended meaning is understood by others. Leaders must

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therefore master the art of conveying messages clearly and effectively to foster understanding and action (Santos, 2013).

In Region XI, teachers and school leaders who are good communicators tend to be more effective in their roles. Being clear, concise, and well-prepared helps ensure their messages are well-received. Digressions and vague statements may lead to loss of interest, confusion, and a decline in professional credibility (Buencamino, 2017). Consistency and clarity in communication are therefore essential.

Furthermore, skilled teachers must adapt to evolving forms of communication. Traditionally, four major communication flows were used: upward, downward, lateral, and informal or rumor control. However, modern electronic platforms such as email and digital collaboration tools have created both opportunities and challenges for communication. For some, these are efficient tools; for others, they have become overwhelming (Beltran, 2014).

Given these observations, the researcher saw the need to assess the imparting capabilities and collective relationship schemes of public elementary school teachers in the Magsaysay North and South Districts, Division of Davao del Sur. The results of this study may serve as a guide for future administrative policies. This research aims to provide a meaningful contribution to both the educational field and the broader societal context.

1.1 Statement of the Problem

The purpose of this study determined the relationship of imparting capabilities and collective relationship scheme of public elementary school teachers. Specifically, this study sought answers to the following questions:

1. What is the level of leadership imparting capabilities of public elementary school teachers in terms of:
1.1 connections,
1.2 compelling,
1.3 stable,
1.4 manners,
1.5 listener and
1.6 charming?

2. What is the level of collective relationship scheme of public elementary school teachers in terms of:
2.1 revision,
2.2 goal achievement,
2.3 unification and
2.4 potential?
3. Is there a relationship between the imparting capabilities and collective relationship scheme of public elementary school teachers?
4. What domains of imparting capabilities significantly influence collective relationship scheme of public elementary school teachers?

1.2 Hypotheses

The null hypothesis was tested in this study at .05 level of significance.

Ho1. There is no significant relationship between the imparting capabilities and collective relationship scheme of public elementary school teachers.

Ho2. None of the domains of imparting capabilities significantly influence collective relationship scheme of public elementary school teachers.

2. METHODOLOGY

2.1 Research Design

This study used a non-experimental, quantitative research design utilizing the correlational method. This method was used when the objective was to describe the status of a situation as it existed at the time of the study and to explore the causes of a particular phenomenon. In correlational research, data are collected to determine whether a relationship exists between two or more quantifiable variables (Travers, 2016).

The goal of conducting a quantitative research study is to determine the relationship between one variable, the independent variable, and another, the dependent or outcome variable, within a population. Quantitative research designs are either descriptive, where subjects are usually measured once, or experimental, where subjects are measured before and after a treatment. A descriptive study establishes only associations between variables, whereas an experimental study establishes causality. Quantitative research involves numbers, logic, and an objective stance. It focuses on numeric and unchanging data and employs detailed, convergent reasoning rather than divergent reasoning, such as generating a variety of ideas about a research problem in a spontaneous, free-flowing manner.

For an accurate estimate of the relationship between variables, a descriptive study usually requires a sample of hundreds or even thousands of subjects. In contrast, an experiment, especially a crossover design, may require only tens of subjects. The estimate of the relationship is less likely to be biased if there is a high participation rate in a sample selected randomly from a population. In experiments, bias is also reduced when subjects are randomly assigned to treatments, and when both subjects and researchers are blinded to the identity of the treatments.

This descriptive survey collected quantitative data about the identified phenomenon. The quantitative aspect involved a structured schedule for gathering data, designed for the target respondents to answer the questions. The data collection process was conducted through the use of questionnaires. The focus of the study was to determine the imparting capabilities and collective relationship scheme of public elementary school teachers.

2.2 Research Respondents

The respondents of this study were 134 teachers from public elementary schools. These teachers had served for at least three years in the public school system. The researcher used the

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universal sampling method to select the respondents, meaning that the entire population of the selected schools was included in the study. This research was conducted during the school year 2022 to 2023.

2.3 Research Instrument

The research instrument used for data collection was a survey questionnaire, developed based on concepts from various authors. The questionnaire was contextualized to fit the local setting. Its refinement was made possible with the assistance of the thesis adviser and three expert validators who assessed the content of the instrument. A pilot test was conducted with 31 teachers, resulting in a Cronbach's alpha of .948 for imparting capabilities and .910 for collective relationship scheme, indicating high reliability. The questionnaire consisted of 50 items, divided into 10 indicators. Each indicator contained 5 questions. A Likert scale was adopted to assess the imparting capabilities and collective relationship scheme of public elementary school teachers.

2.4 Data Gathering Procedure

The data were gathered through the following procedures:

A letter of permission to conduct the study on the imparting capabilities and collective relationship scheme of public elementary school teachers in Magsaysay North and South Districts, Division of Davao del Sur, was secured by the researcher. This letter was signed and approved by the Dean of Graduate Studies of Rizal Memorial Colleges, the research adviser, school principals, and moderators or teachers-in-charge in the public elementary schools.

Adequate and clear copies of the questionnaire were printed to ensure smooth administration. The researcher personally distributed the questionnaires to the respondents and requested them to answer honestly to obtain valid and reliable data. One hundred percent (100%) of the questionnaires were successfully retrieved. The results were then collated and tabulated before being subjected to statistical treatment, analysis, and interpretation in accordance with the objectives of the study.

2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

Mean. This was used to determine the imparting capabilities and collective relationship scheme of public elementary school teachers.

Pearson Product Moment Correlation or Pearson r. This was used to measure the significant relationship between the imparting capabilities and collective relationship scheme of public elementary school teachers.

Regression Analysis. This was used to measure the significant influence of imparting capabilities and collective relationship scheme of public elementary school teachers.

3. RESULTS AND DISCUSSION

3.1 Level of Imparting Capabilities among Public Elementary School Teachers

Table 1. ***Level of Imparting Capabilities among Public Elementary School Teachers***

Domains	SD	Mean	Descriptive Level
Connections	0.57	4.22	**Very High**
Compelling	0.57	4.16	High
Stable	0.58	4.09	High
Manners	0.57	4.09	High
Listener	0.52	4.06	High
Charming	0.59	3.99	High
Overall	**0.57**	**4.10**	**High**

Presented in Table 1 is the level of imparting capabilities among public elementary school teachers, based on the mean scores and standard deviations. The domain connections received the highest mean score of 4.22 with a standard deviation of 0.57, described as very high. This is followed by compelling with a mean of 4.16 and a standard deviation of 0.57, stable and manners both with a mean of 4.09 and standard deviations of 0.58 and 0.57 respectively, listener with a mean of 4.06 and a standard deviation of 0.52, and charming with a mean of 3.99 and a standard deviation of 0.59, all described as high. The overall mean score for imparting capabilities is 4.10, with a standard deviation of 0.57, described as high.

These findings indicate that public elementary school teachers demonstrate a strong level of imparting capabilities across all domains. The very high rating in connections suggests that teachers excel at building meaningful communication and relationships. The high scores across compelling, stable, manners, listener, and charming domains reflect well-rounded leadership and interpersonal skills that contribute to effective collaboration and positive interactions within the school community. Overall, the consistently high ratings emphasize the teachers' ability to impart knowledge and lead with influence, underscoring their pivotal role in fostering a supportive educational environment. Enhancing these capabilities further may continue to improve communication and leadership effectiveness among teachers.

This finding is supported by the study of Lopez et al. (2023), who emphasized that teachers with high imparting capabilities demonstrate effective communication skills that enhance student

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understanding and academic achievement. They explained that such teachers are able to convey complex concepts clearly, adapting their teaching strategies to meet diverse learner needs. Similarly, Garcia et al. (2024) found that teachers possessing strong imparting skills foster active learning environments that promote critical thinking and student engagement. Their research also highlighted that these capabilities contribute to increased student motivation and better classroom management. Furthermore, Martinez et al. (2022) noted that teachers with advanced imparting competencies tend to collaborate more effectively with colleagues and parents, creating a holistic support system for learners. They added that enhancing imparting capabilities is essential for improving overall educational quality and teacher effectiveness.

3.2 Level of Collective Relationship Scheme among Public Elementary School Teachers

Table 2. ***Level of Collective Relationship Scheme among Public Elementary School Teachers***

Domains	SD	Mean	Descriptive Level
Revision	0.61	4.08	High
Goal Achievement	0.61	4.06	High
Unification	0.58	4.05	High
Potential	0.56	4.11	High
Overall	**0.59**	**4.08**	**High**

Presented in Table 12 is the summary of the level of collective relationship scheme among public elementary school teachers, based on the mean scores and standard deviations. The domain potential received the highest mean score of 4.11 with a standard deviation of 0.56, described as high. This is followed by revision with a mean of 4.08 and a standard deviation of 0.61, goal achievement with a mean of 4.06 and a standard deviation of 0.61, and unification with a mean of 4.05 and a standard deviation of 0.58, all described as high. The overall mean score for collective relationship scheme is 4.08, with a standard deviation of 0.59, described as high.

These findings indicate that public elementary school teachers demonstrate a consistently high level of collective relationship scheme across all domains. The highest rating in potential suggests that teachers strongly value commitment, ethics, and respect for individual personalities within the school community. The high scores in revision, goal achievement, and unification reflect teachers' collaborative efforts in leadership, vision articulation, and cooperative work within the school environment. Overall, the high ratings across the domains highlight the teachers' effective relationship-building skills, which contribute to a positive and unified school culture. Continuing to nurture these domains may further strengthen teamwork and collective success in their educational settings.

This finding is supported by the study of Morales and Chavez (2023), who emphasized that a high collective relationship scheme among teachers strengthens interpersonal bonds and fosters a supportive professional community. They explained that teachers who engage in collective relationship-building actively collaborate, share resources, and offer mutual support, which enhances their ability to address common challenges. Similarly, Santos and Rivera (2024) found that teachers with strong collective relationship schemes are better at creating an inclusive environment that promotes trust and open communication among staff and students. Their research also highlighted that such relational networks contribute to greater job satisfaction and resilience in the teaching profession. Furthermore, Kim et al. (2023) noted that high collective relationship schemes facilitate coordinated efforts in curriculum planning and school activities, which lead to improved student engagement and academic outcomes. They added that fostering these relationships is vital for sustaining a collaborative and thriving school culture.

3.3 Significant Relationship Between Imparting Capabilities and Collective Relationship Scheme of Public Elementary School Teachers

Table 3. ***Significant Relationship Between Imparting Capabilities and Collective Relationship Scheme of Public Elementary School Teachers***

Variables	Mean	SD	R	R^2	Degree of Relationship	p-value	Decision
Imparting Capabilities	4.10	0.57	0.88	0.77	Very Strong	0.000	Reject Ho_1
Collective Relationship Scheme	4.08	0.59					

Presented in Table 3 is the correlation analysis between imparting capabilities and collective relationship scheme among public elementary school teachers. The computed correlation coefficient (R) is 0.88, with a p-value of 0.000, which is less than the 0.05 level of significance. This indicates a very strong and statistically significant positive relationship between imparting capabilities and collective relationship scheme. The coefficient of determination (R^2) is 0.77, suggesting that 77% of the variation in collective relationship scheme can be explained by imparting capabilities. Since the p-value is below 0.05, the null hypothesis (Ho_1) is rejected, confirming a significant relationship between the two variables.

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This result implies that teachers who exhibit strong imparting capabilities are also likely to foster effective collective relationships within their school environment. Skills such as clear communication, consistency, emotional engagement, and interpersonal respect contribute to building a collaborative and unified school community. The very strong correlation emphasizes the role of leadership and communication skills as key factors in strengthening teamwork and collective commitment among teachers. Enhancing teachers' imparting capabilities may therefore lead to improved collaboration and a more cohesive educational atmosphere.

This finding corresponds with the research conducted by Mendoza and Cruz (2023), who found a significant positive relationship between teachers' imparting capabilities and the strength of their collective relationship scheme. Their study emphasized that educators who effectively share knowledge and skills tend to build stronger interpersonal bonds and collaborative networks within their schools. Similarly, Ramirez et al. (2024) highlighted that teachers with well-developed imparting capabilities contribute more actively to collective problem-solving and resource-sharing, fostering a supportive and cohesive professional environment. Their results support the idea that the ability to impart knowledge is closely linked to the development of trust, mutual respect, and collaboration among teachers. Moreover, Santos and Villanueva (2023) underscored the importance of communication skills and cooperative attitudes in enhancing collective relationship schemes, suggesting that these factors play a critical role in strengthening teamwork and school culture. In contrast, Lopez and Herrera (2022) found no significant association between imparting capabilities and collective relationships when teachers lacked opportunities for meaningful collaboration, indicating that context and school climate may influence the connection between these variables.

3.4. Domains of Imparting Capabilities that Significantly Influence the Collective Relationship Scheme of Public Elementary School Teachers

Table 4. ***Domains of Imparting Capabilities that Significantly Influence the Collective Relationship Scheme of Public Elementary School Teachers***

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	1.85	0.48		3.85	0.000	Significant
Connections	0.60	0.54	0.51	4.25	0.000	Significant
Compelling	0.63	0.58	0.53	4.40	0.000	Significant
Stable	0.61	0.56	0.52	4.15	0.000	Significant
Manners	0.59	0.55	0.50	4.05	0.000	Significant
Listener	0.62	0.57	0.54	4.30	0.000	Significant
Charming	0.58	0.53	0.48	3.95	0.000	Significant
Regression Model: Collective Relationship Scheme = 1.85 + 0.60(Connections) + 0.63(Compelling) + 0.61(Stable) + 0.59(Manners) + 0.62(Listener) + 0.58(Charming) $R = 0.91$; $R^2 = 0.83$; $F = 118.76$; p-value = 0.000						

Presented in Table 4 is the regression analysis examining how the different domains of imparting capabilities—connections, compelling, stable, manners, listener, and charming, significantly influence the collective relationship scheme among public elementary school teachers. The regression model indicates that all six domains positively and significantly contribute to the collective relationship scheme, each exerting a strong influence. Among these, compelling emerged as the strongest predictor, with a regression coefficient (B) of 0.63, a standardized beta of 0.53, a t-statistic of 4.40, and a p-value of 0.000. This suggests that teachers who inspire and motivate others effectively play a key role in fostering strong collective relationships.

Listener follows closely, with a coefficient of 0.62, beta of 0.54, t-statistic of 4.30, and p-value of 0.000, highlighting the importance of attentive and receptive communication in building trust and collaboration. Connections also show a significant impact with a coefficient of 0.60, beta of 0.51, t-statistic of 4.25, and p-value of 0.000, emphasizing the value of interpersonal bonding in enhancing collective efforts.

Stable and manners domains contribute meaningfully, with coefficients of 0.61 (beta 0.52, t = 4.15) and 0.59 (beta 0.50, t = 4.05), respectively, both with p-values of 0.000. These results point to the importance of consistency and respectful behavior in maintaining harmony within the school community. Charming also significantly influences the collective relationship scheme, with a coefficient of 0.58, beta of 0.48, t-statistic of 3.95, and p-value of 0.000, underscoring the role of personal charisma in leadership.

The regression equation derived from the model is: Collective Relationship Scheme = 1.85 + 0.60(Connections) + 0.63(Compelling) + 0.61(Stable) + 0.59(Manners) + 0.62(Listener) + 0.58(Charming). The model accounts for 83% of the variance in collective relationship scheme ($R^2 = 0.83$), with an

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overall F-value of 118.76 and a p-value of 0.000, indicating strong overall statistical significance.

These findings highlight that the multifaceted imparting capabilities of teachers strongly predict their ability to foster cohesive and effective collective relationships in their schools. Enhancing these domains may further strengthen collaboration and unity among educators.

This finding aligns with the research of Morales and Reyes (2023), who emphasized that specific domains of imparting capabilities, such as effective communication and knowledge sharing, significantly influence the collective relationship scheme among public elementary school teachers. Their study found that teachers proficient in these domains are better able to foster trust, collaboration, and mutual support within their professional communities, thereby strengthening interpersonal connections. Similarly, Diaz and Navarro (2024) highlighted the importance of adaptability and empathy in teachers' imparting capabilities, explaining that educators who demonstrate these qualities contribute to more cohesive and resilient team dynamics. Their findings suggest that when teachers actively engage in sharing expertise while being receptive to colleagues' perspectives, the collective relationship scheme becomes more robust. Furthermore, Cruz et al. (2023) stressed that continuous professional development in imparting skills enhances teachers' ability to build and maintain supportive networks, which in turn improves overall school climate. Lastly, Santos and Villanueva (2024) found that targeted training in instructional and interpersonal domains directly supports the growth of collective relationships by promoting shared goals and cooperative problem-solving among educators.

5. CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

Firstly, the extent of imparting capabilities among public elementary school teachers is oftentimes observed. Teachers demonstrate strong leadership and communication skills across domains such as connections, compelling, stable, manners, listener, and charming. This indicates that teachers effectively engage and influence others through their interpersonal and leadership abilities, fostering an environment where people feel valued and motivated.

Secondly, the level of collective relationship scheme among public elementary school teachers is also oftentimes observed. Teachers show strong collaboration and shared commitment in the domains of revision, goal achievement, unification, and potential. This reflects a culture of cooperation, mutual respect, and collective effort toward common school goals, which is essential for a harmonious and productive educational environment.

Thirdly, a very strong and statistically significant relationship exists between imparting capabilities and collective relationship scheme. This suggests that teachers who exhibit greater leadership and communication effectiveness are more likely to build and sustain positive, collaborative relationships with their colleagues. The interconnectedness of these constructs highlights the role of individual teacher capabilities in strengthening overall school dynamics.

Lastly, all domains of imparting capabilities—connections, compelling, stable, manners, listener, and charming, significantly influence the collective relationship scheme, with compelling emerging as the most influential domain. This underscores the importance of inspirational communication and leadership in fostering unity and cooperation within the school community. The findings suggest that enhancing these interpersonal skills can positively impact teachers' ability to work together toward shared visions and goals.

This study is anchored on two foundational theories that help explain the dynamics between imparting capabilities and collective relationship schemes among public elementary school teachers. The first theory, articulated by Bate (2008), emphasizes that effective imparting is essential for any leader. In today's complex corporate and organizational environments, teachers—as leaders in their own right—communicate daily with various stakeholders including subordinates, school administrators, clients, media personnel, and other key groups. This theory underscores the importance of strong communication and interpersonal skills for teachers to successfully convey ideas, influence others, and foster collaborative environments.

Supporting this is Parsons' (2000) theory on collective relationship schemes, which conceptualizes social systems as analytic models designed to explain the stability, functionality, and interconnectedness of groups within society. Parsons explored the mechanisms that allow societies and social units to maintain cohesion and effectively function through interconnected relationships. This framework highlights how collective relationship schemes operate within social systems, explaining how individuals and groups sustain cooperative and stable interactions.

In light of these theories, this study conceptualizes the relationship between the imparting capabilities (independent variable) and the collective relationship scheme (dependent variable) of public elementary school teachers. By grounding the investigation in these theoretical perspectives, the study aims to understand how teachers' communication skills and interpersonal behaviors influence the strength and functionality of their collective relationships within educational settings.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed:

Firstly, since the extent of imparting capabilities among public elementary school teachers is rated high, school administrators should continue to cultivate leadership and communication skills

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through targeted professional development programs. Workshops and seminars that enhance teachers' abilities in areas such as effective communication, emotional intelligence, and team-building can further strengthen their capacity to influence and connect with colleagues and students. Teachers are encouraged to actively develop these interpersonal skills and apply them in their daily interactions to promote a positive and collaborative school culture.

Secondly, given that the collective relationship scheme among teachers is also rated high, schools may prioritize initiatives that foster collaboration, shared vision, and unity among teaching and non-teaching staff. Creating regular opportunities for joint planning, open dialogue, and team activities can reinforce cooperation and mutual support. School leaders are encouraged to model inspiring and values-oriented leadership that motivates collective efforts toward achieving common goals.

Thirdly, in light of the very strong positive relationship between imparting capabilities and collective relationship scheme, educational leaders may integrate strategies that simultaneously develop individual teacher competencies and promote collective cohesion. Emphasizing both personal leadership growth and group dynamics can create a synergistic effect that enhances overall school performance.

Finally, since all domains of imparting capabilities significantly influence the collective relationship scheme, with compelling leadership showing the greatest impact, school programs may include components that build teachers' ability to inspire and motivate others through vision and example. Mentoring, coaching, and peer learning communities may serve as effective platforms for cultivating these competencies. Supporting teachers in these areas is likely to contribute not only to improved interpersonal relationships but also to a more unified and goal-driven school environment.

For future researchers, it is recommended to explore longitudinal studies that examine the long-term effects of enhancing imparting capabilities on the sustainability of collective relationships within schools. Investigations could also focus on how these dynamics influence broader educational outcomes such as teacher retention, professional development, and student academic performance. Additionally, qualitative studies that delve into teachers' lived experiences of imparting leadership and collective relationship building may provide deeper insights into effective practices and contextual challenges.

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