
Influence of Relational Intelligence on Community Linkages and Professional Engagement of Elementary School Teachers

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Abstract — The researcher aimed to assess the influence of relational intelligence on the community linkages and professional engagement of elementary teachers during the School Year 2024-2025 to have a proposed partnership improvement plan. The quantitative methodology was used in this study. A descriptive-correlational approach was employed to test influence of variables. There was a total of 147 elementary teachers from the entire district as respondents. They were selected to ensure that substantial data were collected from the respondents. Questionnaires were used to gather data. These data were collected online. Weighted mean and multiple regression were applied for interpretation. Results tell that relational intelligence of elementary teachers had a mean of 11.74 with verbal interpretation of improving. In addition, teachers' community linkages and professional engagement recorded a grand mean of 4.67, which implies that they are outstanding on it. Furthermore, relational intelligence was found to have a statistically significant negative effect on the dependent variable ($\beta = 0.179$, $p = 0.047$). Lastly, a partnership improvement plan was proposed based on the findings of the study. The study is expected to have implications on the improvement of partnership of teachers with the community, which is expected to be of great help in improving their job performance.

Keywords: relational intelligence, community involvement, partnership, relationship

I. INTRODUCTION

There are significant differences in the way we were taught and how we are taught today. This is a result of all the advancements and changes that are currently occurring in the world. More and more innovative methods and strategies emerge as data becomes more accessible. This also applies to the sphere of education. The term "teaching" refers to the act of presenting information in a structured educational environment. It is true since this is the primary duty of educators. Successful employees must be able to get along with others at work, which implies that they must possess a high degree of socio-emotional intelligence (Ribeiro, Severo, & Ferreira, 2016).

Regarding the developing concept of relational intelligence (RQ), there has been a limited amount of study conducted. According to Huseman (2012), there is a gap in the research on relational intelligence (RQ) due to the fact that a large number of academics have written about emotional intelligence (EQ), but not RQ. According to the findings of Hojat et al. (2012), this type of collaboration between healthcare professionals from many professions is beneficial to patients.

According to Huseman (2012), RQ takes into account not only previous interactions but also the current relational interaction as well as the influence that the current interaction has on future interactions at both the individual and group levels. Through the course of time, the basis of a connection is constructed on the basis of fair dealings and reciprocity. An equitable society is one in which every individual makes a contribution to the common good. In order to evaluate a person's social success, it is possible to examine the degree to which they apply themselves wisely in a variety of fields.

Huseman (2012) cited that the concept of "relational intelligence" is an extension of emotional intelligence in the areas of empathy and social skills. Additionally, this is the reason why it contributes to the achievement of professional success. Huseman (2012) helped his clients develop their interpersonal skills by basing his one-on-one coaching on the ideas of relational intelligence theory. This was done in order to help his clients' relationships with others.

According to Huseman (2012), society has progressed from the hunting and gathering age, which established an economy based on self-sufficiency, to the agricultural age, which established an economy based on agriculture, to the industrial and informative ages, which established an

economy centred on knowledge, and is currently transitioning to the relational age. According to Anderson and Ackerman (2011), authoritarian and top-down methods of leadership are today considered to be relics of a bygone period.

The importance of relationship intelligence cannot be overstated in the business world. Due to the increasing size of schools, it is common for students to be required to perform group projects. When it comes to the workplace, those who are able to get along well with others are held to higher standards. According to Li and Patterson (2024), developing relationship intelligence is a challenging endeavour to undertake. The ability to engage and work together with people in an efficient manner is a prerequisite for this position.

This idea is comprised of several components, the most important of which are self-awareness and self-understanding, as well as other-awareness and other-understanding (including empathy). Additionally, it is of the utmost importance to cultivate profound connections with other people. Communication is crucial in the formation of the relationship between the two parties. It is essential for the survival of relationships, which are the cornerstone of our existence, that we communicate with one another. The practice of communication serves as the cornerstone of interpersonal interactions. When it comes to partnerships that are founded on trust and mutual satisfaction, effective communication is absolutely necessary. Distancing oneself emotionally is necessary for effective conversation. The ability to maintain emotional control is the key to effective communication and relationships that are satisfying. People who are aware of who they are, how they feel, and how to comprehend the emotions of people around them are more likely to have positive relationships with their peers (Li, 2022).

The concept of an educational practice that encourages links between contexts within the socio-educational ecosystem ought to be seen of as a dynamic process that is situated at the junction of the school and the external institution. It is possible that we will experience both continuity and discontinuity between school and outside of school (Bronkhorst & Akkerman, 2016). This is because these contexts interact with one another and the activity of the educational practice is co-generated by them.

According to Bronkhorst and Akkerman (2023), it is essential to actively transcend school borders and facilitate hybridizations between contexts in order to foster continuity. Arts and

Bronkhorst (2019) cited that some of the strategies that can be utilized to foster these connections are as follows: a) brokering, which entails incorporating agents from other activity contexts into a specific learning situation; b) boundary objects, which refer to the utilization of tools and resources that establish continuities between two or more contexts; c) boundary interactions, which involve promoting occasional visits and joint activities between settings; and d) hybrid practices, which involve the creation of new environments that combine elements from two different contexts, as it is typically seen in project-based or problem-based learning proposals. This process of considering boundary agents, objects, interactions, and hybrid practices furthers the inclusion of features in educational practices that are not inherently present in either the school or an external institution. As a result, the potential for action and knowledge construction in terms of these practices is expanded and enriched.

The importance of relational intelligence was emphasized by Greer (2019) as a means of enlisting the support of other people. Without a doubt, educators, who typically work in groups, rely on the skills and knowledge of their colleagues in order to finish jobs or accomplish them more quickly. The capacity of teachers to achieve their goals in the classroom is significantly harmed when students behave in such a manner.

As part of the Mayer-Salovey model (Mayer, Caruso, & Salovey, 2016), the following three talents are included: the ability to perceive and analyze emotions in oneself, other people, and the environment; the ability to use feelings in order to make sense of events and developments; and the ability to use feelings. A precondition for emotional intelligence is the possession of a theoretical grasp of emotions, variations in those emotions, and the effects such fluctuations have. Emotion management is achieved when an individual is able to control not only their own feelings but also the feelings of other people. Even while all of these skills and processes are dependent on one another, the fact that higher levels, such as regulation (where emotions and thinking are connected), tend to require more emotional intelligence shows that there may be a hierarchy.

Because it is the means by which social inclusion can be accomplished, education is considered to be a crucial component of sustainable development. It is imperative that this take happen in order to improve the level of living of the people. "Universal access to quality knowledge and skills ensures that everybody has an equal opportunity to play a full part in work and society,"

. Therefore, if socially marginalised and vulnerable people are to be included in the process of development, the promotion of equality and active citizenship through a well-developed education and training system must be the top priority on the development agenda of every community. Despite the fact that the advantages of education are generally known, the development goals of many countries have not given the subject the attention that it deserves.

In addition to this, the study also takes into account the participation of instructors in the surrounding community. A nation's social systems, the values that underpin those systems, and the degree to which current political mechanisms enable citizens to comprehend and influence the structure of those systems are all factors that influence the quality of education and other social services that are provided in that nation (Russell, 2009). Other factors that influence the quality of these services include the structure of the social systems themselves. Since structures and the procedures that go along with them are commonly absolved of responsibility for social ills, services that view social problems as the product of personal deficiencies are given as a treatment. This is because social evils are frequently attributed to structures. The deficit or welfare approach does not address the underlying mechanisms and (flawed) systematic institutions that prevent citizens from enjoying lives that are satisfying to them.

As stated by the World Bank in 2007, when customers have the ability to hold service providers accountable, there is an increase in both the quality of service and the timeliness of the service. This presumption serves as the foundation for a significant chunk of the argument that emphasizes the significance of parental involvement in educational pursuits. Furthermore, incorporating "the concerns, needs, and interests of communities in education planning and management can help to generate strong demand for education, and improve enrolment, attainment, and achievement," as stated by Watt (2001). Numerous studies have demonstrated that there is a favourable association between the outcomes of students, schools, and communities and the involvement of the community in educational institutions. The involvement of the community and parents, as well as the connections that are developed within them, have a significant impact on the culture, pedagogy, and general perception of a school in the eyes of its pupils (Flores & Perez, 2022). Teachers are in a better position to aid their students in comprehending the content that they cover in class if they take the time to learn about the lives of their students outside the

classroom. Having a better understanding of the students' pasts can assist teachers in developing closer ties with their students.

As a method of fostering social progress and improving educational outcomes, there has been a lot of talk about the necessity of including parents and other members of the community in the educational processes. This study investigates the complex dynamics of partnerships of this kind, as well as the prospect that such partnerships could lead to an improvement in the quality of education across the country. The creation of an all-encompassing plan that caters to the varied requirements of children and society as a whole can be accomplished through collaborative efforts between communities, parents, and educational institutions. In order to be effective, parental involvement must incorporate a range of characteristics, such as advocating for educational justice, taking part in school events, and being involved in their children's academic journey. When parents take an active role in their children's education, there is a greater likelihood that their children will demonstrate enhanced social-emotional development, higher attendance rates, and superior academic success. Additionally, parental participation helps to create a home environment that is supportive and conducive to learning, which in turn helps to promote educational efforts that are established at universities. The phrase "community engagement" is used in the field of education to refer to the participation of a wider range of members of society in educational endeavors. This includes the involvement of parents. Enhancing educational resources, providing opportunities for mentorship, and facilitating experiential learning programs are all things that are made possible, in great part, by the communities that are located in the area.

It is frequently vital to have adequate manpower in order to ensure the successful implementation of educational programs. This holds true with regards to the number of workers employed as well as the average level of experience that each of them have. Schagen and Hipkins (2018) discovered that when there was an adequate supply of teaching and non-teaching staff, it resulted in an increase in the number of services that could be offered as well as the number of programs that could be implemented. When it came to the implementation of new curricula and the introduction of new concepts, the most common obstacles that were noted were insufficient available staffing and time restrictions. In addition to the difficulty of class size and diversity, which was also a concern, this was another situation that posed a dilemma. The outcomes of this study highlight the importance of having a sufficient staff in order to ensure that educational

institutions are able to successfully adopt and execute innovative educational initiatives without encountering any difficulties.

An essential component for the holistic development of students and the general enhancement of the well-being of society as a whole, according to Li and Zhang (2023), is the participation of parents and members of the community in educational activities. This is a fundamental component. It is impossible to overstate the significance of such involvement since it extends beyond the confines of the walls of the classroom and into the very fabric of the communities in which it is implemented (Hamm et al., 2021). Not only does collaboration between parents, communities, and educational institutions boost academic results, but it also supports the development of individuals who are equipped with the skills and values necessary to make a significant contribution to society (Cordova Jr. et al., 2024). This research was conducted by Cordova Jr. and colleagues.

It has been well established that the degree to which parents are involved in their children's education is a crucial element in influencing not only the academic progress of pupils but also their overall well-being (Beard & Thomson, 2021). They contribute to the formation of a supportive home environment that stimulates learning, promotes positive behaviors, and instills a sense of value for education, as stated by Hsu and Chen (2023). This is because when parents take an active position in their children's educational journey, they are able to contribute to the creation of such an environment. Additionally, community engagement in education broadens the support network beyond the constraints of the family unit, so increasing the educational experience by giving a diversity of perspectives, resources, and opportunities (Kelty & Wakabayashi, 2020). This is a significant benefit of community engagement in education. The efforts of communities and parents working together make a substantial contribution to the construction of the educational landscape as well as the preparation of students for the challenges that they will face in the modern world.

According to Alam and Mohanty (2023), it is essential for educational institutions, communities, and parents to work together in collaborative partnerships in order to achieve the goals of fostering social progress and enhancing educational achievements. The stance maintains that the formation of collaborative partnerships between educational institutions, communities, and parents is crucial to the fulfilment of two interrelated objectives: the advancement of educational

outcomes and the promotion of social improvement (Viray & Olalia, 2022). By working together and collaborating, these many stakeholders have the potential to harness their collective strengths in order to address educational challenges, advocate for equity, and construct environments in which all persons have the opportunity to succeed intellectually, socially, and emotionally. Through their combined efforts, they have the ability to build communities that are more strong and resilient, and they also have the ability to empower future generations to realize their full potential.

Willems and Gonzalez-DeHass (2012) defined school-community partnerships as substantial relationships with community members, organizations, and businesses that are committed to working cooperatively with a shared responsibility to advance the development of students' intellectual, social, and emotional well-being. These partnerships are known as "school-community partnerships." It has been demonstrated that positive effects on students' academic and professional accomplishments can be achieved via the formation of partnerships between schools and the communities that surround them.

Auerbach (2010) states that there are "respectful alliances among educators, families, and community groups that value relationship building, dialogue, and power sharing as part of a socially just, democratic school" (p. 729). In order to establish robust partnerships between educational institutions and the communities that surround them, it is necessary to cultivate relationships that are authentic and trustworthy.

According to Campbell (2012), it is now the responsibility of researchers and reformers working in the field of education to gain a better understanding of what constitutes effective parent and community involvement, as well as the conditions that exist within educational systems and communities that make it possible for such involvement to have the greatest impact. When it comes to increasing student performance, it is not even clear who is responsible for the involvement of parents and the community in the majority of secondary schools in countries that are considered to be underdeveloped.

According to Tondeur (2013), a strong school-community collaboration can be beneficial to both the school and the community if the two parties work together to guarantee that all children have access to an education of sufficient quality. (McAlister, 2013) found that the level of parental

and community involvement in schools had a significant impact on the achievement of students. Both Anderson et al. (2010) and McAllister (2013) came to the conclusion that schools that had significant community partnerships had (a) a higher percentage of kids who performed on grade level, (b) enhanced parental volunteerism, and (c) supported initiatives to improve the educational system. The findings of this study, as well as those of other studies that are similar to it, indicate that community involvement in education helps to maximize the use of limited educational resources. This is accomplished by encouraging the development of contextualized curricula and instructional materials, as well as the identification and resolution of problems that interfere with the advancement of education.

A study conducted by Alam (2015) discovered that when parents and people of the community participated in instructional outdoor activities such as field trips and excursions, it led to an increase in both student engagement and performance. There are a number of reasons why it has been demonstrated that the participation of community members in the process of policymaking is helpful. These reasons include the formation of a consensus among all stakeholders and the better satisfaction of the educational requirements of the community.

According to Bartolome, Mamat, and Masnan (2017), it also helps teachers carry out their instructional programs more efficiently. It was found that participatory activities were successful in accomplishing educational goals in areas where the government's initiatives to educate the populace had been unsuccessful, notably in underserved neighborhoods and among marginalized populations. The problem of low female school enrolment in Gambia has been successfully addressed by community-based social activities in the country. Initiatives taken by the government to lessen bias against vulnerable groups were put into effect in order to achieve this goal. In this sense, non-governmental organizations (NGOs) have been particularly instrumental in playing a constructive role in offering educational opportunities to the most impoverished and marginalized communities, particularly for women, in partnership with other community-based organizations.

As Kimaro and Machumu (2015) have pointed out, there are a great deal of beneficial effects that may be brought about by involving the community in the educational process. A coordinated effort is required in order to accomplish these objectives, which includes close

engagement with the communities that are located in the area, as well as support in making the most of the educational activities and resources that are available.

The cited literature and studies highlighted that relational intelligence is a topic that is considered most common in various field including business, social works and education. In addition, the community involvement of teachers is a concept that is being highlighted because of the changing work of teachers. Teachers do not only focus now in the use of the classrooms and materials for their teaching. They are also being tested on their community involvement. Despite the richness of ideas about them, there is scarcity in literature regarding relational intelligence influence on community linkages and professional engagement of elementary teachers.

Conceptual Framework

This graphical representation of the study was found in Figure using IV-DV model. This denotes that there is a need to establish first two or more variables before the influence can be tested.

Figure 1 showed that the independent variable was the relational intelligence, while the dependent variable was the community linkages and professional engagement. The arrow in the middle indicates the hypothesized influence of the independent variable on the dependent variable.

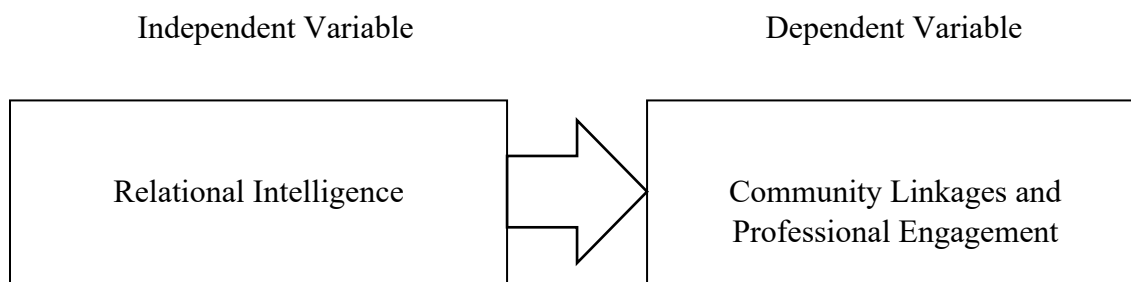


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The researcher aimed to assess the influence of relational intelligence on the community linkages and professional engagement of elementary teachers during the School Year 2024-2025 to have a proposed partnership improvement plan.

Specifically, the study answered the following questions:

1. How may the relational intelligence of the elementary teachers be described?
2. How may the community linkages and professional engagement of the elementary teachers be assessed based on the PPST?
3. Does relational intelligence of elementary teachers exert significant influence on their community linkages and professional engagement?
4. How may a partnership improvement plan be proposed considering the findings of the study?

Hypothesis

Relational intelligence of elementary teachers does not exert significant influence on their community linkages and professional engagement.

Significance of the Study

It is expected that the stud will benefit the following:

School Heads. They will gain insight into their professors' social competence and commitment to the larger community. This will allow them to model the technical support they provide to instructors after the study's findings.

Teachers. If one is aware of their own relational intelligence, they will have the opportunity to fine-tune their strategy for professional growth. In addition, they can use the study's findings to reflect on their own involvement in the community.

Pupils. Having improvement on the relational intelligence of their teachers as well as their community involvement may entail better learning experience on the part of the pupils.

Future Researchers. This research is going to be added to the existing body of literature and studies about relational intelligence and community involvement, which may serve as reference for others. Also, the suggestion on possible topics will give the researchers ideas on what to explore.

Scope and Delimitation

This study was conducted during the School Year 2024-2025 at San Simon District, Division of Pampanga. The total population of the elementary teachers were considered as respondents of the study.

To realize the study, the data on relational intelligence was gathered. The community linkages and professional engagement of teachers was based on the PPST. After which, the influence of relational intelligence on community involvement was tested.

A partnership improvement plan was proposed based on the findings of the study.

Definition of Terms

These terms are defined to have a deeper understanding of the study:

Community Linkages and Professional Engagement. It refers to the participation of the teachers on works and tasks that involve the community related to teaching.

Relational Intelligence. This centers on assessment of skills of person on making or managing relationships.

II. METHODOLOGY

This chapter deals with research design, respondents and sampling technique, instrumentation, data collection and statistical treatment.

Research Design

The quantitative methodology was used in this study. Quantitative research is a method that evaluates a phenomenon by collecting and analyzing large amounts of numerical data. For this reason, numerical form is assumed for the raw data. Quantitative research, as summarized by Shone (2015), centers on collecting and analyzing numerical data from the study's primary participants. Because of the meticulous and precise methods used to measure the outcomes of this study, we can confidently label it a true scientific endeavor.

A descriptive-correlational approach was employed because the focus of this investigation was on the relationships between several components. It focuses on describing the traits of a particular population rather than asking "why" an event occurred. In other words, it doesn't explain "why" the event is being examined; it just "describes" the subject of the investigation. The main objective is to perform a comprehensive evaluation of the phenomenon being studied as it stands right now. Descriptive-correlational research, as pointed out by Shields and Rangarajan (2013), is conducted to characterize a population or phenomenon. In descriptive research, the focus is on providing answers to "what" inquiries in order to gain insight into a phenomenon. This allowed us to determine how strongly the variables are connected. Predictions for future action are the primary application of correlational findings.

It suited the purpose of the study which was to assess the influence of relational intelligence on the community linkages and professional engagement of elementary teachers during the School Year 2024-2025.

Respondents of the Study

The source of information is one paramount consideration in every research undertaking. Public elementary school teachers from San Simon District in the Division of Pampanga were the respondents of the study. The said locale was chosen because this was the place where the researcher is currently assigned.

From this point, the total population of the teachers in the district were requested to participate. This means that universal sampling was applied. This gave everyone the chance to be represented in the study. Still, only those who agreed to take were included in the study.

TABLE 1
RESPONDENTS OF THE STUDY

Schools	Frequency	Percentage
School A	19	12.93
School B	12	8.16
School C	11	7.48
School D	11	7.48
School E	8	5.44
School F	9	6.12
School G	13	8.84
School H	11	7.48
School I	5	3.40
School J	11	7.48
School K	12	8.16
School L	8	5.44
School M	9	6.12
School N	8	5.44
Total	147	100.00

Table 1 shows the distribution of the respondents according to school. It can be seen that there was a total of 147 elementary teachers from the entire district.

Research Instruments

To solicit the necessary information for this study, the researcher used an adopted instrument on relational intelligence. The tool of Dharius Daniels which is a self-rating tool and answerable by likert scale. Even though the tool is adopted, the researcher will request for validation of instrument. Experts were requested including public schools district supervisor, school principal and master teacher in elementary. The tool will undergo series of validation and revisions before it is finalized.

For community linkages and professional engagement, the researcher had the PPST of the teachers, which is a standardized one.

Data Collection

The graduate school dean was contacted to request permission for the study. In addition, the researcher wrote a letter, to be signed by the research adviser and to be delivered to the schools division superintendent's office. After getting the necessary approvals, the researcher proceeded with distributing the survey.

For the data collecting, the researcher resorted to use the internet platform like google form, messenger, social media, phone call, emails and others.

Ethical Consideration

The researcher discussed to the participants about the study's rationale. Anyone who chooses to respond may do so whenever they feel it is necessary. Making sure everyone involved is giving their consent to participate is another factor to think about. This was accomplished

through the use of a consent letter, which was signed by the respondents. In addition, the researcher safeguarded their anonymity by providing them with the opportunity to provide their names in writing.

In addition, the respondents' identities were not revealed anywhere in the manuscript. There was no distinguishable answers in the final output because all data were coded.

Statistical Treatment of Data

The following statistical treatment were used:

1. Frequency count, to summarize relational intelligence
2. Weighted mean, to determine the community involvement of the respondents

The following were the norms for interpretations for community involvement:

Scale Value	Descriptive Ratings	Range of the Weighted Means
5	Outstanding	4.50-5.00
4	Very Satisfactory	3.50-4.999
3	Satisfactory	2.50-3.499
2	Basic	1.50-2.499
1	Poor	1.00-1.499

2. Multiple regression, to determine the influence of relational intelligence on community involvement

III. RESULTS AND DISCUSSION

This chapter provides details about the results of application of statistical treatment on the gathered data.

1. Relational Intelligence of Elementary Teachers

The first variable of the study is the relational intelligence. It was measured through a questionnaire given to respondents.

Table 2 reveals the relational intelligence of elementary teachers. From the illustration, it can be seen that it garnered a mean of 11.74 which tells improving.

Because schools are predominantly made up of teachers in career stages 1 and 2, the research implies that teachers are already improving their relationship intelligence. This is something that is much expected because they are still on the process of building good relationship with others. There is a possibility that the value of relationship intelligence in the context of professional settings is not provided with sufficient attention. When it comes to specific tasks, schools are vast institutions that call for the participation of a number of people who collaborate with one another. People who are able to get along well with their coworkers are more likely to achieve more success in their professional lives. This is because they are more likely to be successful in their professional lives.

When it comes to establishing and maintaining relationships with other people in their educational setting, teachers are required to possess relational intelligence as their primary competence. The ability to form positive connections with students, colleagues, parents, and administrators is a skill that teachers who possess a high level of relational intelligence possess. When it comes to educational environments, the capacity to establish trust and respect through open communication channels is what creates a climate that is conducive to learning and encourages inclusion. There is a correlation between students who receive acknowledgement and comprehension from their teachers and high levels of active participation in classroom activities, as well as improved academic performance.

There is a correlation between the use of relational intelligence as a technique and the enhancement of classroom discipline as well as the behavior of pupils. By utilizing these skills, they are able to put an end to confrontations and manage behavioral issues that are occurring among students. Teachers who are able to identify students' feelings and respond with empathy while maintaining their ability to communicate politely are able to make use of these talents. The children learn acceptable behavior through the process of getting to know one another and forming connections with one another, as opposed to following people who are in positions of authority with regards to behavior. It is possible for students to achieve better learning outcomes when the atmosphere in their classroom is one that is conducive to safety, motivation, and active engagement.

The findings of Zhang et al. (2020) suggest that relational intelligence is not something that can be acquired with a simple or straightforward process. They make this allegation on the basis of the findings that they discovered during their study. To be successful, it is essential to have the ability to collaborate well with other people and to establish a strong relationship with each and every person with whom you interact professionally. Only then can you hope to attain success.

TABLE 2
ASSESSMENT OF RELATIONAL INTELLIGENCE

Indicator	Mean	Description
Relational Intelligence	11.74	Improving

Legend

14-20	Advancing
7-13	Improving
0-6	Struggling

2. Community Linkages and Professional Engagement of Elementary Teachers

It is glaring from Table 3 that teachers' community linkages and professional engagement marked a grand mean of 4.67, which implies that they are outstanding on it. A closer look on the table encapsulates that first indicator "maintaining learning environments that are responsive to community contexts" accumulated the highest mean of 4.73, while the fourth indicator "complying with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders" listed a mean of 4.62.

In order to fulfil their tasks, teachers are now obligated to include members of the community in the projects that they are working on. Concurrently, educators are becoming increasingly involved in the communities in which they work. During the majority of the Brigada Eskwela, this becomes readily clear. In our day and age, the assistance of the entire community as well as the collaboration of a wide range of stakeholders is highly prevalent. It was mentioned by Tomas (2022) that learners are able to realize their fullest potential when there is effective instructional help from the successful cooperation with the community or other stakeholders. This is because the community or other stakeholders are able to provide the necessary support. The job of teaching is not only the responsibility of the teachers; rather, the head of the school and people of the community are equally responsible for imparting their knowledge to the students. This is something that has already been acknowledged by the entirety of the academic community throughout the world.

It has been widely known for a considerable amount of time that the participation of the community in educational institutions is an essential component in the process of improving the academic performance of students, particularly in subject areas such as the distribution of resources and the staffing of educational institutions. Both of these aspects are particularly important in the process of improving students' academic performance. There are many parts of school life that have experienced major improvements as a consequence of collaborative efforts between the community and educational institutions. One of these aspects is academic performance, which is one of the many aspects. Over the course of these initiatives, a wide variety of facets of school life have seen considerable advances.

According to Onyango et al. (2024), the involvement of key stakeholders, such as the community, into the process of providing education has been universally acknowledged as good. This is because of the benefits that it brings. This is because it blends the growth of the individual student with the impact that it has on the community for the purpose of giving education. This is the reason why it is so effective. As a result of this involvement, which gives a more holistic approach to education, the community is able to actively participate in impacting the outcomes of schools, from decisions regarding staffing to improvements in infrastructure. This involvement also provides a more comprehensive and comprehensive approach to education.

TABLE 3
ASSESSMENT OF COMMUNITY LINKAGES AND PROFESSIONAL ENGAGEMENT
OF ELEMENTARY TEACHERS

Indicators	Mean	Description
1. maintaining learning environments that are responsive to community contexts.	4.73	Outstanding
2. building relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.	4.67	Outstanding
3. reviewing regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers..	4.64	Outstanding
4. complying with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	4.62	Outstanding
Grand Mean	4.67	Outstanding

3. Influence of Relational Intelligence on Community Involvement of Respondents

Relational intelligence was found to have a statistically significant negative effect on the dependent variable ($\beta = 0.179$, $p = 0.047$). This suggests that higher levels of relational intelligence are associated with a increase in the community linkages and professional engagement.

The relationship between relational intelligence and community linkages of teachers is strong and interdependent, as both focus on building meaningful and productive connections beyond the classroom. Relational intelligence refers to a teacher's ability to understand others and communicate effectively and maintain positive interpersonal relationships. This skill establishes and sustains strong community linkages which require partnerships with parents and local organizations and stakeholders and the wider community to support the educational process.

Teachers with high relational intelligence can establish and maintain community relationships. They can communicate clearly with parents show empathy toward community concerns and collaborate with stakeholders in a respectful and professional manner. This process fosters trust and cooperation which makes it easier to involve the community in school programs and projects and learner support initiatives. Schools develop improved community responsiveness which results in enhanced educational experiences for students.

In their study, Cimeni and Oco (2023) emphasized that the first step in developing meaningful relationships with other individuals is to have a mutual knowledge of one another. When it comes to establishing relationships, this is the first step. In the event if every single person places a high value on the feelings that other people might be experiencing, there will be a clear demonstration of empathy and consideration. The presence of this component, which is an essential component that must be present, is required in order to achieve a significant level of relationship intelligence.

TABLE 4
REGRESSION ANALYSIS OF VARIABLES

	Coefficients	Standard Error	t Stat	P-value
Relational Intelligence	0.17857	0.087247	2.04674	0.046686

4. Proposed Partnership Improvement Plan

Using the findings of the study, the researcher came up with a proposed partnership improvement plan that will help teachers improve their community involvement.

Relational Intelligence Indicator	Objective	Strategies / Activities	Persons Involved	Timeline	Success Indicators
Reflecting on and evaluating relationships	To help teachers consciously assess the quality of their relationships with community stakeholders	Conduct reflective workshops and guided journaling on teacher– community interactions	School Head, Teachers	Q1	Teachers demonstrate improved awareness of strengths and gaps in community relationships
Having realistic expectations in relationships	To promote balanced give-and- take between teachers and community partners	Orientation on roles, limits, and shared responsibilities in school– community partnerships	Teachers, Barangay Officials, PTA	Q1–Q2	Reduced conflicts and clearer agreements with community partners

Prioritizing the well-being of valued relationships	To strengthen loyalty and commitment to key community partners	Recognition and appreciation activities for active community partners	Teachers, Community Leaders	Q2	Increased participation of community members in school programs
Being authentic in relationships	To encourage genuine and trustworthy teacher–community engagement	Dialogue sessions that allow teachers to share authentic concerns and aspirations	Teachers, Parents, LGU Representatives	Q2	Improved trust and openness between teachers and community
Knowing with whom to be transparent	To help teachers practice appropriate honesty and professional boundaries	Seminar on ethical communication and confidentiality in community relations	School Head, Teachers	Q2	Teachers demonstrate improved judgment in information-sharing
Noticing influence of key people	To help teachers identify and work effectively with influential community stakeholders	Stakeholder mapping and influence analysis workshop	Teachers, School Head	Q1	Teachers engage strategically with community influencers

Organizing time for important relationships	To ensure teachers intentionally allocate time for community engagement	Inclusion of community-linkage activities in teachers' workload plans	School Head, Teachers	Q1–Q4	Regular teacher participation in community activities
Nurturing relationships through encouragement	To build positive and supportive teacher–community relationship	Training on positive communication, appreciation, and feedback	Teachers	Q2–Q3	Improved morale and sustained collaboration
Accepting people without judgment	To promote inclusivity and respect in community interactions	Values formation sessions on cultural sensitivity and inclusiveness	Teachers, Community Members	Q3	Stronger collaboration with diverse community groups
Valuing life-giving relationships	To encourage joyful and meaningful teacher–community partnerships	Community-building activities (outreach programs, shared celebrations)	Teachers, Parents, Community	Q3–Q4	Teachers report increased satisfaction in community engagement

IV. CONCLUSIONS AND RECOMMENDATIONS

This part shows the summary of findings, conclusions and recommendations of the study.

Summary of Findings

The following were the summary of findings:

1. Relational intelligence of elementary teachers had a mean of 11.74 with verbal interpretation of improving.
2. Teachers' community linkages and professional engagement recorded a grand mean of 4.67, which implies that they are outstanding on it..
3. Relational intelligence was found to have a statistically significant negative effect on the dependent variable ($\beta = 0.179$, $p = 0.047$).
4. A partnership improvement plan was proposed based on the findings of the study.

Conclusions

The following conclusions were formed based on the findings:

1. Teachers are already in the process of improving their relationship intelligence, which means they are learning how to have a good relationship with other teachers and staff of the school
2. Elementary teachers can still increase their community involvement. Despite being part of their duty as teachers, mastery of community involvement takes a lot of time and effort to learn because it does not only concern itself with inviting parents to always attend the activities but also with using the community as a learning environment.

3. Relational intelligence significantly influences the community linkages and professional engagement of elementary teachers indicating that an improvement in relational intelligence will help in improving their community linkages and professional engagement performance.

4. The proposed partnership improvement plan aims to help teachers develop the community involvement of teachers with an end product of improving their performance.

Recommendations

The following recommendations are formed based on the summary:

1. School leaders may assign teachers to work on different groups and teams when there are initiatives and programs to be implemented to develop their relational intelligence.

2. Seasoned teachers or those who are outstanding in community involvement may mentor those who are struggling on community involvement through sharing of their best practices.

3. School heads may incorporate opportunities for teachers to lead activities and initiatives that call for communication with the community into the school development plan to increase teachers' chances of developing their relational intelligence and increasing their community involvement,.

4. The proposed partnership improvement plan may be adopted in one school or district to test its effectiveness.

5. Future researchers may dwell on conducting study on the challenges of teachers on their community linkages to enrich the findings of the study.

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