

Investigating Human Relations of School Heads and Its Impact to Teachers' Affective Commitment to School, Academic Self-Efficacy, and Professional Competence

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Abstract

This research investigated the human relations of school heads and their impact on the teachers' affective commitment, academic self-efficacy, and professional competence. Using stratified random sampling, a total of 200 teachers from big or mega schools in the Schools Division of Quezon were chosen as respondents. Moreover, this investigation utilized a quantitative-qualitative research design specifically the explanatory sequential approach to obtain primarily quantitative and qualitative data using survey questionnaires on the teachers' views on human relations in terms of communication, conflict resolution, and general welfare of human resources; the school heads human relations towards teachers' affective commitment to school as to dedication to work, engagement in school activities, and service loyalty (10, 15, 20 years); the school heads human relations towards teachers' academic self-efficacy as to classroom management, technical assistance on instructional strategies, and work performance; the school heads human relations towards teachers' academic self-efficacy as to classroom management, technical assistance on instructional strategies, and work performance; the school heads human relations towards teachers' professional competence as to personal development, professional development, and teacher efficiency and effectiveness. The findings of the study revealed that the teachers in mega schools in DepEd Quezon concur that school heads' human relations are within the "above average" level. There is a significant negative correlation between school heads' human relations and teachers' affective commitment, a strong positive correlation with academic self-efficacy, and a moderate positive correlation with professional competence, but no significant relationship is found when grouped by sex, length of service, or current position. Likewise, there is a significant negative correlation between school heads' human relations and teachers' affective commitment, a strong positive correlation with academic self-efficacy, and a moderate positive correlation with professional competence, but no significant relationship is found when grouped by sex, length of service, or current position. This study proposed a humanized educational leadership framework that would aid develop a positive and harmonious relationship between school heads and teachers focusing on support for teacher' work and life balance, conflict resolution strategies, personal space safety in school, academic exchange or open communication with superiors in school towards the development of a deeper sense of commitment to the teaching profession which is a crucial component of effective and efficient classroom instruction.

Keywords: Investigating, School Heads, Human Relations, Impact, Affective Commitment to School, Academic Self-Efficacy, Professional Competence

1. Background

1.2 Rationale of the Research

Human relations are a classic issue among educational organizations. As an organization, schools handle a variety of intricate human relations issues as they contend with demands brought about by the changing needs of time. In the Philippines, many schools face human relations issues specifically in the context of mega schools in the Schools Division of Quezon.

The mega schools in the Division of Quezon Province are, by policy, composed of 51 and above teachers in the elementary school, and 101 and above teachers for the secondary level as per DepEd Order No. 42, s. 2017 or the 2017 Brigada Eskwela Implementing Guidelines. Thus, issues and concerns could exist, specifically human relations problems in terms of leadership. Leadership is an essential component of human relations and human resource management. Consequently, human relations problems in terms of leadership, particularly the school head-teacher relationship or the leader-follower are fundamentally human interpersonal struggles; good human relations are a necessary skill at work. These challenges, when unfixed, can lead to an unsatisfying job and can truly affect teaching work performance. It is hard to keep teachers' affective commitment to school because it is affected by multiple factors that lead teachers to be apathetic to work, disengaged in school activities, and likely to quit the teaching job instead of becoming loyal to the service of the Filipino children. Many teachers these days would do, migrate and even work overseas. In one of the reports of SunStar, even doctorate holders were attracted to work abroad after realizing that efforts as a teacher were "valued" more than here in the Philippines. Furthermore, school heads serve and lead the teachers, and not teachers serving the principal, as practiced here in the country (Reyes, 2024).

Basas (2024) argues that extremely low pay for public school teachers in the Philippines, excessive workloads, toxic workplaces, unfavorable physical conditions in faculty lounges, unfair treatment of staff members, particularly when it comes to promotions and opportunities, overly stringent regulations in the teaching profession, and a dearth of social welfare policies are some of the reasons why Filipino teachers are leaving the country for jobs overseas.

Furthermore, recent data from the Philippine Overseas Employment Administration (POEA) shows that, on average, 1,500 Filipino teachers have left the nation annually during the last three years. Hence, in the years to come, there is a possibility of a teacher shortage in the Philippines, this only shows that as human relations is a component of leadership, leaders must be skilled enough to make the teachers affective in their careers, for teachers to stay loyal to the profession while adhering to the highest ethical standards of being an educator.

In view of the foregoing, aside from the difficulty of perpetuating harmonious relationships within an organization, it is also challenging to be effective in the job teachers signed for the reason that both small and huge institutions struggle to build positive relationships within the workplace and most of the issues have to do with staying dedicated to the teaching profession. Thus, Kumar (2016) suggests that educational managers must possess human relations knowledge and abilities to manage people effectively, specifically on being an effective communicator, good in conflict resolution and problem-solving approach, and in considering the general welfare of human resources.

DepEd Order No. 24, s. 2020 states the General Welfare of human resources under Domain 4 of the Philippine Professional Standards for School Heads – Developing Self and Others; Strand 4.5 Professional

Development of School Personnel, a school head must have demonstrate knowledge and understanding of professional development in enhancing strengths and in addressing performance gaps among school personnel; Strand 4.6 Leadership Development in Individuals and Teams, identify strengths, capabilities and potentials of individuals and teams in performing leadership roles and responsibilities, Strand 4.7 General Welfare of Human Resources, display knowledge of laws, policies, guidelines and issuances on the rights, privileges, and benefits of school personnel to promote their general welfare, and Strand 4.8 Rewards and Recognition Mechanism, institutionalize the implementation of the school rewards system with support from the wider school community in recognizing school personnel for sustained exemplary performance or continued support to school;

Consequently, Strand 4.5 concerning problem no. 5 shows the significance of proficient principal leadership in promoting the growth of educators and enhancing the general quality of education is essential. To improve pedagogical competency, principals can assist teachers by promoting their involvement in training about learning development and assessment (Estiani & Hasanah, 2022). However, the foregoing opportunities for training and professional advancement must be observed with the spirit of fairness and non-discrimination. The use of authority or legitimate power must be carefully applied to encourage the promotion of growth among educators without prejudice to their person as subordinates to encourage efficiency and effectiveness in the department.

Meanwhile, Strand 4.6, concerning problem no. 4, states that school heads' human relations are vital to educational leadership; relationships with teaching staff, administrative personnel, and students are important at all levels. A leader cannot attain solid academic results without good relationships with teachers. It is nearly impossible to manage a school appropriately without the assistance of administrative staff and instructors; teachers are the heart and soul of the institution, and without their support, it would be in disarray. As a result, a school head's technical assistance for instructional strategies is indispensable and critical to the school's advancement and the instructors' overall effectiveness.

Moreover, it is advised that school principals concentrate on their supervisory role to enhance the overall learning environment and foster growth for the benefit of both teachers and school heads. Teachers may be inspired or motivated by their school principals or heads to give their all on the job and to be aware of their needs and issues (Sagun & Ventura, 2017).

Strand 4.7 concerning problem no. 2 school heads are expected to possess good leadership skills as specified in the above-stated DepEd Order to promote a harmonious relationship, which makes it an essential component of human relations. Leaders must relate well to the people they lead such as department heads, subject heads, and teachers. Big schools have a huge difference in attachment patterns, poor communication skills, and unreasonable expectations complicate human relations, which can make partnerships challenging (Power, 2024). These complications exist in schools as institutions or organizations where school heads, teachers, and other stakeholders interact. Therefore, good human relations within the academic community are imperative as the school intends to attain better educational outcomes (Rahman et al., 2021).

Lastly, Strand 4.8 concerning problem no. 3 educational leaders on the use of the expert and legitimate power in management can either engage or disengage teachers in dedicating themselves to the teaching profession. In a series of insightful studies on the human side of administration, it was found that creating and preserving vibrant and peaceful relationships is the core issue facing all organizations (Follet, 1868-1933).

In the context of the Schools Division of Quezon, mega schools currently experience conflicts related to human relations which in fact in an institution could be structural and relationship conflicts; called structural conflicts when there are unequal control situations, unequal possession or resource distribution, unequal power and authority, geographical, physical, or environmental limitations that hinder cooperation, and time constraints are all elements that contribute to structural disputes. Moreover, relationship conflicts are strong emotions, misunderstandings or preconceptions, poor or ineffective communication, and unfavorable or recurring behaviors, concerning teachers' general welfare are examples of human relations problems in the workplace (Valente et al, 2020).

Mega schools in the Schools Division Office of Quezon Province have a different group dynamic than small schools. However, both small and mega schools demand the general welfare of human resources as stated in the PPSSH. This type of human relations conflict exists in schools where relationships and leadership work together. It only proves that leaders or school heads can have an impact on the teachers' affective commitment to school, academic self-efficacy, and professional competence.

This study demonstrates how crucial principal human relations in leadership are to supporting teachers' general welfare to commit themselves to the school, academic self-efficacy, and enhancing professional competence. To reiterate, this paper will investigate the variables to serve as a cornerstone of a leadership structure that will promote transformational leadership that empowers teachers in the field of education. Additionally, this study will be a groundwork on how school heads can maintain effective communication skills, develop conflict-resolution skills, and promote the general welfare of teachers towards developing a deep sense of commitment and loyalty among teachers for the benefit of Filipino learners.

Nomenclature

SH — **School Heads**
HR — **Human Relations**
TAC — **Teachers' Affective Commitment**
ASC — **Affective Commitment to School**
ASE — **Academic Self-Efficacy**
PC — **Professional Competence**
T — **Teachers**
DV — **Dependent Variable**
IV — **Independent Variable**
SD — **Standard Deviation**
M — **Mean**
r — **Correlation Coefficient**
p — **Probability Value/Significance Level**
N — **Number of Respondents/Participants**

1.2 Purpose of the Research

This research investigated the human relations of school heads and its impact to teachers' affective commitment to school, academic self-efficacy, and professional competence. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the teacher-respondents in terms of;

- 1.1 Sex;
 - 1.2 Length of service; and
 - 1.3 Current Position?
2. What are the views of teachers toward school heads' human relations in terms of;
 - 2.1 Communication;
 - 2.2 Conflict resolution; and
 - 2.3 The general welfare of human resources?
3. What is the impact of school heads' human relations toward teachers' affective commitment to school in terms of;
 - 3.1 Dedication to work;
 - 3.2 Engagement in school activities; and
 - 3.3 Service Loyalty;
4. What is the impact of school heads' human relations toward teachers' academic self-efficacy in terms of;
 - 4.1 classroom management;
 - 4.2 instructional strategies; and
 - 4.3 work performance?
5. What is the impact of school heads' human relations on teachers' professional competence in terms of;
 - 5.1 personal development;
 - 5.2 professional development; and
 - 5.3 teacher efficiency and effectiveness?
6. Is there a significant difference on the views of teachers toward school heads' human relations when grouped according to their demographic profile?
7. Is there a significant difference in the teacher's affective commitment to the school when grouped according to their demographic profile?
8. Is there a significant difference in the teacher's academic self-efficacy when grouped according to their demographic profile?
9. Is there a significant difference in the teacher's professional competence when grouped according to their demographic profile?
10. Is there a significant relationship between the school heads' human relations and affective commitment to school, academic self-efficacy, and professional competence, and the respondent's profile?

1.3 Theoretical Framework

This investigation is anchored on the theories relevant to human relations of school heads and their impact as leaders, which will serve as the foundation of this study. This part also presents the philosophical underpinnings to qualify the claims of this paper. Thus, diminishing the biases or the ethical considerations that might be involved in the investigation of the school heads' impact on the affective commitment of teachers in school, academic self-efficacy, and professional competence.

Oreamesi (2021) proposed a binary perspective on managers' attitudes toward their staff. The two theoretical tenets, referred to as **Theory X and Y**, respectively, offer different perspectives on the interactions that occur in an organizational setting between managers and subordinates; Theory X hints at a negative outlook on workers. This presupposes that workers are naturally slothful and will take any opportunity to avoid labor. Because of this, management thinks that extensive

control systems and careful supervision of employees are necessary. Michael (2011) asserts that in theory X, managers heavily rely on fear and coercion to gain employees' compliance to achieve organizational goals, and Theory Y offers a new viewpoint on the interactions between managers and employees. According to this view, management believes that workers may aspire, be self-motivated, and exhibit self-control. It also holds that workers take pleasure in both their cerebral and manual labor.

In the context of this study, **Theory X** applied to the negative presumption of school heads toward subordinates who tend to avoid work or tasks that might consume energy, but there is less compensation; either way, the remuneration is not in accordance with the service rendered. Hence, teachers need attentive supervision. This kind of insight affects human relations when there is no trust established between the leader and the subordinate, conflict may arise if this is the case within the workplace. On the other hand, **Theory Y** is positive that teachers are aspirational, self-motivated, and there is self-discipline as professionals. It is to say that when the working environment and conditions are conducive to work, teachers will naturally be motivated and interested in work, hence, productivity follows. Moreover, this theory shows that when leaders can provide such a favorable working environment, there is no doubt that subordinates are responsible, accountable, and will remain committed to the teaching profession. This will also result in a harmonious relationship among colleagues concerning the duties and responsibilities of public-school teachers. In this study, school heads may have the presumption of Theory X among subordinates, which affects human

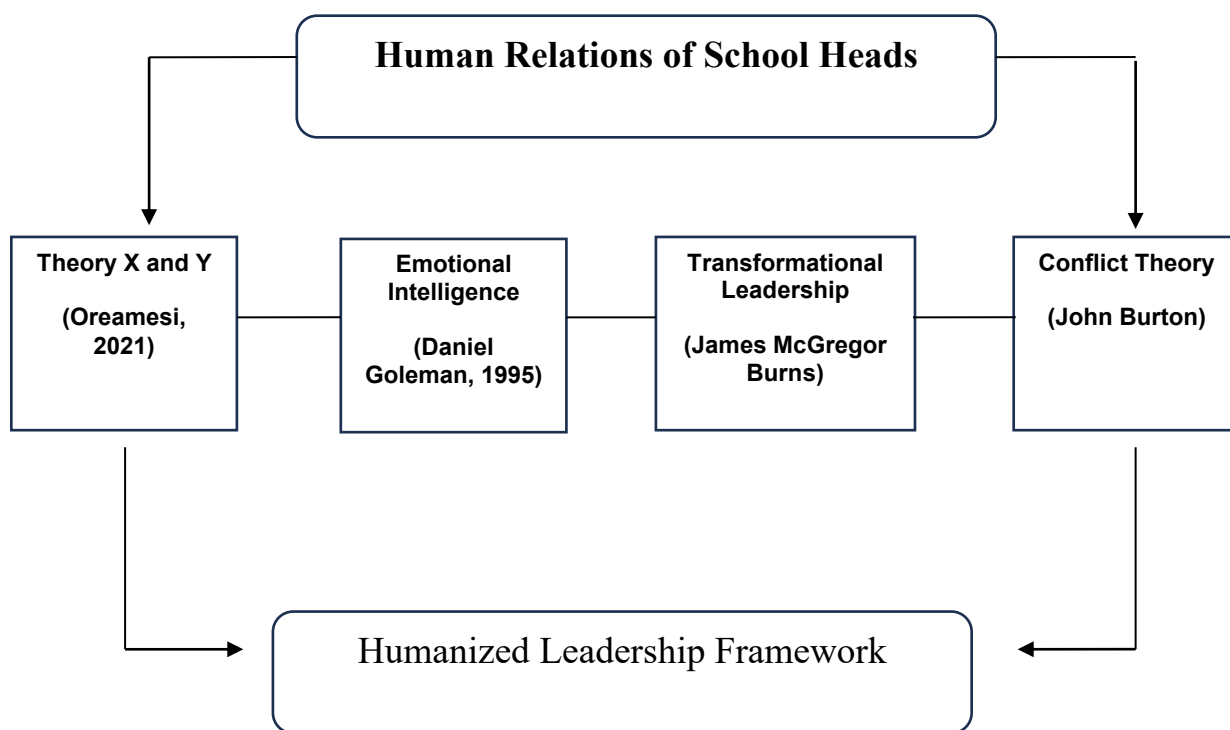


Fig. 1 Theoretical Framework

relations in the workplace, confidence, trust, and communication skills matter in leadership and relationships.

Consequently, this theory provides the parameters that will be at play in this study such as the purpose of the study as to the insights of DepEd Quezon teachers in big schools about school heads in relation to the components of human relations such as (a) communication, (b) conflict resolution, and (c) general welfare of human resources. These parameters will determine the insights of teachers as to the kind of leadership, as a component of human relations was shown by the school head, which could influence their work performance.

Second, the Conflict Theory of John Burton, the foundation of conflict resolution, is the notion that unfulfilled human wants are the root cause of conflict. According to Burton's view, disputes arising from unfulfilled demands cannot be resolved by conventional social control methods. Rather, he suggests that conflict can be avoided and resolved using problem-solving techniques grounded in human needs theory. This theory includes the following concepts: problem-solving approach, conflict prevention, social systems, separation of causes and symptoms, and understanding the needs of others.

Thus, teachers have needs that need to be met in the workplace, the need for welfare to be given attention, the need to personally and professionally grow in the teaching profession, and competence will follow when these needs are met. In connection with the need of teachers, leaders must have the ability to resolve conflicts in the workplace with consideration of the general welfare as stated in Domain 4, Developing Self and Others, DepEd Order No. 24, s. 2020. This study includes the humanization of leadership expected of school heads shown in the parameters under question number 2, such as communication, conflict resolution, and the general welfare of human resources.

Third, **Emotional Intelligence (EI) theory** is a collection of abilities that center on four skills: self-awareness, self-regulation, relationship management, motivation, and empathy. Goleman argues that as managers emotional intelligence is a must it results in the objectiveness of leaders such as school administrators, supervisors, and instructional leaders which promotes productivity, motivation, and equal workplaces. In fact, EI can aid leaders in achieving organizational goals and objectives and foster a more positive and healthy work environment (Goleman, 1995).

The abovementioned theory of Goleman specifies the parameters of the school heads' leadership as the latter must know well that one of the important components of leading people is human relations. In addition, school heads need to possess emotional intelligence, specifically when resolving conflicts. It is also necessary to motivate and inspire subordinates to help them develop a deeper commitment to work, academic self-efficacy, and professional competence.

Fourth, **Transformational Leadership** is a theory founded by James Mac Gregor Burns in 1978 that deals with the success of every participant in the process, which is a priority for transformational leadership and motivates positive changes in people under its direction. The foundation of Burns' transformational leadership theory is the notion that leaders and followers can interact to inspire one another to greater moral and motivational heights. made a distinction between transactional leadership, which he believed to be exchange-focused and self-interested, and transformative leadership. According to Burns, transformational leadership entailed a partnership based on shared needs, goals, and values and was moral leadership.

Hence, transformational leadership is a leadership paradigm that depends on team encouragement to achieve overall success. A team can better align itself with a common goal or overarching vision by boosting morale and self-confidence. This theory specifies the parameters in the

teachers' affective commitment to school such as dedication to work, engagement in school activities, and service loyalty; it also serves as the foundation of the parameters in teachers' academic self-efficacy such as classroom management, technical assistance on instructional strategies, and work performance; and lastly the parameters under professional competence such as personal, professional development, and teacher efficiency and effectiveness.

In conclusion, there must be a new leadership framework that embodies the system of humanized leadership a subordinate will be inspired and motivated to commit to a school, achieve academic self-efficacy, and be professionally competent teachers. Transformational leaders can empower subordinates, consider their welfare specifically in difficult situations, and self-actualize leaders who know that one of the essential components of leading people is good human relations.

1.4 Literature Survey

The following pieces of literature are relevant in this paper as to the importance of the school heads' influence on the teacher's affective commitment to school, academic self-efficacy, and professional competence.

School Heads' Human Relations in Terms of Communication, Conflict Resolution, and General Welfare of Human Resources

Cobanoglu and Yurek (2018) found that a positive view of oneself as "an effective administrator" is necessary for an administrator to properly do their assigned duties. Along with the focus on administrators' self-efficacy, contemporary methods of educational administration have made the leadership position of educational administrators even more crucial in terms of school effectiveness. An administrator must act as a leader and persuade people for them to be effective.

Hence, the effectiveness of a school also depends on how effective leaders manage the school operations, the persuasion of school heads is an important factor in leadership this is about communication as shown in one of the parameters of the administrators' human relations. Effective communication is an effective means for a school head to lead efficiently and effectively. Moreover, conflicts can also be settled easily when leaders know this art.

Determining the degree of self-confidence that administrators perceive and the leadership styles that they exhibit are crucial in this context when evaluating the efficacy of schools. The purpose of the study of Cobanoglu and Yurek (2018) was to determine whether leadership style and perceived self-efficacy belief are significantly correlated. The findings demonstrate that administrators' perceptions of their own efficacy influence their leadership style and that there is a correlation between self-efficacy beliefs and transformational leadership behavior; the more leaders believe they are efficient, the more they demonstrate transformational leadership behaviors (Cobanoglu & Yurek, 2018).

The purpose of this study was to determine whether a school heads' human relations viewed by teachers would affect the latter's affective commitment to school, academic self-efficacy, and professional competence, this study justifies that when leaders or school heads believe that they are efficient it affects directly the academic self-efficacy of teachers as well and this belief of school heads about themselves being effective, their subordinates are likely to believe them, hence, these leaders become truly transformational. In this context, the Latin term "Nemo dat quod non habet" applies "you cannot give what you do not have" as leaders, one cannot be effective and efficient when the school head themselves are not.

Additionally, school conflict could exist in big schools or mega schools because work distribution could be challenging, the use of power-authority in leadership can be different from the school head to department heads, to curriculum chief advisers, to subject heads going down to the teachers. The review of Valente et al. (2020) proved that conflicts cannot cease to exist as teacher

and administrator conflicts can result from student-teacher aggression, misplaced school supplies, issues in the school cafeteria or other similar situations, a shortage of teachers, a lack of pedagogical support from teachers, evaluation results, approval and disapproval standards, and noncompliance with management's bureaucratic and administrative requirements.

The school is a power arena that includes school administrators, teachers, learners, and stakeholders. Principals, teachers, and outside stakeholders all play intricate roles in the complex arena of human relation dynamics that is involved in school leadership. Principals have an impact on community connections and school culture at the macro (government), meso (local), and micro (school) levels (Busher & Barker, 2003). On the other hand, as teachers are recognized as having the capacity to be potential leaders, the conventional autocratic leadership of principals based on traditional models is coming under pressure (Gabriel, 2005). When teachers are seen to have the capability to lead and be of equal standing with administrators, this also becomes an issue involving powerplay from superiors against their subordinates. This instance defies the 48 laws of power specifically the first law of power never outshine the master (Greene, 1998).

Valente et al. (2020) likewise argue that human relations conflicts will always arise because they are a natural element of human nature and the development of moral and emotional intelligence. They also exist at every school. The numerous interpersonal relationships that take place in the school setting create an environment where conflict presents itself daily and gains significance. Since conflict arises frequently in schools, educators need to be equipped with constructive conflict resolution techniques. Hence, human relations issues can truly exist between teachers and school heads, as teachers can change classrooms, schools, and communities—especially when fundamental leadership principles are followed (Neumann et al., 2012).

Studies show that many factors affect teachers' affective engagement in the classroom. Teachers' affective commitment is significantly impacted by their work-life quality and job involvement; strong school identification and high-quality work experiences foster stronger emotional ties and loyalty (Burmansah et al., 2019). Teachers' dedication is significantly shaped by school culture as well. Bureaucratic school cultures are linked to continuous commitment, but supportive and task-oriented school cultures are proven to be important predictors of emotional and normative commitment (Sezgin, 2010; Kiral & Kaçar, 2016). Depending on seniority, kind of school, and duration of service at the same school, teachers' opinions of school dedication and culture can differ (Kiral & Kaçar, 2016).

These results imply that teachers' affective engagement to their schools can be improved by cultivating a positive school culture, especially one that emphasizes achievement and support (Kiral & Kaçar, 2016). This positive culture can be achieved through the dynamic leadership of the “big other” there is a significant relationship between the school heads' competence and teachers' performance which leads to the conclusion that the professionalism of teachers is influenced by the competence of school administrators (Estrada & Gumban, 2024).

School Heads' Impact on Teachers' Affective Commitment to School

The teachers' affective commitment to school can be influenced by existing conflict specifically in mega schools related to human relations. These conflicts must be handled appropriately by school administrators or school heads. The teachers' job happiness is moderately impacted by the negotiating conflict management method. It was suggested that to foster successful conflict resolutions and raise teachers' job satisfaction, the government should give school administrators additional training on conflict management resolution techniques (Ademola et al., 2023). Thus, administrators in schools should also urge staff members to have a dialogue to settle conflicts and should be prepared to follow the decisions made during the process. This shows that when subordinates are involved in the discussion, dialogues, and appropriately settling

conflicts, a part of the decision-making process, human relation problems are even more manageable and uncompromised.

In investigating the impact of school heads on the affective commitment of teachers in schools, the study of Mammadzada (2021a) found that it is essential that the schools with adequate and conducive working conditions showed better commitment among teachers and reduced attrition rates. This study suggests that just like learners with a conducive learning environment there is a higher possibility of academic achievement in class because teachers can fully commit to the daily duties and responsibilities. Teachers are humans as well who needs to be valued and be given with satisfactory and proper working conditions to be productive. Teachers likewise commit when provided with equipment essential for teaching and learning such as the use and access to ICT, internet connection, and a decent classroom to conduct classes. Moreover, (Mammadzada, 2021b) argues that aside from the proper and satisfactory working conditions, other factors affect teacher's commitment in schools such as but not limited to administrative support for learning materials, mentoring, and the relevance of work are clear to teachers. This study also suggests that along other factors, the work environment plays a huge role in the teachers' affective commitment in schools. That affective commitment can only be achieved within schools which will lessen human relations issues is when teachers can feel that the place is conducive for work so as when learners are provided with a conducive work environment. It can be a problem for mega schools as resources may be devoid due to the number of teachers and offices that requires to be decent enough to be motivating for work.

Furthermore, inadequate pay, excessive workload, an unfavorable working environment, inadequate teacher preparation programs, and ineffective leadership, adds up to the dwindling commitment of teachers to the profession. The working conditions and patterns of teacher attrition were investigated in the ensuing research project using a combination of qualitative and quantitative methods. It was shown that schools with appropriate and satisfactory working environments had lower attrition rates and improved levels of commitment. This study also recorded the trends in student demographics and instructor retention rates among several schools with various strategies.

Moreover, teachers, principals, and other relevant authorities must ensure that there are Teachers Representative Councils (TRCs) in place to handle conflicts in schools. This will assist in minimizing and preventing prejudice and foster a culture of harmony and cooperation. Thus, democratic leadership has a huge impact on teachers' affective commitment to school. However, there are limitations on the TRC being good enough to handle conflict in schools about human relations, more than anything, there must be a leader who can stand up for his subordinates even in the absence of the latter on the scene, for instance on a meeting with department heads, subject heads, and even with curriculum heads. Leaders must be encouraging and motivating, and mostly one must be human enough to lead (Igbokwe et al., 2020).

The study of leader-subordinate relationships influences teachers' affective commitment. Conbanoglu & Yurek (2018) found out that a positive view of oneself as an effective administrator is necessary for a school head to show expected roles with success. This suggests that school heads could affect teachers' affective commitment to school when the former see themselves as effective, the latter can also feel that they are effective agents of change and commit themselves to the profession and to develop intrinsic motivation.

Administrators' perceptions of their efficacy influence their leadership style, and there is a correlation between self-efficacy beliefs and transformational leadership behaviors; the more they believe they are efficient, the more they demonstrate transformational leadership tactics.

In the context of big schools, issues are inevitable specially that institutions are highly bureaucratic. Issues or conflict may arise due to miscommunications specifically when relaying information from the

principal down to the department heads, and eventually to curriculum chief advisers to subject heads, and then the last would be the teachers who will be the last to receive such information wherein information could be fragmented. This can cause miscommunications and an issue may exist.

School Heads Impact on Teachers' Academic Self-Efficacy

The academic self-efficacy of school heads influences teachers, aside from the focus on administrators' self-efficacy, with contemporary methods to school administration, the leadership role of educational administrators has become increasingly significant (Cabanoglu & Turek, 2018). This study shows that self-efficacy is influenced by modern approaches to educational leadership which this study intends to formulate, the school system is no longer the conventional type that authoritarian leadership works, transformational leadership works better as suggested by this study. In addition, in the context of this study, it is essential to determine the degree of self-confidence that administrators perceive and the leadership styles that they exhibit to crucially evaluate the efficacy of schools and the teachers under their supervision.

Barni et al (2019) discussed that teachers' self-efficacy, or their confidence in their capacity to successfully manage the responsibilities, challenges, and tasks associated with their professional activity, is a critical factor in determining significant academic outcomes (such as students' motivation and achievement) as well as their well-being in the workplace. This study points out that teachers need confidence to successfully manage the responsibilities in relation to the professional activity in the classroom specifically student achievement and this can only be done when trust and confidence through performance appraisal from the school head as cited in (Estrada & Gumban, 2024) that effective leadership affects teacher performance.

Consequently, the following research has shown that the environment and efficacy of schools are strongly impacted by strong principal-teacher relationships. A principal's interpersonal abilities are linked to increased teacher empowerment and work satisfaction (Hamzeh et al., 2024; Price, 2012). These relationships influence principals' and teachers' satisfaction, cohesion, and commitment levels, with principals sharing expectations directly affecting teachers' attitudes (Price, 2012b). While one study found a non-significant relationship between principals' human relations strategies and teachers' job performance (Awodiji et al., 2019), another confirmed that teacher support significantly impacts relationships and educational goals (Misbah Fatima et al., 2020). Positive principal-teacher interactions contribute to learning outcomes, character development, and citizenship (Fatima et al., 2020). Recommendations include enhancing principals' human relations skills, providing teachers with greater decision-making opportunities, and improving communication in schools (B. A. Hamzeh et al., 2024; Fatima et al., 2020). These findings underscore the importance of fostering strong principal-teacher relationships to create effective learning environments. It is therefore evident that letting the subaltern speak will greatly contribute to educational institutions as an organization. This evinces that a new leadership framework that is humanely designed will produce more committed teachers with innate interest to facilitate teaching and learning.

Teachers' academic self-efficacy is the teachers' belief about their capacity to manage the responsibilities, demands, and duties associated with their professional activity. The academic self-efficacy of teachers significantly influences the positive academic outcomes of learners. Thus, research shows that principals' leadership actions have a significant impact on teachers' self-efficacy. It has been discovered that teaching self-efficacy is significantly, if not, impacted by instructional leadership (Ma'mun & Suryana, 2019). Teachers' professional growth, motivation, and job satisfaction are all positively impacted by principals' transformational leadership, which in turn increases teachers' self-efficacy (Mammadzada, 2021).

Furthermore, self-efficacy is a significant factor impacting significant academic outcomes is teachers' confidence in their capacity to manage the responsibilities, duties, and difficulties associated with their professional activity (Barni et. al, 2019). Thus, the conflict in this aspect focuses on the teacher's self-esteem to handle tasks as influenced by principals by serving as role models, motivators, mentors, and group process

facilitators, administrators help teachers feel more confident in their abilities (Arifin et al., 2020). Özdemir et al. (2020), state that there is a moderate correlation between the instructional behaviors of principals and the self-efficacy of teachers. These behaviors have a favorable impact on teachers' motivation, task focus, and ability to evaluate themselves. It suggests that principals should be capable of managing their schools and having a pedagogical understanding to enhance teaching efficacy (Ma'mun & Suryana, 2019).

Hence, to raise the degree of teacher efficacy, head teachers can positively encourage and motivate their staff. Teachers may benefit from basic amenities to raise their self-efficacy. Therefore, it is evident that leaders' educational management skills and human relations work hand in hand to make or break subordinates. In the context of big schools wherein information dissemination could be an issue due to the number of persons involved before the information reaches teachers, there is already the existence of human relation conflict which could not be manageable.

School Heads Impact on Teachers' Professional Competence

The study by Estrada & Gumban (2024) revealed that the performance of teachers and the competency of school administrators were significantly correlated. It only shows that the school administrators' ability or expertise influences the teacher's performance in the teaching profession. Additionally, effective leadership, which according to Grissom et al. (2021) is the knowledge and experience that propels the head of school's contribution and impact on the needs of the school, measuring, targeted teacher interactions, creating a positive school environment, fostering fruitful collaboration and professional learning communities, and strategically allocating staff and resources. This result is significant in understanding that the school heads can affect a teachers' professional competence, it similarly proves, that the educational leaders directly affect the commitment of teachers as intellectual providers as school heads may inspire or demotivate the subordinates, depending on how the latter is treated in the workplace. Therefore, a question that needs to be asked is whether school heads observe the positive application of their expertise to enable teachers to be productive in delivering teaching and learning.

The Catholic Higher Education instructors are empowered by their institution because they are treated with respect, have access to professional development opportunities, feel productive and successful in the classroom, and could affect students and school life. This tells us that when school administrators provide professional development opportunities, feel valued and to be competent professionally. Empowerment comes from educational leaders wherein teachers should be able to make choices, carry out adjustments, accept obstacles, provide opportunities, and affect results. Providing the resources, group expertise, and self-assurance they require to successfully participate in the educational process is the goal through better and transformational leadership (Tindowen, 2019).

In the study of Rahman et.al (2021) teachers and principals should get regular seminars and training from the Education Ministry to bolster their management abilities, interest in school affairs, and sense of duty. These factors are critical to the development of organizations. Although regular seminars and training are conducted in DepEd Quezon during In-Service training, seminar workshops, and Learning Action Cell sessions (LAC), conflicts are still prevalent in educational institutions. Harmonious relationships seemed to be an issue within and among school administrators and subordinates. This situation recommends a leadership framework that conforms with the current time. Seminars and training at this time may be insufficient to establish a positive educational leadership, hence, it requires a paradigm shift in administration and supervision that is applicable and fits with the needs of today's new breed of teachers.

In addition, Awodiji et al. (2020) recommends that human relations training or capacity-building initiatives should be set up for secondary school principals in the area under study. However, there is a weakness in just conducting capacity building or seminar workshops, this is not the sole solution to the problem or the gap in human relations that subsist in schools. As Freire argues students in traditional education were being "dehumanized," and they required a new educational model in order to reclaim their

humanity. Similarly, some subordinates were dehumanized by traditional leadership styles, hence there is a great need to come up with a new leadership framework to reclaim humanity among subordinates and aid the subalterns to regain the ability to speak up. There must be a chance for leaders who are transformational and democratic.

Mailool et al. (2020) revealed the school climate, organizational dedication, and decision-making skills of the principal had a favorable and noteworthy impact on the performance of instructors at vocational schools, both concurrently and partially. It is important to note that a school leader has an impact on subordinates, it must be considered that teachers in the workplace are human beings that require appreciation to be able to feel satisfaction on the job that is being performed. Not unless the situation is favorable professional competence is being affected, remember that the theory of Burton states that needs must be met to be able to reach self-actualization.

Furthermore, Heads of schools are essential in helping teachers become more competent professionals. Their management philosophies, the transformational and transactional methods, have a small effect on school performance but a large beneficial influence on teachers' instructional ability (Vicera & Maico, 2019). Teachers' professional growth is positively impacted by the clinical supervision procedures used by school administrators, such as pre-observation, classroom observation, and feedback (Chaula et al., 2024). According to one study, school heads' leadership has a 53.6% influence on teachers' professional competence (Halimatussakdiah, 2019) which is a big impact. These results highlight how crucial strong school leadership is to supporting the professional growth and development of teachers and raising student achievement levels.

Finally, Khelifi (2019) found that an approach that is informed by network governance is used to examine policy change in higher education and is modified to examine policy implementation with an emphasis on transition systems. Using Witte's actor-centered new institutional framework as a starting point, some of its underlying presumptions are examined to include perspectives from Lipsky's street-level bureaucracy (SLBy) and public administration literature (NPM). To account for the institutional transformation required by the reforms, it ultimately suggests a politics-institutions paradigm. The result of this study shows a similarity to this investigation as governance is a component of leadership that involves human relations.

Moreover, this study shows significance in this investigation as Higher Education Institutions (HEIs) are no different from big schools or mega schools in the Department of Education (DepEd) specifically those that exist in the 4th Congressional District of DepEd Quezon. As found out in the study of Khelifi (2019) even in universities the more universities in the study's corpus, the better, particularly when considering the scope and speed of reforms. With big numbers, the sample would be a more significant factor. This is why big schools are utilized in this study as sampling matters in obtaining relevant and accurate data for the study's corpus. The sampling method will be random to eliminate biases when it only targets respondents using the other sampling methods.

Similarly, Khelifi (2019) utilized the combination of quantitative and qualitative approaches to solidify the results in terms of bureaucracy in the field of education hence, this study suggested reforms which is similar to the aims of this study to make a reform in terms of school heads' human relations and educational leadership to positively influence teachers' affective commitment, academic self-efficacy, and professional competence. This shows a close similarity to this study which will make use of the quantitative and qualitative data to discuss appropriately the impact of school heads human relations to their subordinates. Qualitative information such as the teachers' interviews and focus group discussion as organizational actors will be analyzed for pertinent legal provisions, while the human relations and educational leadership variables could be tackled "quantitatively" by physically surveying various frontline players such as teachers tasked with implementation to determine the extent to which the independent variables at play directly influences teachers affective commitment to school, academic self-efficacy, and professional competence. More in-depth interviews may support survey data to learn more about the existing school conflict of power authority,

differences in perceptions among school heads, head teachers, subject heads, and curriculum heads, and insights from teachers. Also, the overlapping authority of those who are below the ranks of a school principal makes it even more difficult for teachers to commit themselves, to be effective, and to be professionally competent as it influences them either directly or indirectly.

Lastly, in terms of professional competence, the school heads can affect the teacher's performance professionally when professional growth opportunities are not available to a teacher which is made available for others. This resulted in several teachers being demotivated to perform well when being prejudiced by the unequal treatment from superiors or educational leaders. Studies show that principals are essential in helping teachers become more competent professionals. Teachers' pedagogical competency, which includes directing educational processes and comprehending students, is greatly influenced by the performance of their principals (Siswanto et al., 2020). By providing regular supervision, extending ethical responsibilities, and fostering moral integrity, principals can enhance teacher competence (Estiani & Hasanah, 2022). However, when principals only help who they want to help, this will result in a perception of "favoritism" from the less favored teachers. Moreover, as teachers are recognized as having the capacity to be potential leaders, the conventional autocratic leadership of principals based on traditional models is under pressure (Gabriel, 2005). At times, leaders will recommend who they believe are more capable candidates for professional advancement, which results to human relation issues in the workplace. Principals do not only provide regular supervision, technical assistance to teachers, showing ethical responsibilities but it includes moral integrity. Thus, when unequal opportunities are given to teachers, this will truly affect their professional life.

In view of the foregoing, teacher performance is evidently and directly affected and influenced by leaders. The department is bureaucratic, hence, the concentration of authority at the top management and the typical top-down flow of information promotes a control-and-command mentality in schools, where operational procedures are strictly regulated and regularly monitored. Therefore, it shows how teachers or subordinates are influenced by leaders through all forms of communication involved in the workplace. Teacher performance as a whole is influenced by the school head's decision-making, organizational commitment, and school climate which can be drawn from all the literature utilized in this paper. Thus, it suggests that there is a necessity for a leadership framework that will develop all three aspects of competence among teachers when educational leaders show positive impact or better human relations toward subordinates.

1.5 Significance of Research

The investigation can serve as a theoretical basis or principle in the promotion of higher level of leadership as an essential component of human relations which will benefit the school, educational leaders, administrators, and supervisors in terms of management and supervision and most of all the teachers who will be influenced by the school heads' leadership. Thus, when school leaders can address interpersonal behaviors, the development of positive human relations will be possible. Moreover, better social interactions between educational leaders and their subordinates will result to a higher level of the teacher's affective commitment to school, academic self-efficacy, and professional competence towards better learning outcomes.

In terms of practical use, this study provides school heads the insight of teachers that needs to be addressed in terms of affective commitment to school, academic self-efficacy, and professional competence. The responses of teachers without prejudice to the leadership of school leaders will now serve as feedback in providing solutions to teachers' concerns. Hence, the data of this research paper can be utilized by school leaders, supervisors, and administrators in addressing the common issues that teachers encounter in mega schools. The needs priority was ascertained and may be considered for enhancement of social interaction or human relations essential as leaders and subordinates and more specifically school head-teacher relationships within the workplace.

1.6 Statement of Desired Outcomes

The current condition of teachers based on the impact of educational leaders led to the development of a humanized leadership style as a positive measure relevant to positive human relations in schools between superiors and subordinates.

The paper aimed to make an impact in the long term in the promotion of the teachers' welfare alongside learners or students' welfare in mega schools such as but not limited to: **Improved communication** to encourage cooperative decision-making and understanding, principals and teachers should maintain open, courteous, and regular lines of contact, thus, it will create **strengthened trust and respect** where teachers and principals feel appreciated and heard, based on empathy, trust, and professional respect; **Improved Collaboration and Teamwork** promote a collaborative atmosphere where teachers and principals may effectively collaborate to promote student learning and school development initiatives; **Conflict Resolution and Problem-Solving** create positive dispute resolution techniques that encourage communication and comprehension as opposed to animosity or disinterest; **Professional Growth and Support** ensure principals or school heads support teachers' professional development and well-being through mentorship, feedback, and shared leadership practices; **Increased Job Satisfaction and Retention** encourage fair treatment and common objectives to foster a healthy work environment that raises teacher morale, satisfaction, and retention specifically in times of concerns or issues, teacher welfare, safety and security is a must; and **Alignment on Educational Goals** to create a positive work atmosphere that improves teacher morale, contentment, and retention, promote equitable treatment and shared goals.

It will also provide better human relations between school heads and teachers as school leaders recognize and appreciate personnel, better social interaction, and the creation of a favorable work environment which can lead to the development of teachers' affective commitment to school. Additionally, a favorable work environment can be rewarding and leads to academic self-efficacy, more teachers will find teaching rewarding when the work environment provides them with appropriate and better instructional materials for teaching and learning. Lastly, this paper aims to positively change conventional leadership styles that affect teacher performance and hamper teachers' ability to become productive and competent professionals.

Moreover, this research embedded in the essential components of human relations envisions that the created humanized leadership framework which will gradually wean from the conventional leadership styles that understates human relations in the workplace.

1.7 Target Beneficiaries of Research Results

This study determined the views of teachers on school heads human relations and how it affects teachers' affective commitment to school, academic self-efficacy and professional competence. Hence, the target beneficiaries of this research are both teachers and school heads in mega schools in the Schools Division Office of Quezon Province. This will guide school heads on the promotion and importance of human relations as a component of transformative leadership in management and supervision the public school system for the benefit of the teachers as frontliners in education.

1.8 Definition of Terms

The following are the terms used in this study. To fully understand their meaning, each term is conceptually and operationally defined as follows:

Classroom Management refers to the method a teacher handles the class. These are the steps

educators take to establish a supportive learning environment that fosters effective teaching. It includes choices on the organization, structure, and activities of the course that aid in controlling the expectations and actions of the students.

Conflict refers to the disagreement or friction between people or groups that might originate from a variety of sources is referred to as conflict in educational administration. It can happen between groups of instructors, students, parents, administrators, or teachers themselves. The issue or concern that could exist between a school head and teachers as subordinates in a public secondary institution specifically in mega schools.

Dedication to Work refers to an employee's passion, loyalty, and excitement for their work and company are all examples of dedication to work. It may also indicate a desire to match one's objectives with those of the organization and to generate work of superior quality.

Engagement in School Activities refers to the degree of motivation, enthusiasm, and curiosity that teachers exhibit whenever there are school events or occasions that needs their presence or participation.

General Welfare of Human Resources refers to a school heads demonstration of knowledge of the laws, rules, regulations, and directives pertaining to the variety of services and advantages that an employer offers workers in order to enhance their productivity and general well-being.

Human Relations refers to the capacity to collaborate well with others in a classroom. It entails the study of interpersonal connections, human interactions, and workplace behavior. Relationships between teachers, parents, students, and administrators can all be impacted by human relations in the field of educational administration.

Investigate refers to the formal investigation to learn about and analyze the details of an occurrence or phenomenon to determine the truth. The term is used in this study to conduct an in-depth analysis of the school head's human relations and educational leadership which could influence the teacher's affective commitment to school, academic self-efficacy, and professional competence.

Service Loyalty refers to the extent of a teachers' dedication to an educational establishment or institution despite the challenges the job may demand at present or in the future.

School Heads refer to the lead educator or administrator in a public school system appointed by the Commission and responsible for implementing educational policy and professional practices. The school heads in this study are specifically responsible for instructional leadership, supervision, and administration of schools appointed by the Department of Education who are serving public schools in the School Division of Quezon province that are identified as big or mega schools composed of 50 and above teachers.

Teachers' Affective Commitment refers to the perceived emotional bond between an employee and the employer. When an employee feels that the company's mission aligns with their values and objectives and feels welcomed into the team, that worker has demonstrated affective commitment. In this study, it is used as the teacher's emotional bond with educational leaders or superiors, that when a teacher feels belongingness and relevance in the organization that same will demonstrate an innate passion and commitment to the teaching profession.

Teachers' Academic Self-Efficacy refers to the teachers' perceptions of their competence in managing the responsibilities, duties, and difficulties associated with their employment are crucial in shaping significant academic results such as students' motivation and accomplishment) as well as their well-being at work. In this study, the term is the ability or capacity of a teacher to the degree to which a person feels confident in their capacity to plan, carry out, and control performance to resolve an issue or complete a task at a certain level of competence.

Teachers' Professional Competence refers to the abilities, know-how, and characteristics that are particularly prized by the bodies, associations, and professional associations related to your future vocation. In this study, the term was used as the ability of a teacher to oversee the teaching and learning process is known as professional competence. The capacity to drive learning is supported by instructional tactics, media, classroom management, and subject matter expertise. These are technical qualities that are directly related to

the effectiveness of a teacher.

Teacher Efficiency refers to how well a teacher uses resources to accomplish their objectives. In the least period, effective teachers may extract the most performance from their pupils. They have good classroom management skills and pay attention to school rules and administrative deadlines.

Teacher Effectiveness refers to the degree to which students' academic progress indicates the influence a teacher has on their learning. Good teachers can hold students' attention and make learning enjoyable. Additionally, they design classrooms that benefit every student.

Technical Assistance or Instructional Strategies refers to the mentoring and coaching provided by school heads to teachers on how to improve classroom teaching, the specific strategies to use, the technical assistance also called TA is conducted after classroom observations or when needed by the teacher. This also includes instructional material planning, designing, innovating, and implementing it in classroom teaching.

Work Performance refers to the activities, attitudes, and behaviors of a teacher in the classroom that led to students reaching learning objectives are referred to as teacher performance. It covers the teacher's capacity to create lesson plans; carry out instruction; evaluate student learning; offer remedial instruction; and provide enrichment when necessary.

1.9 Scope and Limitation of Study

This study determined the views of teachers about the school heads human relations and their influence on teachers' affective commitment to school, academic self-efficacy, and professional competence. The respondents of this study is limited to teachers from big or mega schools in the Schools Division of Quezon.

However, there are existing limitations to this study which are issues with the methods used such as the following:

The sample size can be an issue; hence, it can be limited to the respondents from big schools, the schools will be selected purposively one (1) school from each congressional district to represent the entirety of the mega schools in the Schools Division of Quezon. This selection can be prejudicial for the small schools which may be experiencing the same concerns in terms of school heads' impact or influence on affective commitment to school, academic self-efficacy, and professional competence of teachers.

In terms of data availability, being devoid of available data and enough participants to answer the survey may affect the result of the study. Additionally, in data collection, the sample size might be reduced depending on the availability of the respondents and how they will honestly answer the survey questionnaires and the open-ended questions for the qualitative part. All these can limit the study.

Moreover, time constraints can negatively affect the research as these schools are from the different parts of the Schools Division of Quezon which may be too far or near the location of the researcher, and traveling, permission or approval from school heads, and supervisors could also be a limitation in the collection of data.

The conflict of interest, and ethical considerations such as privacy and confidentiality on the part of the respondent can be reasons that may restrict or qualify the validity of the findings and conclusion of this study.

The instrument will be limited to survey questionnaires on the quantitative method, and the qualitative method will be limited to in-person interviews and focused group discussions. Hence, no experimental method is involved.

2. Description of Method or Approach

2.2 Research Design/Research Instrument/Data Gathering Procedures

This study utilized the mixed method research design which combined the elements of two types of

research: quantitative and qualitative which are neither of these methods sufficient by themselves to capture the trends and details of the situation. Thus, when there is a combination of these two methods there will be a complement for a more complete analysis of a specific context (Green, Caracelli, & Graham 1989, Tashakkori & Teddlie, 1998). In combining several approaches, the findings can be contextualized such as that of human relations and school heads' impact on teachers along the dependent variables. Moreover, the findings will provide ample nuance in the conclusions. To "put meat on the bones" in this study, qualitative data was used to support quantitative findings.

Specifically, the explanatory sequential research design was utilized in this paper as it provided a comprehensive explanation of the subject along with the quantitative data from the views of the teachers on school heads' human relations and educational leadership.

First, the research instrument is a researcher-made survey questionnaire divided into three (3) parts; the 1st part will determine the demographic profile of the respondents as to sex, length of service, and current position, these are considered as it may have a relationship in terms of the human relations of school heads toward the teachers in the schools; the second part is the view of teachers toward school heads human relations in terms of (1) communication; conflict resolution, and general welfare of human resources; the third part is composed of parameters to determine the views of the teachers on the school heads human relations in terms of (1) affective commitment to school, (2) academic self-efficacy, and (3) professional competence.

The questionnaires were validated right after the proposal had been accepted, substantiated, and recommended by the experts in the field of education consisting of persons or authorities in educational management, school administrators, and educational leaders and after the approval, an instrument reliability testing was conducted through the help of a group of statisticians.

After the questionnaire was revised as a result of the validation and reliability testing, a letter of permission to conduct data gathering from the target respondents was submitted to the Schools Division Office (SDO) Quezon for approval by the Schools Division Superintendent along the Data Sharing Agreement (DSA) were signed by both parties to ensure the confidentiality of the respondents and in compliance with the Data Privacy Act.

After the approval of the data gathering from the target respondents, the survey-questionnaires were sent to the DepEd Calamba for pilot-testing, thereafter, once it was valid and reliable for actual data gathering, the instrument was utilized for the actual data gathering to the target schools. Data gathering was conducted through Google Forms and in-person modality in SDO Quezon.

Consequently, the results of the quantitative data served as basis of the qualitative (open-ended) questions through interviews or Focused Group Discussion (FGDs) or interview to validate the results of quantitative. Its purpose is to maximize the time to gather data from teacher-informants. The data were deepened for data accuracy about the impact of school heads human relations in terms of affective commitment to school, academic self-efficacy, and professional competence, and to obtain test the hypothetical questions on the significant difference between human relations and demographic profile of the respondents.

2.3 Respondents of the Study

The respondents of this study were the teachers from big schools or mega schools, composed of 101 teachers and above from the population of 1000 teachers from the mega schools in the SDO Quezon teaching personnel from both junior and senior high schools were able to answer the survey questions. For the quantitative part, the stratified sampling was utilized the a probability sampling technique in which a random sample or teacher-respondents is drawn from each stratum after the entire population is split up into subgroups (called strata) according to shared features; from the total population of 1000 teachers samples were split in to two subgroups from JHS and SHS from each of the schools in each of the four (4) Congressional Districts in Quezon Province; a total of 50 teachers were selected from junior and senior high schools regardless of their specialization. For the qualitative part, teacher-respondents or informants were

selected through convenience sampling since not all respondents would like to participate in the interview: four teachers were from 1st and 2nd congressional districts, and 6 teachers from 3rd and 4th congressional districts. Moreover, the respondents' names on the distributed questionnaire were optional, as this study strictly adhered to data privacy, and during the interview, informants were informed.

2.4 Sampling Design and Procedures

This study utilized stratified sampling, a method that involved the division of population into smaller subgroups known as strata. Hence, a population of 101-200 teachers; 140 teachers from the Junior High School and 60 from the Senior High School a certain percentage from the subgroups was obtained whereas, 70% of the JHS and 30% from the SHS; hence, an allocation of 50 utilized the same percentage, thus, for each school, 35 teachers from the JHS and 15 from the senior, respondents asked to voluntarily answer the survey questions.

These strata formed the source of data for Parts 1 and 2 of the questionnaires and were provided with accurate data by respondents. The advantage of this sampling design is that every participant or based member has shared attributes or characteristics, such as views on leadership, human relations, and the parameters in questions 2, 3, 4, and 5.

2.5 Assumptions and Hypotheses

The school heads' human relation has either a positive or negative impact on teachers' affective commitment to school, academic self-efficacy, and professional competence.

Likewise, the respondents provided accurate data or answers to the questions of the researcher.

Hypotheses

Ho1: There is no significant difference in the views of the teachers toward school heads' human relations when grouped according to their demographic profile.

Ho2: There is no significant difference in the teacher's affective commitment to the school when grouped according to their demographic profile.

Ho3: There is no significant difference in the teacher's academic self-efficacy when grouped according to their demographic profile.

Ho4: There is no significant difference between on the teacher's professional competence when grouped according to their demographic profile?

Ho5: There is no significant relationship between the school heads' human relations and affective commitment to school, academic self-efficacy, and professional competence, and the respondent's profile.

2.7 Data Analysis Plan

This study utilized appropriate statistical tools to tabulate the gathered data. First, the quantitative data, specifically research question no.1, the percentage will be used to determine the weight of parameters for the demographic profile, such as sex, length of service, and current position.

Each parameter for questions no.2, no. 3, no. 4, and no.5 were analyzed using the weighted mean to obtain the average, which is calculated by assigning various weights to ascertain variables in this study, such as the views of teachers towards school heads' human relations, academic self-efficacy, and professional competence. Thus, the highest and lowest indicators will be analyzed, and based on these results, an open-ended or qualitative question will be utilized to qualify the results of the quantitative data.

Questions 6, 7, 8, and 9 were analyzed using one-way ANOVA to determine the significant difference in the respondents' profiles compared to the school heads' human relations. Question 10 was analyzed using the Pearson correlation coefficient to determine the school heads' human relations to the teachers' affective commitment to school, academic self-efficacy, and professional competence.

Here, the quantitative data and qualitative data were analyzed separately, while the qualitative data

were obtained from the teacher informants through purposive sampling, only ten (10) teacher informants were interviewed, which strengthened the result of the quantitative data, specifically those who obtained low ratings or results. An interview protocol was developed such as the introduction, the questions to be asked, and follow-up questions, then the consent was secured from the informant in accordance with data privacy.

Then, the qualitative data were analyzed using thematic analysis which involved reviewing the data, creating initial codes, reviewing the codes, revising or combine into themes, and then cohesively presenting the themes. Meanwhile, the grounded theory will similarly be used to formulate a hypothesis based on data that has been methodically gathered and examined. Social dynamics such as human relations were studied using this qualitative research method.

Thereafter, both datasets were analyzed separately; quantitatively and qualitatively, the results were interpreted altogether to provide a comprehensive explanation of the teachers' views or perceptions about the school heads' human relations. As a result, the proposed humanized educational leadership framework was the accomplishment of this study.

In this way, the weakness of one of the data sources can be mitigated by obtaining information utilizing both methods. Additionally, the combined two forms of data, both the quantitative and qualitative data, validated each other's results in an in-depth view of human relations. One form of data's advantages frequently outweighs its disadvantages.

2.8 Research Paradigm

This part shows the research paradigm of this study, which included the variables of human relations and a concept map of the interrelation of human relations component with one another.

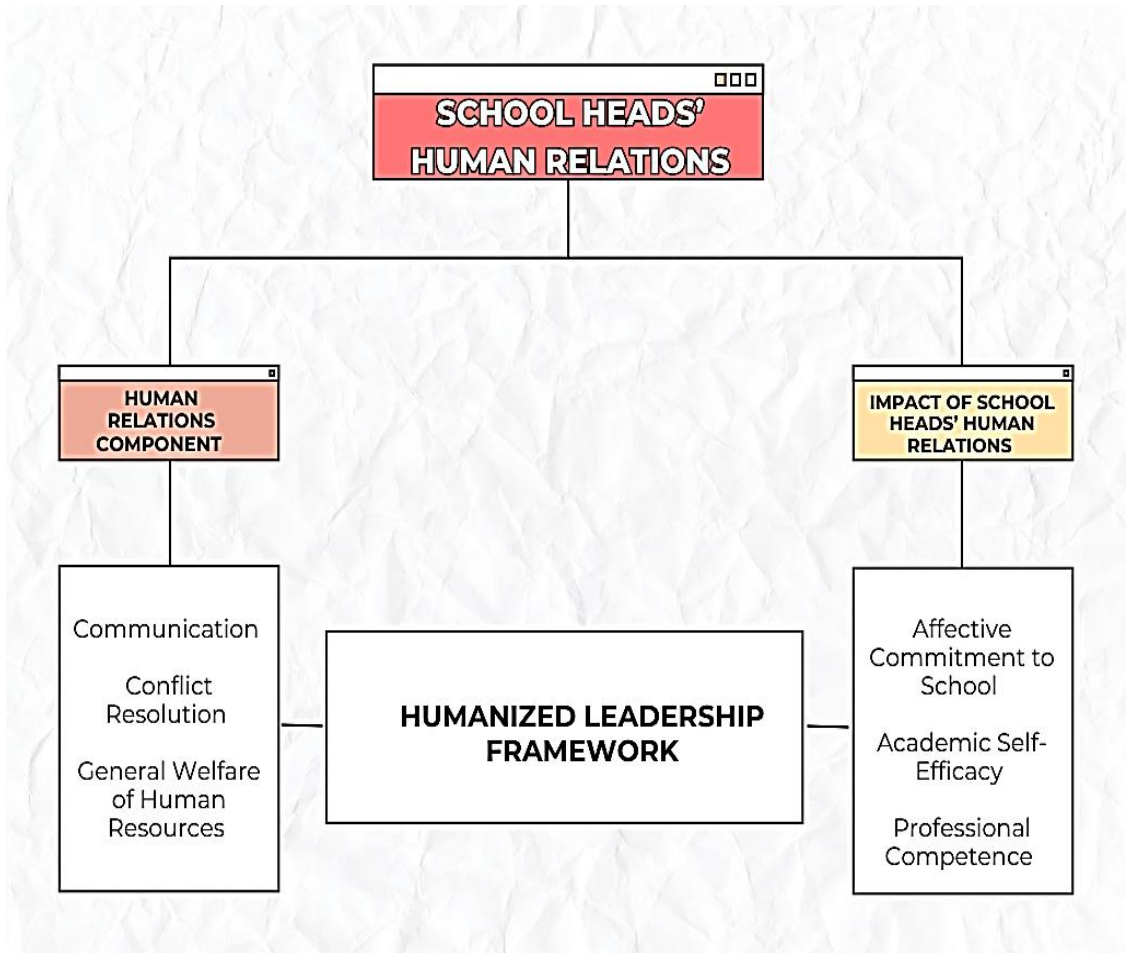


Fig. 2 Research Paradigm

Figure 2 shows the concepts of this study focused components of school heads' human relations toward teachers in schools, specifically mega schools in SDO Quezon Province, such as affective commitment to school, academic self-efficacy, and professional competence.

The input of the study included the demographic profile as to sex, length of service, and the current position, which may be related to the variables at play in this study. Moreover, the teachers provided their views on the school head's human relations in terms of communication, conflict resolution, and the general welfare of human resources as stated in one of the domains of the Philippine Professional Standards for School Heads (PPSSH). The demographic profile was involved in this study to assist the researcher in comprehending a population by spotting patterns and trends from junior and senior high school teachers. Moreover, future projections, policy development, and decision-making can all be aided by the demographic profile.

Consequently, this study determined the impact of school heads' human relations on teachers'

affective commitment to school which will be measured using the following parameters; (1) dedication to work, (2) engagement in school activities, (3) service loyalty (10, 15, and 20 years) respectively.

The impact of school heads' human relations on teachers' academic self-efficacy was measured using the following parameters: (1) classroom management, technical assistance or instructional strategies, and work performance, and lastly the impact of school heads' human relations on teachers' professional competence which will be measured using the following parameters; (1) personal development, (2) professional development, and (3) teacher efficiency and effectiveness.

All these variables are involved in this study were investigated in aid of developing and promoting humanized leadership in SDO Quezon. Teachers are the heart of the educational institutions without them learning will be impossible. As this study aimed to provide a framework that will prioritize teachers in the field providing teachers a better work environment, a balanced work and life, a school or agency that concerns teacher safe spaces, security and equitable safeguards on their rights. Moreover, the humanized leadership framework as proposed by this study is focused on effective staff management which can be common for big or mega schools. It has been a long-running concern in the SDOs, as it only is focused in general to the welfare of learners providing less premium to teacher welfare.

3. Results and Discussion

This part presented the analysis of the gathered data from respondents of big or mega schools in the Division of Quezon; the result of the quantitative data led to the gathering of qualitative data to comprehensively explain the result of the study through interviews from the key informants. The results were interpreted altogether to provide a comprehensive explanation of the teachers' views or perceptions about the school head's human relations toward teachers.

Part 1. Profile of the Respondents

The profile distribution of respondents in terms of sex, length of service, and position are presented in the next figure.

Table 1. Frequency-Percentage Distribution of Respondents According to Sex, Length of Service and Position

Sex	Length of Service	Teacher I	Teacher II	Teacher III	Master Teacher I	Master Teacher II	Sum
Male	1-5 years	0	0	0	0	0	0
	10-15 years	10	11	10	8	8	47
	15-20 years	8	11	12	14	5	50
Female	1-5 years	0	0	0	0	0	0
	10-15 years	7	20	16	7	0	50
	15-20 years	6	13	28	6	0	53
Total		31	55	66	35	13	200

Table 1 showed the frequency and percentage distribution of the Respondents According to Sex, Length of Service, and Position. It shows the distribution of the respondents in terms of sex. It can be gleaned from the table that majority of the respondents were female with 51.50%. However, male had only 48.50%.

Teaching is considered as female dominated profession (Elatia, 2024). Moreover, census findings disclose that in the Philippines, teaching is a woman-dominated profession. There are more female school teachers than male, both in the public elementary and secondary schools. Though teaching is a female-dominated profession, the highest occupational ranks and the highest paying positions are still occupied by male administrators (Regalado 2017).

Meanwhile, the figure also presented the frequency and percentage distribution of the respondents in terms of length of service. It can be observed from the table that majority of the respondents have been working for more than 11 years, accounting for 52.00%. Conversely, 48% of the respondents have been connected with DepEd for less than 10 years.

This data would mean that a large number of the respondents are seasoned professionals who have served DepEd for more than a decade. This could mean their long service might affect the way they perceive and react to the human relations practices of school heads, in turn influencing their affective commitment, academic self-efficacy, and professional competence. At the same time, the presence of new teachers underscores the necessity for school leaders to build supportive relationships between both experienced and novice teachers that facilitate their professional development and commitment.

Furthermore, the figure included the frequency and percentage distribution of the respondents in terms of position. It can be observed from the table that the largest group of respondents holds the position of Teacher III, making up 33% of the total. This is followed by Teacher II, which accounts for 27.50% of the respondents. On the other hand, Master Teacher II represented the smallest portion, with only 6.50%, indicating that fewer teachers have advanced to higher-level positions.

This result implied that most of the teachers are in middle-level teaching jobs, which may signify a transition phase in their careers. Their attitudes toward school heads' human relations could play a strong role in determining their affective commitment, academic self-efficacy, and professional competence, particularly as they look for career advancement and personal development opportunities. The small proportion of Master Teacher II among the respondents could indicate restricted access to higher ranks, which explains why leadership support is critical in promoting teacher growth and career progression. Moreover, teachers' long years of service manifest a strong commitment to their field of expertise while considering career development or progression evinced by their ranks of teachers 2 and 3, and master teachers 1 and 2.

Part 2. Teachers' Views of School Heads' Human Relations

The study explored the views of respondents on school head's human relations in terms of communication, conflict resolution, and general welfare of human resources.

Table 2. Summary of Weighted Mean on the Views of Teachers Toward School Heads' Human Relations

Dimensions of Human Relations	General Weighted Mean	Verbal Interpretation	Rank
Communication	3.99	Agree	2
Conflict Resolution	3.97	Agree	3
General Welfare of Human Resources	4.04	Agree	1

Legend: 4.20 – 5.00 Strongly Agree
3.40 – 4.19 Agree
2.60 – 3.39 Neutral
1.80 – 2.59 Disagree
1.00 – 1.79 Strongly Disagree

Table 2 presented the summary of the general weighted mean on the views of teachers toward school heads' human relations. The "Human Resource General Welfare" as a dimension of human relations is viewed highest by respondents with a general weighted mean of 4.04 interpreted as "Agree". It only means that school heads in mega schools in the School Division of Quezon practices average or their human relation toward their teachers are on an average level or state.

The summary of teachers' views on school heads' human relations in mega schools within the Schools Division of Quezon reveals that all three dimensions—general welfare of human resources (4.04), communication (3.99), and conflict resolution (3.97)—are interpreted as "Agree," indicating a generally favorable perception but not at the highest level of effectiveness. The highest-rated dimension, general welfare, suggested that school heads are seen as complying with policies related to teachers' rights, benefits, and working conditions, such as service credits and workload limits.

However, the slightly lower scores in communication and conflict resolution highlight areas where improvements are needed, particularly in terms of active listening, involving teachers in decision-making, and fairly addressing conflicts without bias. These findings imply that while school heads are performing their duties adequately, there is still room to strengthen human relations by adopting more participatory and empathetic leadership practices. Effective communication, inclusive problem-solving, and balanced policy implementation must be emphasized to ensure that teachers feel valued, heard, and supported in the workplace. Enhancing these aspects is essential not only for the personal and professional well-being of teachers but also for fostering a more collaborative and productive school environment.

Part 3. Impact of School Heads' Human Relations on Teachers' Affective Commitment

The study assessed the perception of respondents on the impact of human relations on teacher's affective commitment in terms of dedication to work, engagement in school activities, and service loyalty. The results are follows.

Table 3. Summary of Weighted Mean on the Impact of School Heads Human Relations Toward Teachers Affective Commitment to School

Dimensions of Human Relations	General Weighted Mean	Verbal Interpretation	Rank
Dedication to Work	3.77	High	2
Engagement in School Activities	3.51	High	3
Service Loyalty	4.52	Very High	1

Legend: 4.20 – 5.00 Very High

3.40 – 4.19 High

2.60 – 3.39 Average

1.80 – 2.59 Low

1.00 – 1.79 Very Low

Table 3 presented the summary of the general weighted mean on the impact of school heads human relations towards teacher's affective commitment to school. The "Service Loyalty" as a dimension of human relations is viewed highest by respondents with a general weighted mean of 4.52 interpreted as "Very high".

There is a high sense of loyalty among teachers in mega schools such as being in the teaching career for too long. In fact, DepEd has a reward mechanism or pay called "loyalty" when a teacher or personnel have already served for 10 years in the service. Moreover, it can also be concluded that when teachers are given conducive working conditions and just work assignment there is a high possibility of dedicating themselves in the work they do.

Furthermore, Mammadzada (2021a) discovered that schools with suitable and conducive working conditions demonstrated greater teacher commitment and lower attrition rates when examining the influence of school heads on the affective commitment of teachers in schools.

The findings suggested that the dimension of "Service Loyalty" in the context of human relations is viewed highly by respondents, with a general weighted mean of 4.52, interpreted as "Very high." This indicates that teachers in the sample have a strong sense of loyalty to their school and profession, particularly in larger or "mega" schools. The high loyalty levels can be attributed to factors such as long tenure in the teaching profession, as evidenced by the Department of Education's loyalty pay system for teachers who have served for 10 years. This reward mechanism not only recognizes long-term service but also reinforces a culture of dedication and commitment among educators.

Additionally, the study highlighted the importance of conducive working conditions and fair work assignments, which directly contribute to teachers' willingness to invest their time and effort into their work. This is aligned with Mammadzada's (2021a) research, which found that schools with supportive work environments exhibit stronger teacher commitment and lower turnover rates. These findings emphasize the critical role of school leadership in fostering a work atmosphere that encourages teacher retention and enhances their emotional attachment to the school. Thus, school heads who prioritize positive human relations can significantly influence teachers' commitment to their institution, leading to better educational outcomes and reduced attrition.

Part 4. Impact of School Heads' Human Relations on Teachers' Academic Self-Efficacy

Table 4. Summary Table of the Impact of School Heads' Human Relations Toward Teachers' Academic Self-Efficacy

Dimensions of Academic Self-Efficacy	General Weighted Mean	Verbal Interpretation	Rank
Classroom Management	4.76	Vert High	1
Technical Assistance	4.77	Very High	3
Work Performance	4.68	Very High	2

Legend: 4.20 – 5.00 Very High

3.40 – 4.19 High

2.60 – 3.39 Average

1.80 – 2.59 Low

1.00 – 1.79 Very Low

The summary of the general weighted means implicated that the impact of human relations on academic self-efficacy concerning “classroom management” is perceived to be highest with a general weighted mean of 4.74 (high impact). This implies that school heads have a high influence on teachers in terms of latter's academic self-efficacy, hence school heads can provide better support in classroom management, technical assistance in instructional strategies, and in the productive work performance of teachers. Thus, in the Schools Division of Quezon Province, school heads are very supportive in terms of academics.

This revealed that the impact of school heads' human relations on teachers' academic self-efficacy is perceived as very high across all dimensions, with the highest impact observed in classroom management (4.76), followed closely by technical assistance (4.77), and work performance (4.68). This indicates that school heads in the Schools Division of Quezon Province have a significant and positive influence on various aspects of teachers' professional roles. School heads' ability to provide support in classroom management suggests they are effectively guiding teachers in managing their classrooms, thereby boosting their confidence and effectiveness in delivering lessons. The strong influence in terms of technical assistance also points to school heads being proactive in offering guidance and resources to teachers, helping them refine their instructional strategies. The very high score on work performance indicates that school heads foster an environment where teachers feel supported, valued, and recognized, leading to higher job satisfaction and productivity.

Overall, these findings implied that the supportive human relations exhibited by school heads are crucial for enhancing teachers' self-efficacy. This supportive leadership style plays a key role in teachers' ability to perform at their best, resulting in a more positive, collaborative, and effective school environment. The commitment of school heads in the Schools Division of Quezon Province to academics reflects their leadership effectiveness and commitment to improving both teacher performance and student outcomes, ultimately contributing to a culture of continuous professional growth and educational success.

Part 5. Impact of School Heads' Human Relations on Teachers' Professional Competence

The study assessed the perception of respondents on the impact of human relations on teacher's professional competence in terms of personal development, professional development, and teacher efficiency and effectiveness. The results are follows.

Table 5. Summary Table of the Impact of School Heads' Human Relations Toward Teachers' Professional Competence

Dimensions of Professional Competence	General Weighted Mean	Verbal Interpretation	Rank
Personal Development	2.84	Average	3
Professional Development	3.35	Average	2
Teacher efficiency and effectiveness	4.60	High Impact	1

Legend: 4.20 – 5.00 Very High

3.40 – 4.19 High

2.60 – 3.39 Average

1.80 – 2.59 Low

1.00 – 1.79 Very Low

Table 5 presented the summary of the general weighted mean on the impact of school heads' human relations towards teachers' professional competence. The "Teacher efficiency and effectiveness" received the highest overall weighted mean of 4.60 interpreted as Very High. In general, school head practices in the mega or big schools in the Schools Division of Quezon is in between Average to High impact.

The results presented in Table 17 highlighted that the impact of school heads' human relations on teachers' professional competence is perceived to have a "Very High" impact on teacher efficiency and effectiveness, with a weighted mean of 4.60. This suggests that school heads play a critical role in motivating teachers to improve their performance and leadership in the classroom. The findings indicate that effective human relations practices positively influence teachers' commitment and ability to perform their roles efficiently. However, the lower scores for "Personal Development" and "Professional Development" (2.84 and 3.35, respectively) suggest that there is a need for more emphasis on supporting teachers in their personal and professional growth, which is crucial for fostering long-term career satisfaction and development.

Supporting literature emphasized the critical role of leadership in enhancing teacher effectiveness. Research by Hallinger & Heck (2010) suggests that transformational leadership, characterized by supportive and empathetic human relations, has a significant positive impact on teacher performance. Furthermore, studies by Leithwood et al. (2004) highlight that school heads who engage in positive interactions and provide professional development opportunities lead to higher teacher satisfaction and effectiveness.

On the other hand, when school heads fail to address teachers' personal and professional needs, it can lead to disengagement and lower job satisfaction, as indicated by the "Average" scores in personal and professional development. The findings point to the necessity for school leaders to strike a balance between enhancing teachers' professional skills and attending to their personal growth. As teachers are key to the success of educational systems, it is essential that school heads provide both the motivation for classroom leadership and the resources for teachers' continuous professional development. This will help ensure that teachers not only perform effectively but also grow in their careers and well-being.

Table 6. One-Way ANOVA on Teachers' Views Toward School Heads' Human Relations When Grouped According to Their Sex

Dimension	F-value	p-value	Significance
Communication	0.629	.429	Not Significant
Conflict Resolution	0.451	.503	Not Significant

General Welfare and Human Resources	5.951	.016	Significant
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Legend: Significant: $p\text{-value} \leq 0.05$, Not Significant: $p\text{-value} > 0.05$

Table 6 presented the results of the one-way ANOVA which examined whether there were statistically significant differences in teachers' views toward their school heads' human relations when grouped according to sex. The results reveal that for the communication dimension, the obtained F-value is 0.629 and the corresponding p-value is 0.429. Similarly, for conflict resolution, the F-value is 0.451 with a p-value of 0.503. Both p-values exceed the 0.05 level of significance. Therefore, the null hypotheses for these two dimensions, stating that there is no significant difference in views between male and female teachers, fail to be rejected.

On the other hand, for the general welfare and human resources dimension, the analysis yields an F-value of 5.951 and a p-value of 0.016. Since this p-value falls below the 0.05 threshold, it implies a statistically significant difference in how male and female teachers perceive this aspect of human relations. In this case, the null hypothesis may be rejected, as there appears to be enough evidence to suggest that teachers' sex plays a role in their assessment of how school heads manage personnel welfare and related concerns.

Table 7. One-Way ANOVA on Teachers' Views Toward School Heads' Human Relations When Grouped According to Their Length of Service

Dimension	F-value	p-value	Significance
Communication	45.458	0.000	Significant
Conflict Resolution	32.546	0.000	Significant
General Welfare and Human Resources	20.956	0.000	Significant

Legend: Significant: $p\text{-value} \leq 0.05$

Not Significant: $p\text{-value} > 0.05$

Table 7 presented the results of a one-way ANOVA conducted to determine whether teachers' views toward their school heads' human relations significantly differ based on their length of service. The analysis revealed statistically significant findings across all three dimensions. For communication, the F-value is 45.458 with a p-value of 0.000; for conflict resolution, the F-value is 32.546 with a p-value of 0.000; and for general welfare and human resources, the F-value is 20.956, also with a p-value of 0.000. As all p-values are below the conventional 0.05 level, there is an indication of statistically significant variation in perceptions among teachers with different lengths of service.

Given these results, the null hypotheses for each of the three dimensions may be rejected, as the statistical evidence suggests that the number of years in service has a potential influence on how teachers evaluate their school heads' communication, conflict resolution, and concern for employee welfare. This could imply that teaching experience shapes expectations and assessments regarding school leadership.

Table 8. One-Way ANOVA on Teachers' Views Toward School Heads' Human Relations When Grouped According to Their Current Position

Dimension	F-value	p-value	Significance
Communication	5.656	0.000	Significant
Conflict Resolution	5.459	0.000	Significant
General Welfare and Human Resources	3.243	0.008	Significant

Legend: Significant: $p\text{-value} \leq 0.05$

Not Significant: $p\text{-value} > 0.05$

Table 8 presented the ANOVA findings that examine whether teachers' views differ when grouped according to their current position in the school system. The analysis showed that all three dimensions yielded p-values that fall below the 0.05 significance level. Specifically, for communication, the F-value is 5.656 with a p-value of 0.000; for conflict resolution, the F-value is 5.459 with a p-value of 0.000; and for general welfare and human resources, the F-value is 3.243 with a p-value of 0.008.

These results suggested that the current job designation, such as whether one is a Teacher I, Master Teacher, or holds another rank, may be a contributing factor to the way human relations are perceived in the school context. In each case, the null hypothesis may be rejected, as the p-values support the presence of statistically significant differences across the positions held by the respondents.

Table 9. One-Way ANOVA on Teachers' Affective Commitment When Grouped According to Their Sex

Dimension	F-value	p-value	Significance
Dedication to Work	2.291	.132	Not Significant
Engagement in School Activities	4.732	.031	Significant
Service Loyalty	7.681	.006	Significant

Legend: Significant: $p\text{-value} \leq 0.05$

Not Significant: $p\text{-value} > 0.05$

Table 9 presented the results of the one-way ANOVA conducted to determine whether teachers' affective commitment significantly varies when categorized according to their sex. The analysis reveals that for the dimension of dedication to work, the F-value is 2.291 with a p-value of 0.132. Since this p-value is greater than the standard significance threshold of 0.05, the result suggests that male and female teachers exhibit no statistically significant difference in their dedication to work. In this case, the null hypothesis, which assumes no difference, would not be rejected.

In contrast, for the dimension of engagement in school activities, the computed F-value is 4.732 with a corresponding p-value of 0.031, and for service loyalty, the F-value is 7.681 with a p-value of 0.006. Both p-values fall below the 0.05 level of significance, indicating statistically significant differences in the

perceptions of male and female teachers in these two aspects. These findings suggest that teachers' sex may play a role in shaping their levels of engagement and loyalty to school-related responsibilities. Consequently, the null hypotheses for these two dimensions would be rejected in favor of the alternative hypotheses, which assume significant differences exist.

Table 10. One-Way ANOVA on Teachers' Affective Commitment When Grouped According to Their Length of Service

Dimension	F-value	p-value	Significance
Dedication to Work	16.056	0.000	Significant
Engagement in School Activities	14.586	0.000	Significant
Service Loyalty	1.807	0.180	Not Significant

Legend: Significant: $p\text{-value} \leq 0.05$

Not Significant: $p\text{-value} > 0.05$

Table 10 presented the results of the ANOVA test examining whether teachers' affective commitment significantly differs based on their length of service. For the dimensions of dedication to work and engagement in school activities, the F-values are 16.056 and 14.586, respectively, with both dimensions showing a p-value of 0.000. These p-values are well below the conventional 0.05 significance level, indicating statistically significant differences in how teachers of varying lengths of service perceive their work dedication and level of engagement in school functions. Given the statistical significance observed, the null hypotheses for these dimensions would be rejected, implying that teachers' length of service may be associated with varying levels of affective commitment in these areas.

However, for the dimension of service loyalty, the F-value is 1.807 with a p-value of 0.180, which is above the 0.05 threshold. This result suggests that differences in years of service do not significantly influence the teachers' loyalty to the institution. Therefore, the null hypothesis would not be rejected for this specific dimension.

Table 11. One-Way ANOVA on Teachers' Affective Commitment When Grouped According to Their Current Position

Dimension	F-value	p-value	Significance
Dedication to Work	5.600	0.000	Significant
Engagement in School Activities	2.746	0.020	Significant
Service Loyalty	.376	0.865	Not Significant

Legend: Significant: $p\text{-value} \leq 0.05$

Not Significant: $p\text{-value} > 0.05$

Table 11 presented the findings of the ANOVA test evaluating whether teachers' affective commitment varies significantly according to their current position within the school hierarchy. The analysis reveals that for dedication to work, the F-value is 5.600 with a p-value of 0.000, and for engagement in school

activities, the F-value is 2.746 with a p-value of 0.020. Since these p-values are below the 0.05 level of significance, the results suggest that the affective commitment in these areas significantly differs among teachers depending on their job designation. These outcomes imply that the responsibilities and expectations associated with varying roles such as Teacher I, Master Teacher, or Head Teacher may influence how committed teachers feel in these domains. Thus, the null hypotheses for these two dimensions would be rejected in favor of the alternative.

On the other hand, the dimension of service loyalty yields an F-value of 0.376 with a p-value of 0.865. As this value exceeds the 0.05 significance level, it suggests no meaningful difference in service loyalty based on current position, and as such, the null hypothesis would not be rejected for this dimension.

Table 12. One-Way ANOVA on Teachers' Academic Self-Efficacy When Grouped According to Their Sex

Dimension	F-value	p-value	Significance
Classroom Management	0.149	.700	Not Significant
Technical Assistance on Instructional Strategies	0.839	.361	Not Significant
Work Performance	3.018	.084	Not Significant

Legend: Significant: $p\text{-value} \leq 0.05$

Not Significant: $p\text{-value} > 0.05$

Table 12 presented the results of the one-way ANOVA conducted to determine whether there are statistically significant differences in teachers' academic self-efficacy when grouped according to their sex. For the dimension of Classroom Management, the computed F-value is 0.149 with an associated p-value of 0.700. In terms of Technical Assistance on Instructional Strategies, the F-value is 0.839 with a p-value of 0.361. Lastly, for Work Performance, the F-value is 3.018 with a p-value of 0.084.

As all three p-values exceed the 0.05 level of significance, the null hypotheses for each of these dimensions will not be rejected. This implies that there is insufficient evidence to suggest that male and female teachers differ significantly in their perceived academic self-efficacy across these areas. Variations in academic self-efficacy in relation to sex may therefore be considered statistically non-significant in this context.

Table 13. One-Way ANOVA on Teachers' Academic Self-Efficacy When Grouped According to Their Length of Service

Dimension	F-value	p-value	Significance
Classroom Management	0.250	0.618	Not Significant
Technical Assistance on Instructional Strategies	0.067	0.797	Not Significant
Work Performance	0.608	0.436	Not Significant

Legend: Significant: $p\text{-value} \leq 0.05$

Not Significant: $p\text{-value} > 0.05$

Table 13 presented the ANOVA results exploring whether teachers' academic self-efficacy varies

significantly according to their length of service. For the Classroom Management dimension, an F-value of 0.250 and a p-value of 0.618 were obtained. Regarding Technical Assistance on Instructional Strategies, the F-value is 0.067 with a corresponding p-value of 0.797. In terms of Work Performance, the F-value is 0.608 and the p-value is 0.436.

Since the p-values for all dimensions are above the 0.05 threshold, the results indicate that there are no statistically significant differences in academic self-efficacy based on length of service. Thus, the null hypotheses are accepted for all three dimensions. It may be inferred that regardless of how long teachers have been in service, their self-perceived capability in managing classrooms, providing instructional support, and performing work-related tasks does not significantly differ.

Table 14. One-Way ANOVA on Teachers' Academic Self-Efficacy When Grouped According to Their Current Position

Dimension	F-value	p-value	Significance
Classroom Management	2.686	0.023	Significant
Technical Assistance on Instructional Strategies	4.207	0.001	Significant
Work Performance	8.119	0.000	Significant

Legend: Significant: p-value ≤ 0.05

Not Significant: p-value > 0.05

Table 14 presented the ANOVA findings regarding teachers' academic self-efficacy in relation to their current positions within the school hierarchy. For the Classroom Management dimension, the F-value is 2.686, and the corresponding p-value is 0.023. For Technical Assistance on Instructional Strategies, the analysis yielded an F-value of 4.207 and a p-value of 0.001. As for Work Performance, the results show an F-value of 8.119 with a p-value of 0.000.

Each of these p-values is below the 0.05 level of significance, thereby indicating statistically significant differences across current teaching positions. Consequently, the null hypotheses for all three dimensions are rejected. This suggests that teachers' self-efficacy related to classroom management, instructional support, and work performance may be influenced by the level of their current designation, such as whether they are Teacher I, Master Teacher, or Head Teacher. These differences could stem from the variation in duties, leadership responsibilities, and levels of experience associated with different positions in the teaching hierarchy.

These results point to the possibility that while sex and length of service do not result in significant variations in academic self-efficacy, the position held by a teacher within the educational institution may be a more influential factor across the dimensions assessed.

Table 15. One-Way ANOVA on Teachers' Professional Competence When Grouped According to Their Sex

Dimension	F-value	p-value	Significance
Personal Development	.692	.407	Not Significant
Professional Development	16.039	.000	Significant
Teacher Efficiency and Effectiveness	0.000	1.000	Not Significant

Legend: Significant: $p\text{-value} \leq 0.05$

Not Significant: $p\text{-value} > 0.05$

Table 15 presented the results of the one-way ANOVA conducted to determine whether teachers' professional competence varies when grouped according to their sex. For the dimension of personal development, the F-value is 0.692 and the corresponding p-value is 0.407. Similarly, in the dimension of teacher efficiency and effectiveness, the F-value is 0.000 and the p-value is 1.000. As these p-values exceed the 0.05 level of significance, it is implied that sex does not significantly influence these aspects of professional competence. In these cases, the null hypothesis stating that there is no significant difference in professional competence based on sex may be accepted.

However, for the dimension of professional development, the F-value is 16.039 with a p-value of 0.000. Since this p-value falls below the 0.05 significance threshold, it implies that sex has a statistically significant effect on teachers' professional development. Thus, the null hypothesis may be rejected in this dimension, indicating that male and female teachers may perceive or experience professional development differently, potentially due to differences in opportunities, expectations, or support mechanisms within the educational environment.

Table 16. One-Way ANOVA on Teachers' Professional Competence When Grouped According to Their Length of Service

Dimension	F-value	p-value	Significance
Personal Development	1.467	0.227	Not Significant
Professional Development	1.036	0.310	Not Significant
Teacher Efficiency and Effectiveness	0.000	1.000	Not Significant

Legend: Significant: $p\text{-value} \leq 0.05$

Not Significant: $p\text{-value} > 0.05$

Table 16 presented the ANOVA results examining the influence of teachers' length of service on their professional competence. Across all three dimensions, the results do not reflect any statistically significant differences. Specifically, for personal development, the F-value is 1.467 and the p-value is 0.227. For professional development, the F-value is 1.036 with a p-value of 0.310, and for teacher efficiency and effectiveness, the F-value is 0.000 with a p-value of 1.000. As all p-values are greater than the 0.05 threshold, it may be inferred that the length of service does not exert a significant impact on teachers perceived

competence in any of the evaluated dimensions.

Accordingly, in these instances, the null hypotheses indicating no significant differences in professional competence based on length of service may be accepted, implying a relatively uniform perception of competence regardless of teaching experience.

Table 17. One-Way ANOVA on Teachers' Professional Competence When Grouped According to Their Current Position

Dimension	F-value	p-value	Significance
Personal Development	1.148	0.337	Not Significant
Professional Development	11.314	0.000	Significant
Teacher Efficiency and Effectiveness	.157	0.978	Not Significant

Table 17 presented the one-way ANOVA results comparing teachers' professional competence according to their current position in the school system. For the dimensions of personal development and teacher efficiency and effectiveness, the F-values are 1.148 and 0.157, with p-values of 0.337 and 0.978 respectively. Since these values are well above the 0.05 level of significance, they suggest no significant variation in professional competence across teaching positions in these dimensions. Thus, the null hypothesis for these two dimensions may be accepted.

On the other hand, for professional development, the ANOVA yields an F-value of 11.314 with a p-value of 0.000, which is statistically significant. This result implies that teachers' current positions (e.g., Teacher I, Master Teacher, or Head Teacher) are associated with differing levels of perceived or actual professional development. In this case, the null hypothesis may be rejected, indicating a statistically significant difference among groups based on their rank or role in the educational hierarchy. The variation may reflect differing access to training opportunities, leadership responsibilities, or advancement pathways.

Table 18. Pearson Correlation between School Heads' Human Relations and Teachers' Affective Commitment, Academic Self-Efficacy, and Professional Competence

Variables Correlated with Human Relations	Pearson Correlation (r)	Sig. (2-tailed)	Interpretation
Affective Commitment (AC)	-0.261	0.000	Significant negative correlation
Academic Self-Efficacy (AS)	0.613	0.000	Significantly strong positive correlation
Professional Competence (PC)	0.470	0.000	Significant moderate positive correlation
Grouped According to Sex	0.065	0.364	Not Significant

Grouped According to Length of Service	-0.038	0.591	Not Significant
Grouped According to Current Position	0.064	0.366	Not Significant

Legend: Significant: $p\text{-value} \leq 0.05$

Not Significant: $p\text{-value} > 0.05$

Table 18 presented the Pearson correlation analysis which examined the relationship between school heads' human relations and teachers' affective commitment, academic self-efficacy, and professional competence. Additionally, the table provides correlation values when results are grouped according to teachers' sex, length of service, and current position.

For affective commitment, the correlation coefficient is $r = -0.261$, with a $p\text{-value}$ of 0.000. This indicates a significant negative correlation between school heads' human relations and the level of teachers' affective commitment. Since the $p\text{-value}$ falls below the 0.05 level of significance, the null hypothesis of no significant relationship is rejected in this case. The negative direction suggests that as school heads' human relations improve, teachers' affective commitment may decrease, or vice versa. This relationship could reflect underlying dynamics such as reduced emotional investment in the institution as interpersonal relationships become more professionally oriented or less hierarchical.

In terms of academic self-efficacy, a strong positive correlation is observed, with a Pearson correlation coefficient of $r = 0.613$ and a $p\text{-value}$ of 0.000. Given the significance level, the null hypothesis is again rejected. This result suggests that more positive human relations with school heads are associated with greater academic self-efficacy among teachers. This association could imply that supportive leadership may enhance teachers' confidence in handling instructional tasks, classroom challenges, and academic responsibilities.

In terms of professional competence, the analysis yields a correlation coefficient of $r = 0.470$ with a $p\text{-value}$ of 0.000, pointing to a moderate positive correlation. As the $p\text{-value}$ remains below 0.05, the null hypothesis is also rejected. This indicates that better human relations with school heads are likely to be associated with higher levels of perceived professional competence. Teachers who experience positive interactions and effective communication with their school heads may feel more confident and capable in fulfilling their professional roles and responsibilities.

On the other hand, the results grouped according to sex ($r = 0.065$, $p = 0.364$), length of service ($r = -0.038$, $p = 0.591$), and current position ($r = 0.064$, $p = 0.366$) show no significant correlation with school heads' human relations. All $p\text{-values}$ are greater than 0.05, leading to the acceptance of the null hypothesis in these instances. These findings imply that sex, teaching experience, and position within the school structure do not significantly alter the relationship between school heads' human relations and the three key teacher-related variables. The consistency across these demographic variables suggests a uniform effect of school head interactions regardless of the teachers' background or role.

The correlation results, therefore, implied that while teachers' demographic characteristics do not appear to significantly affect the nature of their relationship with school heads, the quality of those relationships may play a critical role in shaping academic self-efficacy and professional competence. The inverse association with affective commitment, however, points to a more complex interplay that may warrant further qualitative exploration to better understand the underlying causes of this trend.

The following data was part of the quantitative data of the school heads' human relations toward their teachers in terms of communication. The data were derived from 10 teachers ranging from Teachers 1-3, Master Teachers 1-2 from the Mega schools of School Division of Quezon. Data drawn from the Interviews were themed / coded using NVivo that facilitated the construction of the research database. Prior to the

interview, participants were made to sign an informed consent form that explains what the study is all about, extent of involvement of study participants, and how the information derived from the interviews will be used in the study. Permission to conduct the study was likewise secured from and granted by the school heads of the school. Moreover, participants are reminded that their participation is highly voluntary and concurs with the data privacy act, and that they may or may not answer a question they are not comfortable to answer.

Table 19. Qualitative Data of the Responses from Key Informants Embedded in the Quantitative Data

Dimension	Questions	Informant/s Responses	Themes
Communication	Does your school head show active listening or spend some time hear teacher concern, listen to recommendations of parents, teachers, and students?	No. 5 - Our school head immediately believe what has been relayed to him by other school leaders/heads either an opinion or a negative impression	Active Listening
Conflict Resolution	Does your school head include teachers or master teachers in coming up with solutions?	No. 1 school heads should consider involving the person/teacher in the decision-making process or in providing solutions, those that will favor the teacher, those that will prioritize us over any stakeholders, those that will us feel more human	Humanized leadership
General Welfare of Human Resources	Does the school head show understanding toward teachers as to the right to equitable safeguards at every stage of a disciplinary procedure, including the right to be informed of the charges, access to evidence, and the right to defend themselves?	No. 2 - <i>many of our co-teachers are victimized by the unfair treatment / procedures while learners are empowered enough of their rights called "child protection" notwithstanding "teacher protection".</i> "Wala na kaming Karapatan sa departamentong ito" "we need more humane leaders than intelligent leaders – those that look at the equal protection of teachers along learners"	Humanized leadership
School Heads Human	Does the school head's	No. 7 - <i>activities are</i>	Appreciation/

Relations on Affective Commitment to School (Engagement in School Activities)	leadership influence teachers' strong dedication on the job? Does your school head provide the support essential in teaching and learning, and promote social interaction with colleagues, and department heads?	<i>repetitive, not rewarding, and most of all utilizes more manpower but teachers are less appreciated or recognized".</i>	Recognition of efforts
		No. 10 – <i>did not participate in the interview for personal reasons</i>	
School Heads Human Relations on Professional Competence (Personal Development)	Does the school head promote work and work-life balance of teachers? Does the school head shows understanding that teachers' professional and personal life to live outside of work? Does the school head shows understanding of teachers' personal space and safety even when inside the school premises?	No. 3 – “kinokontak kami kahit gabi, minsan madaling araw pa lang may message na ng mga submission of urgent reports” <i>“Although we have mandatory vacation, at times we are being contacted to submit reports, but we cannot complain due to in exigency of service clause”</i> No. 4 – “because of child protection policy, teachers are left behind and we can be disrespected by our learners” <i>“wala na nga kaming Karapatan sa DepEd, nakalimutan na kami”</i>	Submission of reports outside office hours Disrespect from learners
School Heads Human Relations on Professional Competence (Professional Development)	promotes professional/academic exchange with colleagues on classroom best practices.	No. 6 – “school heads most of the time stays in their office and delegating tasks to master teachers” “We get best practices from speakers invited by the principals; it's a common	Academic exchange / benchmarking from speakers

trend in public schools”

Does your school heads show effective communication skills among colleagues and superiors specifically when the necessity arises in the workplace?

No. 8 – “not all of them are effective communicators, most of the time taking sides which promotes misunderstandings”

Not an effective communicator

” I only opt to stay in the service because I have children to support for college and it will be challenging if ever I decided to transfer or look for other jobs”

Table 19 presented the responses of key informants ranging from Teachers 1-3, Master Teachers 1-2 from the Mega schools of School Division of Quezon. Below are the key findings after the thematic analysis: the researcher transcribed all the responses from the informants, coded, and developed the themes and made an interpretation of the data, these qualitative findings are embedded from the quantitative data in the preceding pages of this paper:

Key Finding 1: The teachers’ views of school heads’ human relations in terms of communication. The coded data of school heads human relations in terms of communication is active listening. The interview participant emphasized that school heads must not immediately believe what one party have narrated, instead based his decision on verified information from appropriately communicating from both parties.

Key Finding 2: The teachers’ views of school heads’ human relations in terms of conflict resolution. The coded data of school heads’ human relations in terms of conflict resolution was humanized leadership, the interview participant stressed that a school head must involve teachers in handling the conflicts or concerns within and among stakeholders without compromising the welfare of teachers. That a school leaders’ authority must commensurate with his ability to be humane.

Key Finding 3: The teachers’ views of school heads’ human relations in terms of the general welfare of human resources. The coded data of school heads human relations for general welfare of human resources was humanized leadership as well similar to the conflict resolution indicator. It is necessary to consider teachers’ equal protection of policies, existing laws as both learners, stakeholders and teachers must afford of their right in every stage of the procedure. Teachers felt that they are being forsaken by the department in cases involving them which turned out to be prejudicial to their reputation. Hence, the school head must be able to do necessary measures to the teachers right to equitable safeguard at every stage of the disciplinary procedure.

Key Finding 4: The teachers’ views of school heads’ human relations on affective commitment to school (engagement to school activities). The coded data of school heads’ human relations on affective commitment to school activities was appreciation and recognition of efforts to keep them engaged in activities, at times teachers detach themselves from interaction in school because of the low levels of

acknowledgment of the job they do in their work station within mega or big schools.

Key Finding 5: The teachers' views of school heads' human relations on Professional Competence (Personal Development). The coded data of school heads' human relations on professional competence as to personal development was submission of reports outside of office hours. This theme requires school heads to be more considerate and observe existing policies on work and life balance among teachers that they have a life outside of work. Moreover, there are bounds to the use of the phrase "in exigency of service" this meant there is a need or urgency of the work to be always performed but not necessarily when it compromises the work and life balance of teachers. Personal space and safety matters for teachers as it is for school leaders.

Additionally, another coded data was that teachers are being disrespected by learners, as a result, the personal space of teachers was compromised due to the existence and the overrated child protection policy.

Key Finding 6: The teachers' views of school heads' human relations on Professional Competence (Professional Development). The coded data of school heads' human relations on professional competence as to professional development was that academic exchange or benchmarking are outsourced from invited speakers, the principal gave less attention in providing technical assistance to teachers, rather work are being assigned to master teachers. Moreover, a coded data states that school heads are not effective communicators specifically when necessity arise. School heads must work on their ability for active listening and communication – talk, when necessary, put a balance between listening and verbally communicating without taking sides immediately.

4. Conclusions

1. A majority of the teachers in mega schools in Quezon Province are female teachers, who have been 16-20 years in service reflecting loyalty and security of tenure. majority hold the rank of Teacher II or III, which indicates that the division is supportive of career progression for teachers.
2. School heads' human relations in the Schools Division of Quezon are rated at an average level. This implied that school heads in the Schools Division Office Quezon (SDOQ) displayed the characteristics expected of or commonly associated with school heads, they are typical leaders that does not fall below the standard but does not also went beyond expectations.
3. The impact of school heads on teachers' affective commitment to school is above average. School heads in SDO Quezon went high or are generally have better impact or influence in the teachers' service loyalty and dedication to work, but are typical or average on social interactions, appreciate less the teachers who are making extra efforts at work which might be a potential source of concerns on human relations or worst conflicts in the school. School leaders do not have an actual impact on the length of service but teachers remain in the service only for practical reasons.
4. The impact of school heads on teachers' academic self-efficacy is very high. As shown in this component school heads have shown high level of influence or impact on teachers evinced by the components of academic self-efficacy. SDO Quezon principals are highly impactful and provided significant contributions to the teachers' classroom management, instructional strategies, and work performance.
5. The impact of school heads on teachers' professional competence is high. However, SDO Quezon generally have typical or average school leaders in terms of personal and professional development, but performed below the standards in providing teachers' personal space and safety which could be a wellness room and pantry for teachers for a dedicated space for them to de-stress, relax, and recharge, thus improving their well-being and effectiveness: performed below promoting teacher's work and life balance wherein school could have sleep quarters and childminding centers so working mothers can check on their kids while at work, and take naps if there are available sleep quarters.
6. There is no significant difference in teachers' views on school heads' human relations when grouped according to sex, length of service, or current position.
7. There is no significant difference on the teachers' views on school heads impact to affective commitment to the school across different groups based on sex, length of service, or current position.
8. The school heads impact on teachers' academic self-efficacy does not significantly differ when grouped according to their sex, length of service, or current position.
9. The school heads impact on teachers' professional competence showed no significant difference across demographic profiles, except in the dimension of professional development where sex and current position indicate significant variation.

10. There is a significant negative correlation between school heads' human relations and teachers' affective commitment, a strong positive correlation with academic self-efficacy, and a moderate positive correlation with professional competence, but no significant relationship is found when grouped by sex, length of service, or current position. School leaders must have an open communication particularly in staff management to specifically promote work and life balance, conflict resolution, personal space and safety among teachers, and effective communication through academic exchange between school leaders and subordinates. Hence, a humanize leadership will lead to empowerment and transformation of future leaders among teachers, a productive work performance and delivery of effective instruction.
11. The promotion of professional competence is embedded effective human relations of compliant with the Philippine Professional Standards for School Heads.
12. There is a strong need for a strengthened policy for teachers' welfare in observance of the equal protection of the laws alongside the child protection policy.

5. Recommendations

1. As a result of this study the HUMANIZED LEADERSHIP FRAMEWORK (HLF) is recommended to be presented with the group of master teachers who serves as subject heads in the senior high school and in the junior high school during the planning phase of the IN-SERVICE training of teachers for May and October 2026.
2. Once approved in the school level, the HLF is similarly recommended for orientation/presentation to school heads for presentation to the district level,
3. This framework is in the meantime for pilot testing in Lopez National Comprehensive High School meantime, and once approved by the district for utilization, other schools can use it within the district.
4. The HLF is also recommended for review in SDO Quezon for utilization of all the schools in the division. Once reviewed, validated, approved and accepted, it will be utilized in the regional, eventually in the national level for capacity building of all the school heads nationwide. Moreover, it is recommended for future studies and as researchers' reference.
5. The HLF is recommended to be presented in NAPSSPHIL and NAPSSHI (school heads organization) Principals' Congress both were organization to serve as basis and guide for school leaders for EFFECTIVE STAFF MANAGEMENT.
6. In the future, after sufficient validation and utilization of the HLF. It will be recommended for integration to the Philippine Professional Standards for Secondary School Heads.

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