HUMAN RELATIONS, DECISIVENESS, AND CONFLICT MANAGEMENT SKILLS OF PUBLIC ELEMENTARY SCHOOL PRINCIPALS IN A DIVISION

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Abstract: *This study described human relation, decisiveness, and conflict management skills of public elementary school principals in the Division of Bataan. This was anchored on human relations management theory, contingency theory and conflict management theory. A descriptive correlational research design was used with survey questionnaire as data gathering instrument. The researcher had concluded the following: A typical profile of public elementary school principals was 50 – 59 years old, females, had earned with master's units, were 11 – 15 years in the service, and was Principal I. The respondents' perception on the extent of human relations in terms of collaboration, active listening, non-verbal communication and written communication were all interpreted as strongly agree. The respondents' perception on the extent of decisiveness among public elementary school principals in terms of speed, importance, commitment, and rightness were all interpreted as strongly agree and on the extent of conflict management skills of public elementary school principals in resolving school conflict in terms of accommodating, competing, compromising, and collaboration were all interpreted as strongly agree. However, in terms of avoiding it was interpreted as agree. There was a significant correlation among human relations, decisiveness and conflict management skills among public elementary school principals. There was significant variation among the skills and all the profile-variables except for position.*

Keywords: *School Management, Human Relation, Decisiveness, and Conflict Management Skills, descriptive correlational research design, Bataan Province, Philippines*

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INTRODUCTION

Conflicts can arise from different goals, methods, individual needs, and expectations. The administrator's inability to resolve conflicts, not just criticizing leaders, has harmed relationships. Constructive conflict resolution solves difficulties, improves closeness, and builds better relationships. Conflict resolution strategies are vital for fostering constructive relationships, particularly in educational settings. For instance, according to research by Dreu & West (2001), minority dissent in team dynamics can promote innovation and lead to better decision-making outcomes. This illustrates the idea that conflicts, when managed constructively, can serve as catalysts for personal development and learning enhancement. Okul Muduru et al. studied school principal contacts in 2015 where political and emotional pillars underpinned human relations. Sympathetic patterns include establishing a sense of belonging, cultivating trust, boosting motivation, promoting accessibility, consulting, and taking a restorative approach. However, political relevance has been shown by acceptance, role balance, going above and above, authority, and eliminating material necessities. In Canada, research has shown that modular educational strategies lead to increased student success, as they enable more flexible and personalized learning paths. A study by (Adams & Laursen, 2007) indicates that when teachers effectively implement modular systems, students exhibit higher levels of involvement in their education, which correlates positively with academic achievement. The school administration excels at delegation of authority in human relations. Jordanian education institutions' study examines school administration interpersonal interactions and academic outcomes. A key goal is also to study the physical factors that affect school management. The key research found that teachers saw their administrators' leadership as constructive and rewarding rather than avoidant. Another study examined how principals' decision-making strategies and teachers' participation in decision-making affect students' academic performance and secondary school teachers' instructional duties in Ondo Central

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Senatorial District, Ondo State, Nigeria. Adeolu Joshua Ayeni Adekunle (2018) found a link between principals' decision-making and teachers' instructional task performance. Failure is widely recognized as a teaching tool. Furthermore, the influence of effective leadership on educational outcomes cannot be overstated. Studies have shown that when educational leaders create supportive environments where teachers can thrive, students benefit from improved academic experiences. As noted by (Lu et al., 2019), principals who engage in transparent communication and foster a sense of community within their schools contribute to enhanced teacher morale and student achievement. Tanzanian public secondary school head teachers help build community and external relations. Insufficient evidence, political entanglements, a lack of understanding of educational roles, prejudices, and conflict management skills are among the challenges. Educational leaders must prioritize the development of coherent policies that promote healthy communication practices and create a supportive school environment conducive to effective conflict management (Aprianto et al., 2025).

In Israel, a study examined whether principals' decision-making ideas align with systems thinking. According to a qualitative analysis of focus groups and interviews, principals' effective decision-making process shows how systems thinking fits into administrators' complex decision-making processes, given that educational institutions have a multidimensional organizational framework. For instance, Hallinger & Heck (2010) emphasize that the role of leadership is crucial in developing professional learning communities within schools, highlighting the importance of shared goals and collaborative efforts in achieving educational success. In the 21st century, school leaders must innovate, improve, and adapt to new challenges (Taun et al., 2022). In Pakistan, principals' active participation in decision-making, effective communication with instructors, and equitable responsibility distribution can boost educator performance. Saiti (2014) highlights that effective conflict resolution mechanisms are instrumental in reinforcing school processes and ensuring that disruption does not undermine educational effectiveness. This emphasizes the necessity for school leadership to cultivate strong interpersonal relationships and maintain an open line of communication with educators. Saiti (2014) discusses the critical role of school leaders in mediating conflicts among staff and students. Effective conflict management contributes to better organizational performance and a more positive school climate. Saiti argues that leaders who are aware of their conflict management styles can better guide their teams through challenges, resulting in improved relationships and enhanced educational outcomes. Hoy and Miskel (2014) argue that the school should not be seen as a formal institution governed by rationality. Professional schools that prioritize horizontal interactions should be established instead of bureaucratic ones (Tschannen-Moran, 2019). This method is necessary to grasp the educational environment. Balkundi and Kilduff (2016) state that effective leadership requires social management. Northouse (2013) found that leaders initiate, build, and maintain relationships with followers. This matches the parameters in which a "facilitating school principal" and the environment have constructive talks. Research indicates that school administrators are increasingly concerned about financial needs in educational institutions (Turan, Yıldırım & Aydoğdu, 2014). Teacher well-being has been extensively discussed in the literature, as Yildirim (2014) found. The well-being of instructors and students is also affected, which affects their health, productivity, social interactions, financial outcomes, absenteeism, and engagement (Beck & Harter, 2014). O'Boyle and Harter (2014) found that managers have more workplace impact than other employees. According to Van der Vyver (2011), the principal is crucial to teacher welfare at the school. This implies that school principals, as leaders, must provide effective leadership in educational institutions. They also ensure instructor safety at school. Reckmeyer (2020) examined how principal-teacher interaction frequency and quality affect teacher well-being. These variables significantly affected teachers' well-being, according to data analysis. Vyver, Kok, and Conley's 2020 study found a strong link between

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leadership perception and well-being. In view of the increased scholarly emphasis to social interactions in education, there is little research on principal-teacher dynamics (Alsobaie, 2015). McFarlane (2016) observed that a positive principal and stakeholder cooperation create a strong and healthy school environment. Negative attitudes and lack of cooperation have been shown to lower school quality. The educational institution's stakeholders must work together to attain its goals (Abelein, 2013). Cherry (2018) observed that a constructive collaborative relationship between the decision-maker and the educator was necessary to create the school's learning environment. Lowe (2018) found that a favorable and supportive principal-teacher relationship can boost teacher productivity and effectiveness. According to Leach et al. (2020), school administrators must take a lead in changing the culture of violence and complacency in schools. Effective school management is essential, according to Mutai (2013). Principals are appointed based on the belief that their pre-service professional training and teaching experience are sufficient to perform their duties, according to Ogembo (2015). A recent survey in Nasipit, Agusan del Norte, Philippines, examined principal supervisory procedures as reported by teachers (observation reports). Lopez (2016) states that educators are inspired and motivated to work hard. Their desire to prove their supervisors' trust fuels this motivation. School administrators' views on professional development, including its importance, may affect teachers' attitudes. Oboegbulem and Alfa (2013, p.91) define conflict as a complicated struggle over status, power, and limited resources. Conflict increases tension and discomfort owing to ambiguity, according to Adhiambo and Enose (2013).

Valente and Lourenço (2020) used structural equation modeling to find that educators with high emotional intelligence use more integrating and compromising conflict management strategies, which improves educational conflict management. Additionally, the study by Hidayat & Patras (2022) underscores the interplay between servant leadership, organizational justice, and self-efficacy, which collectively influence teachers' OCB in Indonesian contexts. It suggests that when teachers feel supported by their leaders, they are more empowered to exhibit proactive behaviors that benefit the school community, resulting in improved student outcomes. In the Philippines, Illescas and Perez (2020) discovered that elementary school principals preferred teamwork for conflict management. Administrators and educators believe personality features cause school strife. Conflict is inevitable for school principals. Many requests and concerns from supervisors, community constituencies, parents, students, and teaching and non-teaching staff are addressed by the school administrator. The school principal needs strong interpersonal skills and creative, critical thinking to overcome obstacles. Transformational school principals were more likely to use an integrative and accommodating conflict management style, according to Saeed et al. (2014).

Based on the principles above, the researcher claimed that the conflict resolution skills of school leaders or administrators and their human relation skills and decisiveness significantly impact the management level among principals and organizational effectiveness. The rationale of this study was to investigate the human relations, decisiveness, and conflict management skills of public elementary school principals in the Division of Bataan. The study aimed to determine the level of these skills among the principals and identify the factors influencing their development and application in the education setting.

FRAMEWORK

The conceptual framework for this study involves three primary constructs: human relations, decisiveness, and conflict management skills of public elementary school principals in the Division of Bataan. These constructs are interconnected and influence each other in various ways. The school principal in human relations can create and preserve wholesome connections with stakeholders such

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as teachers, students, parents, and community members. This construct includes communication skills, empathy, and emotional intelligence skills. The level of the human relation skills of elementary school principals in terms of collaboration, active listening, nonverbal communication, and written communication, as contained in the upper left circle, were determined. Decisiveness refers to the ability of the school principal to make timely and effective decisions. This construct includes critical thinking, problem-solving, and the ability to weigh the pros and cons of different options. Likewise, the extent of decisiveness among public elementary school principals in terms of speed, importance, commitment, and rightness contained in the upper left circle was determined. Conflict management skills refer to the ability of the school principal to manage conflicts that arise in the school setting. This construct includes negotiation skills, mediation skills, and the ability to handle difficult conversations. Further, the extent of conflict management skills of public elementary school principals in resolving school conflict in terms of avoiding, accommodating, competing, compromising, and collaborating was assessed. The study emphasized those factors, for these played the most vital function in enhancing the principal's management process, as mirrored in the guiding principles of the Philippine Professional Standards for School Heads (PPSSH) as per DepEd Order 24, s.2020, that constitute a quality school head. PPSSH sets out what school heads are expected to know, be able to do, and value as they progress in their profession. The study aimed to investigate the relationship between these constructs and how they impact the performance of public elementary school principals in the Division of Bataan. The study also explored the factors that influence the development of these constructs and how they can be enhanced through training and professional development programs. Ultimately, the study aimed to provide insights into how school principals can be better equipped to manage their schools and promote positive outcomes for students.

OBJECTIVES OF THE STUDY

The study described public elementary school principals' human relations, decisiveness, and conflict management skills in the Division of Bataan. Their profile was described in terms of age, sex, highest educational attainment, length of service as principal, and position. The extent of human relation skills among public elementary school principals was described in terms of collaboration, active listening, nonverbal communication, and written communication. The extent of decisiveness among public elementary school principals was described in terms of speed, importance, commitment, and rightness. The extent of conflict management skills of public elementary school principals in resolving school conflict was described in terms of avoiding, accommodating, competing, compromising, and collaboration. The significant correlations among human relations, decisiveness, and conflict management skills among public elementary school principals were also examined as well as the significant variations in public elementary principals' human relations, decisiveness, and conflict management skills when grouped according to their profile variables. A training program was proposed based on the results of the study to further enhance the performance of the school heads.

METHODOLOGY

Research Design

The research design used for this study was a quantitative-descriptive correlation research method. This involved gathering data through a survey questionnaire, recording it, analyzing it, and interpreting the findings. The survey questionnaire, administered online or via Google Forms, was

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used to collect data on the human relations, decisiveness, and conflict management skills of all public elementary school principals in the Division of Bataan.

Research Site

The study on the human relations, decisiveness, and conflict management skills of public elementary school principals was conducted in the Division of Bataan, a province in the Philippines. The study was conducted in multiple public elementary schools within the division.

There were 20 Schools Division Offices in the Central Luzon Region, with DepEd SDO Bataan being one of them. The researcher included all public elementary schools in the division's twelve (12) districts. The research locale was chosen purposely due to proximity to the researcher, which means where the researcher came from and was working in the same school division.

Participants

The researcher used a universal sampling technique for the study. The participants of this study were the 166 school heads, who are all regular-permanent in terms of work or employment status, from the various elementary schools in the Division of Bataan. The number of participants and their demographic characteristics may vary depending on the scope and design of the study. The following were the names of the twelve (12) districts that participated in this study: Abucay District, Bagac District, Dinalupihan West District, Dinalupihan East District, Hermosa District, Limay District, Mariveles District, Morong District, Orani District, Orion District, Pilar District, and Samal District. This study's 166 school head respondents came from various school districts.

Instrumentation

A modified questionnaire was used as the main instrument in this investigation. The researcher adapted the instrument used in the study of Illescas and Perez (2020), entitled "Conflict Management Styles of Elementary School Heads and Their Influence to Teachers' Morale". The researcher submitted the material to the authorities for development, validity, and reliability testing before the final building. It consists of the following components and contents: The respondents' profile, including age, sex, highest educational attainment, length of service as Principal, and position, was presented in Part 1; Part 2 examined the extent of public elementary school principals' critical human relations skills, including collaboration, active listening, nonverbal communication, and written communication; Part 3 examined the extent of principals' decisiveness, including speed, importance, commitment, and rightness; and Part 4 examined the extent of principals' conflict management abilities in resolving school conflict, including avoiding, accommodating. In the survey questionnaire, respondents were asked to indicate the extent of their human relation skills, decisiveness, and conflict management skills of public elementary school principals using a Likert scale (a five-degree scale, from 1 to 5).

The researcher concluded that there were no threats to validation and reliability. Selection and experimental mortality were not dangerous to internal validity because the study focused on a single group or school division. The danger of instrumentation to internal validity was resolved because only the researcher collected data for the target respondents. Considering the potential threats to external validity, the researcher disseminated the survey to all primary school administrators within the school division. Moreover, a group of experts validated the questionnaire. These experts consisted of Master Teachers and School Principals who have been in the service for over thirty (30) years. The instrument in the study entitled "Human Relation, Decisiveness, and Conflict Management Skills of Public Elementary School Principals in the Division of Bataan underwent a face validity test, and a

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Kendall's W test of concordance was used to determine whether the specialists/professionals who validated the instrument significantly agreed with the validation result. Based on the result, there is a significant strong agreement among the four professionals who validate the instrument. This is based on the result of Kendall's W value of 0.732, which is less than the alpha value 0.01. Moreover, an average Cronbach's Alpha value of 0.810 indicates an excellent internal consistency reliability of questionnaire survey items.

To protect the respondents' safety and well-being and the integrity of the study, ethical guidelines were followed in the investigation of the public elementary school principals in the Division of Bataan's human relations, decisiveness, and conflict management abilities. The researchers' ethical considerations were as follows: Informed consent: Before starting the study, the researcher secured participants' informed consent. The participants were made aware of the study's purpose, their part in it, any risks or advantages, and their right to discontinue participation at any time. Confidentiality and anonymity: The participant's identity and personal details were kept secret and shared only with the research team; the researcher ensured that. The volunteers received assurances that nothing in their lives—not even their jobs—would be impacted by taking part in the study. Data privacy and security: The investigator ensured that the information gathered from the subjects was kept private and secure. The data was stored safely, and the researcher should be the only person accessing it. Ethical conduct of research: The researcher conducted the study ethically and professionally, following the ethical guidelines set by the research institution and the relevant regulatory bodies. The researcher took every precaution to safeguard the well-being of the participants and the school community. By adhering to these ethical guidelines, the researcher ensured that the study on the interpersonal skills, morality, and conflict resolution abilities of public elementary school principals in the Division of Bataan was conducted ethically, professionally, and securely. The researcher conducted the study per the official sanction letter from the SDO.

Data Collection

Data collection followed a structured protocol to ensure consistency and reliability. A formal request was submitted to Jessie D. Ferrer, CESO V, Superintendent of Schools in Zambales, and Dr. Edna E. Nerona, district supervisor, for permission to conduct the study. Once approved, the researcher distributed the questionnaire in person or via Google Forms to participating teachers. Responses were then systematically collected, tallied, and prepared for analysis.

RESULTS AND DISCUSSION

Most of the school head respondents are in the late adult stage and near the mandatory retirement age of 65 years old for public school employees. Principals in this age group are experienced professionals whose leadership skills may affect many aspects of education. Majority of the school head respondents are females. Considering the prevalence of female principals, it is plausible that there exists an increased likelihood of fostering a nurturing and inclusive educational environment. In terms of the educational attainment, majority of the school head respondents have earned Master's Units. These principals will likely have specific knowledge and abilities in educational leadership, decisiveness, interpersonal communication, and conflict resolution. Majority of the school head respondents are more than ten years in their length of service. Principals with approximately a decade of experience are expected to possess considerable expertise in decision-making and have forged enduring relationships with teachers, staff members, students, and parents. In terms of position, majority of the school head respondents are Principal I.The position of Principal I

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serves as an initial level role, but it also represents a significant avenue for advancement and advancement within the hierarchical framework of educational leadership.

The results for human relations overall mean is 4.84 or interpreted as Strongly Agree. The possession of various human relations skills is essential for principals. Among these abilities, the most significant is setting shared goals and holding meetings. These skills synergistically impact school leadership and community participation, making them particularly important for principals. While in active listening, the overall mean is 4.68 or interpreted as strongly agree. Principals who prioritize the practice of attentive listening to individuals before engaging with others exemplify a deliberate and courteous communication strategy. This approach exemplifies the practice of active listening, displaying both compassion and empathy towards the speaker. Moreover, it enables the principal to understand the perspectives and concerns of all individuals involved. On other hand, for non verbal communication, the overall mean is 4.89 or interpreted as strongly agree. Principals who mostly demonstrate a genial disposition when engaging in conversations and interactions with others demonstrate a constructive and accessible communication approach in interpersonal relationships. The elements above are critical in the leadership domain, as they facilitate effective communication, foster trust and regard among diverse stakeholders, and contribute to developing a positive school culture. In addition to that, the overall mean for written communication is 4.47 or interpreted as strongly agree. The results indicate that many principals knew and competently utilized fundamental digital communication technologies, including email and fax. In contemporary education, the above skills are paramount in facilitating proficient and impactful communication, aiding the principal's duty to foster a cooperative and interconnected school community. The ability of principals to effectively adjust to changing technology displays their commitment to maintaining relevance and meeting the communication needs of the school and its various stakeholders.

Moreover, the results for decisiveness were as follows: the overall mean for speed is 4.64 or interpreted as strongly agree. The diminished inclination of principals to employ information and communication technology (ICT) to accelerate decision-making can be ascribed to many factors. The aforementioned elements comprise the principals' resource accessibility, technological expertise, and dependence on conventional leadership methodologies. Principals who exhibit limited information and communication technology (ICT) utilization in their decision-making processes may need help effectively embracing and implementing technological advancements. On the other hand, the overall mean for importance is 4.85 or interpreted as strongly agree. The need for more emphasis given to decision-making in school administration and policymaking by principals can greatly impact how well the school runs, how well it performs, and how well stakeholders are involved. Principals can improve their effectiveness as leaders and contribute to the growth and success of the school by addressing these consequences and proactively prioritizing decision-making. While the overall mean for commitment is 4.88 or interpreted as strongly agree. Based on these data, principals who allocated less importance to identifying goals and objectives for school groups may need to fully comprehend the significance of tailoring goals and objectives to different groups. The principals above may believe that prioritizing bigger, overarching objectives is a more viable approach considering the existing constraints. Furthermore, the principal's reduced focus on student involvement can be traced back to the conventional educational framework that promotes authoritative instruction rather than collaborative and participatory learning. Lastly, the overall mean for rightness is 4.78 or interpreted as strongly agree. The findings of this study indicate that principals who assign less importance to utilitarianism as a criterion for determining the rightness of their decisions tend to choose an alternative ethical perspective that prioritizes values beyond the maximization of total utility. Principals who prioritize alternative ethical frameworks above utilitarianism demonstrate a commitment to the long-

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term ethical sustainability of their decisions rather than only emphasizing short-term outcomes. Principals must carefully consider these repercussions while incorporating a balanced strategy that integrates utilitarian principles with other ethical frameworks.

For the conflict management skills, the overall mean for avoiding is 4.10 or interpreted as agree. There exist various underlying causes and variables that contribute to individuals' tendency to avoid confronting uncomfortable or anxiety-inducing situations with those who hold significant emotional connections. Avoiding certain situations or conversations indicates a deliberate effort to maintain personal connections, foster positive relationships within the family or among friends, or prevent the accumulation of emotions that could damage these linkages. Primarily, principals must understand the potential conflicts of interest and biases that may arise in such situations. Even when individuals share deep familial relationships, they must concertedly address matters with transparency, equity, and professional conduct. The overall mean for accommodating is 4.21 or interpreted as strongly agree. This discovery implies a conscious emphasis on professionalism, equity, and the business's goals. This observation suggests that the leader prioritizes objective decision-making and upholds a distinct demarcation between personal and professional domains. The consequence of this observation is that the leader has a sense of prudence in actively avoiding circumstances that may give rise to the perception of favoritism or nepotism. While the overall mean for competing is 4.34 or interpreted as strongly agree. The implications of encountering conflicting situations that are both hard and invigorating indicate a leadership strategy that emphasizes fostering collaboration, facilitating consensus, and maintaining harmonious interpersonal connections. This statement suggests a pronounced inclination towards preserving harmony and minimizing conflict. Their primary focus will probably be mitigating stress and anxiety within the educational setting. Due to these circumstances, the principal must achieve a harmonious equilibrium between aggressiveness and collaboration, guaranteeing the amicable resolution of arguments and timely decision-making. Additionally, the overall mean for compromising is 4.42 or interpreted as strongly agree. The principals under observation prioritize forceful decision-making and effective communication of their perspectives while also striving to find resolutions that align with the school's broader goals and objectives. These principals may strive to enhance the efficiency of decision-making processes. This technique has the potential to mitigate delays that may occur due to protracted negotiations or protracted efforts to reach a consensus. Finally, the overall mean for collaboration is 4.63 or interpreted as strongly agree. As observed, those in positions of leadership who are not excessively fixated on satisfying every individual's requests comprehend that it may only sometimes be feasible or practical to meet everyone's desires entirely. In contrast, focus is given to replies that effectively reconcile diverse perspectives and promote the overall welfare of the school community.

Also, it revealed a significant moderate positive correlation between human relation skills and decisiveness of the public elementary school heads.

This means that the two variables under investigation—human relations skills and decisiveness—have a significant connection. As human relation skills increase, there is a tendency for decisiveness also to increase, and vice versa. An inverse relationship exists between levels of decisiveness and human relations skills; this suggests that public elementary school administrators who exhibit superior interpersonal abilities and the capacity to establish rapport with others are more likely to exercise decisive judgment. Therefore, the congruency of the results to the above studies confirmed that human relations play a significant role in decision-making. Effective interpersonal interactions among principals may contribute to more confident and prompt decision-making. The findings highlight the importance of nurturing human relations skills and decisiveness in school

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leaders. Leadership training and professional development programs could focus on enhancing these competencies.

Furthermore, It showed a significant moderate positive correlation between human relation skills and conflict management skills of the public elementary school heads. This indicates a meaningful and relatively strong relationship between human relations skills and conflict management skills. As human relation skills increase, there is a tendency for conflict management skills also to increase, and vice versa. The higher levels of human relations skills associated with higher conflict management skills imply that public elementary school heads adept at building positive relationships with others will likely possess effective management strategies.

This proves a strong relationship between human relations skills and conflict management skills. School leaders who excel in building positive relationships are better positioned to navigate conflicts constructively. The findings suggest that public elementary school heads who focus on developing human relations skills may also experience improvements in their conflict management abilities. This has implications for leadership training and professional development programs.

Moreover, it showed significant moderate positive correlations between decisiveness and conflict management skills of the public elementary school heads. This demonstrates an essential association between decisiveness and conflict resolution abilities. As decisiveness increases, there is a tendency for conflict management skills to increase, and vice versa. Higher levels of decisiveness associated with higher levels of conflict management skills suggest that public elementary school heads adept at making prompt and confident decisions also tend to possess effective management strategies. These underscore the practical importance of decisiveness in effective conflict management. School leaders who make timely and confident decisions are more likely to navigate conflicts efficiently.

In terms of variation, it showed significant variations in human relation skills, decisiveness, and conflict management skills among public elementary school heads when grouped according to age which proposes that age plays a notable role in differentiating public elementary school heads regarding their human relation skills, decisiveness, and conflict management skills. This finding highlights the need for considering generational differences when developing leadership programs. When grouped by sex, there are significant differences in the human relation skills and decisiveness of the public elementary school heads. The observed differences suggest that leadership development programs should consider the unique skill needs of male and female school heads. Targeted training can address skill gaps and enhance overall leadership effectiveness. When grouped by highest educational attainment, there are significant variations in the participants' human relation skills, decisiveness, and conflict management skills. Higher educational attainment could influence the acquisition and application of these skills. They may have been exposed to different leadership philosophies, theories, and practical experiences, which could shape their leadership and conflict management approaches. The observed differences emphasize the importance of tailoring leadership development programs to the specific skill needs of participants based on their educational backgrounds. There were significant variations in the decisiveness and conflict management skills among public elementary school heads when grouped according to years in service as school heads.

These reflect the natural evolution and development of decisiveness and conflict management skills as school heads gain experience and exposure to various Leadership and conflict scenarios. School heads with more years in service may have had more opportunities to learn from their experiences, adapt their leadership styles, and refine their decision-making and conflict-resolution approaches. The observed variations highlight the importance of continuous leadership development efforts that consider the evolving skill needs of school heads as they progress in their careers. Finally,

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When grouped according to position, there are no significant variations in human relation skills, decisiveness, and conflict management skills among public elementary school heads.

The similar skill profiles across different positions suggest that school heads may share similar levels of competence, human relation skills, decisiveness, and conflict management skills regardless of their specific roles. The findings could imply that school heads across different positions receive similar training and development opportunities, contributing to a well-rounded skill set in essential leadership competencies.

CONCLUSION

A typical profile of Public Elementary School Principals in the Division of Bataan is 50 – 59 years old, female, have earned master's units, 11 – 15 years in the service, and Principal I. The mean summary distribution of the respondent's perception of the extent of human relations among public elementary school principals in collaboration, active listening, nonverbal Communication, and Written Communication were all interpreted as strongly agree. Moreover, the mean summary distribution of the respondent's perception of the extent of decisiveness among public elementary school principals in terms of speed, importance, commitment, and rightness were all interpreted as strongly agree. Also, the mean summary distribution of the respondent's perception of the extent of conflict management skills of public elementary school principals in resolving school conflict in terms of accommodating, competing, compromising, and collaboration are all interpreted as strongly agree. However, in terms of avoiding it was interpreted as agreement. Further, there were significant moderate positive correlations among human relations, decisiveness, and conflict management skills of the public elementary school heads in the Division of Bataan. The null hypothesis was rejected at 5% alpha. Lastly, there were significant variations in human relation skills, decisiveness, and conflict management skills among public elementary school heads in the Division of Bataan, grouped according to age, sex, highest educational attainment, and years in service as school head. The null hypothesis was rejected at 5% alpha.

The results of this study serve as the foundation for developing a training program to address the difficulties and transformations arising from the paradigm shift in education. Similarly, the findings enhance the foundation for formulating a comprehensive learning recovery strategy for the entire division. Finally, the findings could serve as a foundation for a supplemental memorandum within the division, including extra criteria in assessing school principals' rankings.

TRANSLATIONAL RESEARCH

Policy documents could outline best practices and guidelines for promoting positive human relations, fostering decisiveness, and effectively managing conflicts within schools. They could provide evidence-based recommendations for policy-makers and education officials. Also, illustrated books could use storytelling and visuals to depict scenarios involving human relations, decisiveness, and conflict management in school settings. They could provide practical examples and strategies for navigating these situations effectively. Storytelling could involve narrating anecdotes and real-life experiences of school principals facing challenges related to human relations, decisiveness, and conflict management. It could highlight lessons learned and strategies employed to address these challenges. Dramatic performances and theater productions could explore themes of leadership, communication, and conflict resolution through scripted scenes and character interactions. They could stimulate discussion and reflection on effective leadership practices. Moreover, plays and theatrical

performances could dramatize scenarios involving school leadership, highlighting challenges and opportunities related to human relations, decisiveness, and conflict management. They could spark conversations and reflection among audiences. Furthermore, short video clips and animations could illustrate concepts such as active listening, negotiation, and problem-solving in school leadership contexts. They could be shared online or used in professional development workshops for principals.

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