

Classroom decision-making styles and human relations skills of public elementary school teachers in Aritao I District

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Abstract

This study employed a quantitative descriptive–correlational design to examine the classroom decision-making styles and human relations skills of 94 public elementary school teachers in Aritao I District during the 2025–2026 academic year. The study aimed to describe teachers’ perceptions of their decision-making approaches—autocratic, consultative, and group—and assess their human relations skills, including self-esteem, self-motivation, goal setting, self-confidence, co-worker relations, client relations, supervisor relations, and creative resiliency. Furthermore, it investigated the relationships between decision-making styles and human relations competencies. Data were collected using validated, researcher-adapted questionnaires and analyzed through weighted mean and Spearman Rank Correlation at a 0.05 significance level. Results revealed that teachers’ overall classroom decision-making styles were rated as Good (grand mean = 3.29), with group decision-making ranked highest ($M = 3.56$), indicating a collaborative and inclusive approach. Consultative decision-making followed ($M = 3.46$), while autocratic decision-making was lowest ($M = 2.86$), suggesting limited situational use. Teachers’ human relations skills were rated Excellent overall (grand mean = 4.57), with client relations and creative resiliency as the highest-rated dimensions. A high positive and significant correlation was found between decision-making styles and human relations skills ($\rho = 0.593$, $p = 0.001$), with consultative decision-making showing the strongest association. Based on these findings, a targeted teacher training design was developed to enhance both classroom decision-making practices and human relations competencies. The study underscores the importance of integrating interpersonal skill development into professional growth initiatives to improve instructional effectiveness, collaborative decision-making, and overall school performance.

Keywords: educational management intervention, classroom decision-making styles, human relations skills

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1. Introduction

Decision-making is an integral aspect of classroom management and instructional leadership. Teachers make decisions on a daily basis regarding instructional delivery, classroom discipline, student engagement, and learning outcomes. These decisions not only influence the teaching-learning process but also shape the classroom environment where students develop academically and socially. Recognizing the decision-making styles that teachers adopt—whether autocratic, consultative, or group-decision making—provides valuable insight into how teaching practices are carried out and how students respond to instructional guidance. Equally important in the teaching profession are the human relations skills that teachers demonstrate in their interactions with colleagues, students, parents, and supervisors. Skills such as self-esteem, self-motivation, goal setting, self-confidence, co-worker relations, client relations, supervisor's relations, and creative resiliency contribute significantly to teacher effectiveness. When teachers possess strong human relations skills, they foster a positive school climate and build productive relationships that enhance collaboration, problem-solving, and professional growth.

Recent studies highlight that decision-making in classrooms directly impacts teacher effectiveness and student learning outcomes (Alamri, 2022). The decision-making style adopted by teachers is not only a matter of personal preference but is also shaped by contextual factors such as institutional policies, student diversity, and classroom challenges. Autocratic decision-making ensures control and efficiency, consultative decision-making promotes inclusiveness, while group-decision making fosters democratic engagement and shared responsibility (Lunenburg, 2021). Understanding which styles are most prevalent among teachers provides a foundation for designing interventions that enhance classroom practices. On the other hand, human relations skills remain indispensable in creating a supportive and motivating learning environment. Teachers with high self-esteem and self-motivation demonstrate greater resilience and adaptability in the face of professional challenges (Rahman & Rahman, 2023). Moreover, effective interpersonal relations with co-workers, clients, and supervisors have been associated with increased job satisfaction and organizational commitment in the education sector (Chen et al., 2021). Strengthening these skills equips teachers with the capacity to manage stress, resolve conflicts, and sustain professional excellence.

Given these considerations, this study aims to explore the classroom decision-making styles and human relations skills of public elementary school teachers in Aritao I District. By examining these two constructs, the research intends to provide empirical evidence that can serve as a basis for teacher development programs, policy formulation, and the promotion of professional practices that improve both classroom management and human relations. This current research is anchored on the valuable insights generated by previous graduate studies conducted within the university, many of which strongly recommended the replication of their investigations in different research contexts to validate and broaden their applicability. Specifically, the focus on classroom decision-making styles in this study is drawn from the work of Abdulrahem (2024), while the emphasis on human relations skills is inspired by the study of Pangilinan (2023). Abdulrahem's research, conducted in an international school in China, provided a perspective on how varying decision-making approaches shape teaching and learning processes in multicultural settings. Meanwhile, Pangilinan's investigation in Kasibu West District–SDO Nueva Vizcaya highlighted the crucial role of human relations skills in fostering collegiality, professional growth, and teacher effectiveness. By situating these frameworks within the context of Aritao I District, this research seeks to contribute to a more localized understanding of how decision-making styles and human relations skills interact within the unique dynamics of Philippine public elementary schools.

Decision-making is a central aspect of the teaching profession because it directly influences classroom management, instructional strategies, and student learning outcomes. Teachers constantly make choices about

lesson planning, assessment, discipline, and interaction with students. Understanding classroom decision-making styles—autocratic, consultative, and group-decision making—provides insights into how teachers structure the learning environment and address student needs. According to Akpan and Etim (2020), effective decision-making by teachers promotes order, enhances student participation, and leads to more meaningful educational experiences.

Studying decision-making styles is also important because they reflect a teacher's leadership orientation and the degree of involvement afforded to students in the learning process. Autocratic decision-making may ensure control and efficiency, while consultative and group-decision making approaches foster inclusivity and shared responsibility (Lunenburg, 2021). These styles have significant implications for classroom climate, as democratic and participatory practices encourage collaboration, creativity, and critical thinking among learners (Alamri, 2022). Thus, investigating which styles teachers commonly employ can inform professional development programs that align decision-making approaches with desired educational outcomes. Moreover, research emphasizes that decision-making styles are not only influenced by teacher preferences but also shaped by contextual factors such as school culture, policy expectations, and student diversity. Rahman and Rahman (2023) argued that adaptive decision-making enables teachers to respond to complex challenges in dynamic educational settings. Examining classroom decision-making styles is therefore essential in advancing both teacher effectiveness and student achievement, as it bridges instructional leadership with responsive pedagogy.

Human relations skills are essential in the teaching profession because they shape the quality of interactions between teachers, students, colleagues, parents, and administrators. These skills encompass self-esteem, self-motivation, goal setting, self-confidence, co-worker relations, client relations, supervisor's relations, and creative resiliency. Teachers who possess strong human relations skills foster a positive classroom climate that encourages cooperation, respect, and mutual understanding. According to Othman and Nasir (2020), human relations skills are fundamental for sustaining effective communication and collaboration in schools, which in turn enhances teaching effectiveness. Moreover, human relations skills play a critical role in the personal and professional growth of teachers. Self-esteem and self-motivation, for instance, enable teachers to remain resilient and committed despite challenges in the education sector (Rahman & Rahman, 2023). Building positive relations with co-workers and supervisors also contributes to job satisfaction and organizational commitment, which are linked to teacher retention and professional stability (Chen et al., 2021). These interpersonal competencies not only benefit teachers but also create an environment where students feel supported and engaged in their learning.

In addition, the dynamic challenges of 21st-century education—such as curriculum reforms, technological integration, and diverse student populations—require teachers to demonstrate adaptability and resilience. Creative resiliency, as emphasized by Lee and Yang (2022), allows teachers to navigate change effectively while maintaining high levels of performance. Hence, studying human relations skills is vital in ensuring that teachers are equipped with the interpersonal competencies necessary to thrive in complex educational environments and to contribute positively to both student success and institutional growth. This research on classroom decision-making styles and human relations skills of public elementary school teachers in Aritao 1 District is strategically aligned with global, national, and institutional research priorities. At the global level, the study supports the United Nations Sustainable Development Goals (SDGs), particularly SDG 4, which advocates for inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. By examining how teachers make classroom decisions and manage interpersonal relations, the study contributes to enhancing teaching quality, fostering supportive learning environments, and promoting equitable student participation in decision-making processes (UNESCO, 2021).

At the national level, the study is anchored on the National Research Agenda for Teacher Education (NRATE) which underscores the importance of developing teacher competencies, professional growth, and leadership in education. Investigating decision-making styles directly addresses the NRATE thrust of instructional leadership and governance, while exploring human relations skills supports the priority area of teacher welfare and professional well-being (CHED, 2020). Similarly, the Department of Education (DepEd) Research Agenda emphasizes research on teaching and learning as well as human resource development, both of which are addressed

in this study by linking classroom decision-making with interpersonal skills crucial to effective teaching and professional resilience (DepEd, 2022).

Institutionally, this research is aligned with the Nueva Vizcaya State University (NVSU) Research Agenda, which prioritizes education and human resource development as central themes in addressing regional and local educational needs. By situating the study within Aritao 1 District, it contextualizes national and international perspectives within the realities of local schools, thus contributing to evidence-based policies and interventions at the community level (NVSU, 2023). Finally, the study supports the College of Teacher Education (CTE) Research Agenda, particularly its focus on instructional innovation, professional competencies, and teacher resiliency. Examining the interplay of decision-making styles and human relations skills not only enhances pedagogical practices but also contributes to preparing future teachers who are equipped with the competencies required to thrive in diverse and challenging educational settings.

It is assumed in this study that the classroom decision-making styles of teachers—autocratic, consultative, and group-decision making—are significantly related to their human relations skills, which include self-esteem, self-motivation, goal setting, self-confidence, co-worker relations, client relations, supervisor's relations, and creative resiliency. Teachers who engage in consultative and group-decision making are expected to demonstrate stronger human relations skills since these styles emphasize participation, collaboration, and mutual respect. Conversely, reliance on autocratic decision-making may correspond with lower interpersonal engagement but higher emphasis on control and authority. This study presumes that decision-making styles do not operate in isolation but interact with teachers' personal and interpersonal competencies. Effective human relations skills are assumed to reinforce inclusive decision-making practices, while poor interpersonal skills may constrain collaborative approaches. Thus, a reciprocal relationship is anticipated, where decision-making styles shape, and are shaped by, the level of human relations skills among public elementary school teachers.

At the local scenario, despite the recognized importance of teacher competencies in sustaining quality education, there remains a lack of empirical studies in Aritao 1 District focusing on the intersection of classroom decision-making styles and human relations skills. While previous research has addressed instructional practices and professional development, little attention has been given to how teachers' decision-making approaches affect their relationships with colleagues, supervisors, students, and the broader school community. Teachers in the district have expressed concerns regarding limited opportunities for participatory decision-making, challenges in maintaining harmonious workplace relations, and difficulties in sustaining motivation and resiliency amidst increasing workload and educational reforms. These issues highlight the need to examine whether teachers' decision-making styles contribute to or hinder their human relations skills. Addressing this gap will provide insights that can inform targeted interventions to strengthen teacher effectiveness, enhance professional growth, and improve school climate within the district.

2. Related Literature

This study is anchored on two distinct theories that provide a strong conceptual foundation for examining the relationship between classroom decision-making styles and human relations skills. The first is Herbert Simon's Decision-Making Theory (1947), which underscores the bounded rationality of individuals when making choices. Simon posited that decision-makers operate within the limits of available information, time, and cognitive capacity, leading them to satisfice rather than optimize outcomes (Simon, 1997). This pragmatic framework is particularly relevant in the educational setting, where teachers are frequently required to make timely classroom decisions that directly influence instructional quality, student engagement, and overall learning outcomes. By applying Simon's perspective, the study situates teachers' decision-making processes within the complex realities of the classroom, where trade-offs and contextual factors shape the choices made.

The second is the Human Relations Theory, which emerged from the groundbreaking Hawthorne Studies conducted by Elton Mayo and his colleagues in the 1920s and 1930s. This theory highlighted the critical role of

social factors, interpersonal relationships, and employee morale in organizational effectiveness (Mayo, 1933; Roethlisberger & Dickson, 1939). The Human Relations perspective emphasizes that productivity and efficiency are not solely determined by technical or structural processes but are deeply influenced by the quality of human interactions and communication. In the context of this research, the theory aligns with the examination of teachers' human relations skills—such as self-esteem, co-worker relations, and supervisor interactions—as essential components that enhance collaboration, motivation, and professional effectiveness. Together, these theories provide a complementary lens through which the study explores how decision-making styles and interpersonal skills intersect to shape educational practice.

Decision-making is a fundamental aspect of teaching, as educators are constantly required to make choices that influence classroom dynamics, instructional quality, and student outcomes. Classroom decision-making refers to the process by which teachers select among alternatives to address instructional, behavioral, and relational challenges within the learning environment (Feng, 2021). Effective decision-making enhances classroom management, fosters student engagement, and ensures the alignment of teaching strategies with learning objectives (Alquraan, 2022). In the context of this study, classroom decision-making is examined through three primary dimensions: autocratic, consultative, and group-decision making. The autocratic style of classroom decision-making is characterized by teacher-centered authority, where the teacher independently determines classroom rules, instructional strategies, and disciplinary actions. This approach provides structure and efficiency, especially in situations requiring immediate action. However, excessive reliance on this style may limit student participation and creativity (Rahman & Akter, 2021).

The consultative style involves teachers seeking input from students or colleagues before arriving at a decision. While the teacher retains the final authority, this approach acknowledges the perspectives of others, promoting inclusivity and shared responsibility. Research shows that consultative decision-making can enhance student motivation and improve the sense of belonging in the classroom (Dube & Hlalele, 2022). It also empowers learners by recognizing their voices in shaping their educational experiences. The group-decision making style emphasizes collaborative participation, where both teachers and students are actively engaged in reaching agreements about classroom policies, activities, and learning approaches. This democratic model fosters critical thinking, communication, and cooperative learning, aligning with 21st-century education goals (Ahsan & Mullick, 2022). Group-decision making has been found to strengthen trust, develop leadership skills among students, and build a more cohesive classroom environment (Zhu, 2023).

It is noted by the current researcher that classroom decision-making is not a one-size-fits-all process but rather a dynamic practice shaped by context, goals, and relationships. Teachers may shift across autocratic, consultative, and group-decision making styles depending on classroom needs. By understanding these dimensions, educators can adopt flexible and responsive strategies that balance authority with participation, ultimately enhancing both teaching effectiveness and student learning outcomes. On the other hand, human relations skills are essential competencies that enable individuals to build positive interpersonal connections, foster collaboration, and maintain professional effectiveness in the workplace. In the teaching profession, these skills are crucial as they influence how educators interact with students, colleagues, school leaders, parents, and the broader community (An et al., 2021). Teachers with strong human relations skills create supportive environments that enhance student learning, promote teamwork, and strengthen institutional trust (Mishra & Mohapatra, 2022). In this study, human relations skills are examined through eight dimensions: self-esteem, self-motivation, goal setting, self-confidence, co-worker relations, client relations, supervisor's relations, and creative resiliency.

Self-esteem refers to teachers' self-worth and belief in their professional competence. Higher self-esteem allows educators to perform confidently and manage challenges constructively (Datu & King, 2020). Self-motivation emphasizes teachers' intrinsic drive to achieve goals and maintain commitment to teaching despite obstacles, which is linked to sustained performance and adaptability (Li & Xu, 2021). Goal setting involves the ability to identify, plan, and pursue objectives that guide professional growth and classroom achievement, a skill associated with effective time management and productivity (Locke & Latham, 2020). Self-confidence enables

teachers to make decisions, express ideas, and handle classroom challenges decisively, reinforcing their authority and credibility (Sharma & Singh, 2021). Co-worker relations focus on collaboration and collegiality with peers, which foster professional learning communities and reduce workplace stress (Zhou & Brown, 2022). Client relations, in the school context, pertain to interactions with students and parents; positive engagement here promotes trust, cooperation, and student success (Rahman & Hossain, 2021).

Supervisor's relations involve constructive communication with school heads and administrators, which supports professional development and shared governance in schools (Han & Yin, 2021). Finally, creative resiliency reflects teachers' ability to adapt and innovate during crises, such as the COVID-19 pandemic, where resilience and creativity became essential for sustaining learning continuity (Chen et al., 2022). Altogether, these eight dimensions of human relations skills provide a comprehensive framework for understanding how teachers navigate personal, professional, and organizational relationships. Strengthening these skills not only enhances teaching effectiveness but also contributes to a more collaborative and resilient educational environment. Given these considerations, this study posits that classroom decision-making styles are significantly related to teachers' human relations skills. The interaction between these variables is expected to contribute to more effective teaching practices, improved professional relationships, and a positive classroom climate that supports student engagement and learning.

3. Methodology

Research Design. This study employed a quantitative descriptive-correlational research design to examine the relationship between classroom decision-making practices and human relations skills among public elementary school teachers in Aritao I District, Nueva Vizcaya, during the 2025–2026 academic year. The descriptive component determined the levels of teachers' decision-making practices and human relations skills, while the correlational component assessed the strength and direction of the relationship between these variables without manipulation. Classroom decision-making practices were operationalized in terms of three styles: autocratic, consultative, and group-based decision-making. Human relations skills were conceptualized across eight dimensions: self-esteem, self-motivation, goal setting, self-confidence, coworker relations, client relations, supervisor relations, and creative resiliency. This design was appropriate for examining naturally occurring relationships within authentic classroom contexts and for generating empirical evidence relevant to teacher leadership and interpersonal competence.

Research Setting. The study was conducted in Aritao I District, Nueva Vizcaya, Philippines, which comprises twelve public elementary schools serving approximately 2,985 learners and employing 123 teachers. The district represents a diverse educational environment characterized by variations in school size, leadership practices, and community contexts. This setting provided a suitable context for investigating teachers' classroom decision-making styles and human relations skills within public elementary education.

Participants and Sampling. The participants consisted of 94 public elementary school teachers, representing 76.42% of the district's teaching population. The sample size was determined using Slovin's formula with a 0.05 margin of error. Stratified random sampling was employed, with each school treated as a stratum, followed by simple random selection within each stratum to ensure proportional representation and minimize sampling bias.

Research Instruments

- **Human Relations Skills Questionnaire.** Teachers' human relations skills were measured using a 40-item questionnaire revalidated by Doral (2019) and utilized by Pangilinan (2024), with a reliability coefficient of 0.892. The instrument assessed eight dimensions: self-esteem, self-motivation, goal setting, self-confidence, coworker relations, client relations, supervisor relations, and creative resiliency. Responses were rated on a five-point Likert scale ranging from 1 (Never) to 5 (Always).
- **Classroom Decision-Making Practices Questionnaire.** Classroom decision-making practices were

measured using a 30-item instrument developed and validated by Abdulrahem et al. (2024), with a Cronbach's alpha coefficient of 0.796. The instrument assessed three decision-making styles: autocratic, consultative, and group-based. Responses were rated on a four-point Likert scale ranging from 1 (Never) to 4 (Always).

- **Data Collection Procedure.** Prior approval was obtained from the District Supervisor and school heads before data collection. Participants were oriented on the study's objectives, procedures, and ethical considerations, and informed consent was secured. Participation was voluntary. Questionnaires were administered in printed and online formats, with standardized instructions provided to ensure consistency. Participants were given three to five working days to complete the survey. Completed responses were collected, encoded, and stored in a secure database. Confidentiality and anonymity were strictly maintained throughout the research process.
- **Data Analysis.** Descriptive statistics (mean) were used to determine the levels of classroom decision-making practices and human relations skills. Spearman rank correlation coefficient was employed to examine the relationship between the two variables. Correlation coefficients were interpreted using the criteria proposed by Schober et al. (2018). Statistical significance was tested at the 0.05 level.
- **Ethical Considerations.** The study adhered to ethical research standards, including informed consent, voluntary participation, confidentiality, and anonymity. Data were securely stored and used exclusively for research purposes.

4. Results and Discussion

This study employed a quantitative research design using the descriptive–correlational method to examine the classroom decision-making styles and human relations skills of 94 public elementary school teachers in Aritao I District during the Academic Year 2025–2026. The descriptive component of the study determined the perceptions of the teacher-respondents regarding their classroom decision-making styles in terms of autocratic, consultative, and group decision-making, as well as their human relations skills in terms of self-esteem, self-motivation, goal setting, self-confidence, co-worker relations, client relations, supervisor relations, and creative resiliency. The correlational component assessed the extent and significance of the relationships between the dimensions of classroom decision-making styles and human relations skills of the respondents in order to determine how teachers' decision-making approaches were associated with their interpersonal and intrapersonal competencies. Data were gathered through validated and reliable researcher-adapted questionnaires, which ensured the accuracy and consistency of the measurements used in the study. The collected data were subjected to appropriate statistical treatments, including the computation of weighted mean to describe the levels of the variables and Spearman Rank Correlation to determine the strength and direction of the relationships between them. All hypotheses were tested at the 0.05 level of significance to establish the rigor, objectivity, and validity of the findings. The results of the study served as the basis for the development of an educational management intervention designed to enhance teachers' classroom decision-making practices and human relations skills, thereby contributing to improved instructional effectiveness, professional relationships, and overall school performance.

- The perceived classroom decision-making styles of public elementary school teachers in Aritao I District were generally rated as Good, with a grand mean of 3.29, indicating effective classroom management and instructional decision-making. Among the dimensions, Group Decision-Making ranked highest ($M = 3.56$, Very Good), reflecting teachers' strong preference for collaboration, inclusivity, and shared responsibility. Consultative Decision-Making followed ($M = 3.46$, Good), showing teachers' openness to feedback while maintaining leadership. Autocratic Decision-Making obtained the lowest mean ($M = 2.86$, Good), suggesting it was used sparingly and mainly in situations requiring immediate control or direction.
- The respondents' overall human relations skills were rated excellent, with a grand mean of 4.57,

indicating strong interpersonal and intrapersonal competencies essential for effective teaching and collaboration. the highest-rated dimensions were client relations (M = 4.68) and creative resiliency (M = 4.65), reflecting teachers' ability to maintain positive professional relationships and adapt effectively to challenges. self-motivation (M = 4.65), co-worker relations (M = 4.55), supervisor relations (M = 4.56), and self-esteem (M = 4.58) were also rated excellent, demonstrating strong teamwork, leadership relations, and self-worth. goal setting (M = 4.48) and self-confidence (M = 4.44) were rated very good, indicating minor areas for improvement.

- The correlation between classroom decision-making styles and human relations skills yielded a high positive and very significant relationship ($\rho = 0.593$, $p = 0.001$), indicating that teachers with stronger interpersonal skills tend to demonstrate more effective decision-making practices. Among the dimensions, consultative decision-making showed the strongest and very significant correlation ($\rho = 0.654$), highlighting the role of communication, empathy, and openness in shared decisions. Group decision-making also displayed a moderate, very significant correlation ($\rho = 0.556$), emphasizing collaboration and inclusivity. In contrast, autocratic decision-making showed a weak but significant relationship ($\rho = 0.270$), suggesting its limited and situational use.
- The researcher developed a teacher training design based on the significant findings of the study, using benchmark statements with the lowest mean scores to identify priority areas and appropriate seminar topics. In classroom decision-making, results indicated the need to strengthen the appropriate use of autocratic decision-making, increase consistency in consultative practices such as seeking students' opinions, and enhance group decision-making through support for student-initiated changes. In terms of human relations skills, priority areas included boundary setting, self-expectations, creative goal setting, social confidence, recognition of coworkers, client responsiveness, constructive supervisor relations, and adaptability to change. These findings guided the development of a focused and responsive training intervention.

5. Conclusions

- The perceived classroom decision-making styles of public elementary school teachers in Aritao I District were generally rated as Good, indicating that teachers are capable of making sound instructional and managerial decisions that support effective classroom operations and learning processes.
- The respondents' overall human relations skills were rated Excellent, indicating that teachers possess strong interpersonal and intrapersonal competencies essential for effective teaching, positive professional relationships, and a supportive school environment.
- The correlation between classroom decision-making styles and human relations skills yielded a high positive and very significant relationship, indicating that teachers who demonstrate stronger human relations skills also tend to exhibit more effective classroom decision-making practices.
- Based on the significant findings of the study, the researcher developed a teacher training design that addressed identified priority areas using benchmark statements with the lowest mean scores. The proposed training intervention was designed to enhance both classroom decision-making styles and human relations skills, thereby supporting teachers' professional growth, instructional effectiveness, and overall school performance.

Recommendations

- School administrators and instructional leaders may design and implement professional development activities that further enhance teachers' classroom decision-making styles, particularly consultative and group decision-making. Emphasis may be placed on strategies that encourage learner participation,

shared classroom leadership, and reflective decision-making to improve instructional effectiveness and classroom climate.

- Given the excellent level of human relations skills, school management may institutionalize continuous support mechanisms such as mentoring programs, peer coaching, team-building activities, and wellness initiatives. These efforts can help sustain teachers' strong interpersonal competencies while addressing specific areas for improvement, including goal setting, confidence building, boundary management, and adaptability to change.
- Since classroom decision-making styles are significantly influenced by human relations skills, training programs for teachers and school leaders may deliberately integrate interpersonal skill development—such as effective communication, empathy, conflict management, and collaborative problem-solving—into instructional leadership and classroom management seminars to strengthen decision-making outcomes.
- The developed training design may be adopted and pilot-tested by the Schools Division Office or district administrators. Priority should be given to the benchmark areas with the lowest mean scores to ensure targeted intervention. Regular monitoring and evaluation may be conducted to assess its effectiveness and guide refinements for broader implementation.
- Future researchers may replicate the study in other school districts, divisions, or educational levels to validate the findings and determine the consistency of relationships between classroom decision-making styles and human relations skills across varied educational settings.
- Future studies may incorporate other relevant variables such as leadership styles, organizational culture, teacher self-efficacy, instructional innovation, job satisfaction, or learner outcomes to develop a more comprehensive understanding of the factors influencing classroom decision-making and human relations skills.

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