

# Collaborating Decision-Making to Enhance Human Relations for a High Level of Administrative Efficiency

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**Abstract** — The purpose of this study was to demonstrate that collaboration and the implementation of a proper decision-making policy to improve human relations for a high level of administrative efficiency in line with existing policies, strategies, and standards will ensure a sustainable process to achieve an efficient and effective role in both performance management and goal achievement in the system. This inquiry used the descriptive method. The designed research instrument consists of highly (a) 20 structured questions in decision making, which identifies four variables - differentiating among types of decision, determining the amount and type of information needed, establishing priorities for action, and anticipating consequences, and another 20 predetermined statements on improving human relations, which determines another four variables - develop rapport, build trust and confidence, openness and transparency. Purposive sampling was utilized in this study to choose school managers. The 55 respondents included junior high school supervisors and 457 instructors from the Division of Lanao del Norte, junior high schools. This study reveals a correlation between decision-making to improve human interactions and a high level of administrative efficiency. This suggests that the two variables reported by school managers and teachers are modestly connected. This demonstrates that the two groups' reactions to decisions aimed at improving human connections have been modestly connected.

**Keywords** — Decision-making, enhance human relations, administrative efficiency, collaboration

## I. INTRODUCTION

Organizations exist with the purpose of achieving performances as a group that one person is not able to achieve individual. Nowadays, companies must find the organizational structure that best fits the agency in which the organization operates its size and its environment. Organizational structures have to follow clear paths especially in regard to where and how decisions in organizations are made, in order to reach the organizational goals. An important point on leader's agenda is, however, how to balance and find the right place for the decision. The choice is between locating the decision authority at higher levels in the hierarchies, when little or no authority is delegated to subordinates, phenomena known as centralization; or to increase the load of responsibilities and delegate decision power to subordinates from lower levels in the organizations, meaning that decentralization is adopted (Tran and Tian, 2013).

According to Elmore, (2008), school leaders continuously work to find the next best thing in hopes that it will be the precursor to sustainable positive reform. Schools have seen policy proposals come and go without a substantive change in the everyday life of school and student achievement. Such broad sweeping programs such as, "A Nation at Risk" and "No Child Left Behind" left a large gap between policy and practice and had little to do with institutional change. Actually, this gap in policy fueled by pressure for continual improvement leaves local school leaders struggling to find an answer that fits unique needs at the local level.

Additionally, Selart (2010) stated that deciding to become a leader is also a very important life decision. We must remember that people are leaders primarily because they chose to be. Moreover, good leadership is to a large extent a choice. To develop leadership means to guide future leaders in how they should make decisions. It also involves providing future leaders with guidance on how they should implement, evaluate and monitor their decisions.

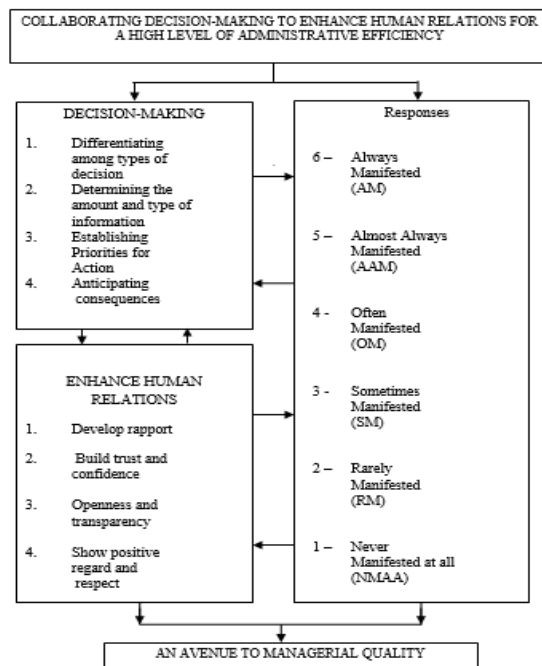
In this regard, collaboration has become a trend in school an improvement effort that has the potential to fill this gap. Collaboration is all around us. It can be found in the minutest and trivial occurrences such as schools have also turned to the creative strategy of collaboration for improvement. School heads are increasingly turning to the strategy of collaboration amongst stakeholders to leverage successful school change efforts through role expansion (Goddard, Goddard, & Tschannen-Moran, 2007). These instances show that collaboration can be used to achieve specific goals, but they also show that collaboration in itself is not the goal, but a means to achieve specific results.

This study aimed at showing that the collaboration and implementation of a proper policy of decision-making to enhance human relations for a high level of administrative efficiency in line with the existing policies,

strategies, and standards to ensure that there will be a sustainable process to achieve an efficient and effective role in both performance management and goals accomplishment in the system. The best approach to lead, and manage an organization effectively is to understand the organization in all its entity, and its growth, success, and goal accomplishments will be based solely on the policy, mission, and vision of the organization. A good understanding and the establishment of sound decisions and policies are very important for organizational activities. Sound decision making in every organization must be for leaders and heads' collaboration of the direct result of knowing their criteria for success, the scope of their choices, and the inherent risk of each alternative.

## II. CONCEPTUAL FRAMEWORK

Leadership is an important talent that school managers must possessed. It is in their shoulder bestowed the privilege of handling school operations. As pointed by Abbott as cited by Aquino (1985:190) decision making that contribute to the effectiveness of a school principal includes:



**Differentiating among types of decision.** Decisions differ by type, and a recognition of the difference constitutes a basic decision-making. One type is based on administrative functions-instruction, personnel, finance and the like. Another type concerns the origin of the decision-intermediate, appellate, creative, routine and compromise decision situations.

**Determining the amount and type of information needed.** The search for information constitutes a significant first step when preparing to make a decision. The making of a decision requires adequate information. It is possible to err by taking action without adequate information or by unduly delaying action while a search for further information is made. The effective school manager is one who can sense the point at which he has sufficient information to justify action.

**Establishing priorities for action.** A new principal, in particular, soon discovers that many more problems and issues will be brought to his attention that he can possibly deal with effectively. Some of these problems and issues will be crucial, some will be trivial, some requires immediate attention, while others should be differed, some requires personal attention, while others can be delegated.

The principal or any other school manager is constantly confronted with the necessity to establish priorities. He can do so deliberately, or he can allow priorities to be set by chance.

**Anticipating consequences.** Decision-making consists essentially of estimating the outcome state of a system; that is reaching a decision involves making choices based on predictions of the probable consequences of alternative courses of action. No decision, however, produces only one effect or set of effects. Nor are the consequences of a decision ever limited to those intended. A decision to initiate a course of action may generate entirely different from what is intended. Decision making underscores the importance of placing a heavy emphasis on the consideration of alternatives.

The second set of variables was borrowed from the work of Sambajon (2011). He postulates that professional relationship has to be established, maintained and sustained in the following steps to enhance human relations;

**Develop Rapport.** In developing rapport, the educator, first and foremost, has to have the desire to focus on others' concern, aspirations, ideals, problems, and unique individuality. He has to open the line of communication by both verbal and non-verbal means such as greeting, affirming, making kind remarks, tapping one's shoulder, and smiling. Communication fosters and enhances the professional relationship. It can be done when the exchange of language along the process happens with courtesy, acceptance, and acknowledgement of one's worth and distinctiveness, paving the way towards growth fulfilment. The educator should be willing to take interest in working with any one of them as a team, without reservation, so that they may become at home with each other.

**Build Trust and Confidence.** No genuine professional relationship can be created and on desired educational goal can be achieved without trust and confidence between and among those involved. The educator can invoke his colleagues trust and confidence when his is credible, reliable, consistent and honest.

**Openness and Transparency.** Openness and transparency starts with the educator himself. He should set an example by being truthful and straightforward and by taking away any inhibition that will just generate suspicion, doubt and misgiving. He has to be ready to convey a sincere sense of acceptance, appreciation, and acknowledgement of both his colleagues and learners so that they may also become open and transparent. This experience can be reinforced by the educator's caring and comforting attitude.

**Show Positive Regard and Respect.** Showing positive regard and respect can be done by recognizing other's value, human dignity, and rights. It can be concretized, for example by conveying to co-educators, through dialogue and active listening, that they are important in their contributions to the education of learners making them spontaneously ventilate their feelings and ideas; and enabling others to understand that he seriously and interestingly interacting to learn from them; and so on.

**An avenue to managerial quality.** The sought end result of the study after the research was conducted.

### III. RESEARCH QUESTIONS

This study attempted to find out the collaborating decision-making to enhance human relations for a high level of administrative efficiency in the Division of Lanao del Norte; an avenue to managerial quality.

To materialize these ends, the following sub-inquiries are raised.

1. What is the extent of decision-making for a high level of administrative efficiency manifested by school managers and teachers in terms of:
  - 1.1. Differentiating among types of decision;
  - 1.2. Determining the amount and type of information needed;
  - 1.3. Establishing priorities for action; and
  - 1.4. Anticipating consequences.
2. To what extent it enhances human relations for a high level of administrative efficiency manifested by school managers and teachers along with:
  - 2.1. Develop rapport;
  - 2.2. Build trust and confidence;
  - 2.3. Openness and transparency; and
  - 2.4. Show positive regard and respect.
3. What is the extent of comparability between the responses of school managers and teachers along with the variables on decision-making and enhance human relations for a high level of administrative efficiency?
4. Do the responses of school managers and teachers differ significantly along with the four variables on decision-making for a high level of administrative efficiency?
5. Is there a significant difference between the responses of school managers and teachers along with the four variables that enhance human relations for a high level of administrative efficiency?
6. Does correlation exist between the responses of school managers and teachers on decision-making to enhance human relations for a high level of administrative efficiency as responded by the school managers and teachers?

**IV. METHOD****Sample**

This study used the purposive sampling in selecting the school managers. The 55 respondents junior high school managers and 457 teachers in the junior high schools in the Division of Lanao del Norte. The purposive sampling was used by the researcher in selecting the respondents. According to Sevilla (1992) it is a method of selecting a sample size from a universe such that member of the population has an equal chance of being included in the sample and all possible combinations of size have an equal chance of being selected as the sample.

**Data Gathering Procedure**

After the instrument had been validated, permission to administer the questionnaire-checklist was sought from the Schools Division Superintendent of Lanao del Norte as well the School Head of all Public Secondary schools within the Division. After the permission were granted, the researcher personally administered the questionnaire-checklist to the principal respondents with the assistance of school managers and teachers. Before the questionnaire-checklist was administered, the researchers had oriented the respondents the instructions as indicated in the questionnaire-checklist so that the correct and honest responses would be obtained. Further, the researchers explained to the respondents that their answers would be kept strictly confidential and relative only for this research undertaking. The gathered information relative to the main variables was carefully tallied, classified, analyzed and interpreted based on the appropriate statistical tests used.

**Instrument Used**

The researcher utilized the questionnaire-checklist as the main tool in generating the necessary information. Some criteria in constructing the self-made measuring instrument were considered. Extra care in designing the data-collection instrument had been employed. First and foremost, the researcher endeavoured to read published materials such as books, journals etc. and unpublished materials such as theses and dissertation that have a bearing to the present study. After making the necessary pilot work, the researcher started to construct accurate and appropriate data collection instrument. As quoted by Sevilla (2022) that in preparing the instrument, a careful look at the variables under study should be considered, the areas, the consistency, and accuracy of the content of the predetermined statements must be carefully envisioned to ensure that all questions will generate the required information and it should be a representative samples of the content of the variable being considered.

The designed research instrument consists of highly (a) 20 structured questions in decision making of which identifies four variables – differentiating among types of decision, determining the amount and type of information needed, establishing priorities for action and anticipating consequences and another 20 predetermined statements on enhance human relations which determines another four variables – develop rapport, build trust and confidence, openness and transparency and show positive regard and respect.

**V. RESULTS**

The collected data is presented, analyzed, and interpreted in this chapter. The various data are presented in this table in the order that they were posted in the problem statement.

**Problem 1. What is the extent of decision-making for a high level of administrative efficiency manifested by school managers and teachers?****1.1. Differentiating among types of decision****Table 1.1****Differentiating Among Types on Decision - Making for a High Level of Administrative Efficiency**

| Indicators   | School Managers N= 38 |             |           | Teachers N = 278 |             |            | AWM         | RC        | R |
|--|-----------------------|-------------|-----------|------------------|-------------|------------|-------------|-----------|---|
|  | TWP                   | WM          | AD        | TWP              | WM          | AD         |             |           |   |
| 1. Consulted with subordinates in crafting a decision  | 220                   | 5.79        | AM        | 1315             | 4.73        | AAM        | 5.26        | AM        | 4 |
| 2. Implemented religious decisions crafted by the superior.  | 218                   | 5.74        | AM        | 1576             | 5.67        | AM         | 5.70        | AM        | 1 |
| 3. Modified decisions coming from the superiors to suit the conditions and need of their level     | 200                   | 5.26        | AM        | 1579             | 5.68        | AM         | 5.47        | AM        | 3 |
| 4. Employed alternatives in implementing decisions to suit the level and conditions of the school. | 220                   | 5.79        | AM        | 921              | 3.31        | SM         | 4.55        | AAM       | 5 |
| 5. Allowed teachers to implement routine decisions.  | 210                   | 5.53        | AM        | 1565             | 5.63        | AM         | 5.58        | AM        | 2 |
| <b>Average Mean</b>  | <b>214</b>            | <b>5.62</b> | <b>AM</b> | <b>1391</b>      | <b>5.00</b> | <b>AAM</b> | <b>5.31</b> | <b>AM</b> |   |

Legend: 6 - (5.17-6.00)-Always Manifested(AM), 5 - (4.34-5.16)-Almost Always Manifested (AAM), 4 - (3.51-4.33) -Often Manifested (OM),

(NM) 3- (2.683.50)-Sometimes Manifested (SM), 2 - (1.84-2.67)-Rarely Manifested (RM), 1 - (1.00-1.83)- Never Manifested

Table 1.1 gives the data on differentiating among types of decision on decision-making for a high level of administrative efficiency. There are presented in rank order based on 6-point scale. The entirety showed that the school leaders have “always manifested” differentiating among types of Decision on Decision-making. This was exposed by an overall average weighted mean of 5.31 as extracted from the average mean of 5.62 from the school leaders and 5.00 from the teachers with its corresponding response category of “always manifested” and “almost always manifested”. This was evident by keeping records for implemented decisions religiously crafted by the superior with average weighted mean 5.70; allowed teachers to implement routine decisions with 5.58; improvised decisions coming from superiors to suit the conditions and needs of their level with 5.47; consulted with subordinates in crafting a decision with 5.26; and employed alternatives in implementing decisions to suit the level and conditions of the school having 4.55.

### 1.2 Determining the amount and type of information needed

**Table 1.2**

#### Determining the amount and type of information needed on Decision – Making for a High Level of Administrative Efficiency

| Indicators   | School Managers N= 38 |             |           | Teachers N = 278 |             |           | AWM         | RC        | R |
|--|-----------------------|-------------|-----------|------------------|-------------|-----------|-------------|-----------|---|
|  | TWP                   | WM          | AD        | TWP              | WM          | AD        |             |           |   |
| 1. Explored options before formulating decisions                                   | 209                   | 5.50        | AM        | 1120             | 4.03        | OM        | 4.76        | AAM       | 1 |
| 2. Ensured that decisions made is acceptable to subordinates                       | 148                   | 3.89        | OM        | 1009             | 3.63        | OM        | 3.76        | OM        | 5 |
| 3. Gathered sufficient information from stakeholders before formulating decisions  | 189                   | 4.97        | AAM       | 722              | 2.60        | RM        | 3.79        | OM        | 4 |
| 4. Justified actions base from decision made by extracting appropriate information | 220                   | 5.79        | AM        | 755              | 2.72        | SM        | 4.25        | OM        | 2 |
| 5. Redirected judgment decisions to rectify error                                  | 217                   | 5.71        | AM        | 680              | 2.45        | RM        | 4.08        | OM        | 3 |
| <b>Average Mean</b>  | <b>197</b>            | <b>5.17</b> | <b>AM</b> | <b>857</b>       | <b>3.08</b> | <b>SM</b> | <b>4.13</b> | <b>OM</b> |   |

Legend: 6 - (5.17-6.00)-Always Manifested(AM), 5 - (4.34-5.16)-Almost Always Manifested (AAM), 4 - (3.51-4.33) -Often Manifested (OM), 3- (2.68-3.50)-Sometimes Manifested (SM), 2 - (1.84-2.67)-Rarely Manifested (RM), 1 - (1.00-1.83)- Never Manifested (NM)

Generally, the results showed that the school leaders and teachers “often manifested” in determining the amount and type of information needed on decision-making for a high level of administrative efficiency. This was justified by an overall average weighted mean of 4.13 with “often manifested” response category as specifically exposed from the average mean of 5.17 from the school leaders and 3.08 from the teachers with its corresponding response category of “always manifested” and “sometimes manifested”. This was particularly exhibited by exploring options before formulating decisions with average weighted mean 4.76; ensured the decisions made is acceptable to subordinates with 3.76; gathered sufficient information from stakeholders before formulating decisions with 3.79; justified actions based from decision made by extracting appropriate information with 4.25; and redirected judgment decisions to rectify errors having 4.08.

### 1.3 Establishing Priorities for Action

**Table 1.3**

#### Establishing Priorities for Action on Decision – Making for a High Level of Administrative Efficiency

| Indicators  | School Managers N= 38 |             |           | Teachers N = 278 |             |           | AWM         | RC        | R |
|---|-----------------------|-------------|-----------|------------------|-------------|-----------|-------------|-----------|---|
|   | TWP                   | WM          | AD        | TWP              | WM          | AD        |             |           |   |
| 1. Treated administrative matters one at a time                                     | 226                   | 5.95        | AM        | 985              | 3.54        | OM        | 4.75        | AAM       | 2 |
| 2. Delegated to subordinates functions which requires routine decisions             | 210                   | 5.53        | AM        | 346              | 1.24        | NM        | 3.39        | SM        | 5 |
| 3. Adopted some shortcuts in implementing a decision to save time                   | 169                   | 4.45        | AAM       | 783              | 2.82        | SM        | 3.63        | OM        | 4 |
| 4. Exercised priorities over preference to maximize limited resources of the school | 225                   | 5.92        | AM        | 1302             | 4.68        | AAM       | 5.30        | AM        | 1 |
| 5. Allowed priorities to set by change  | 218                   | 5.74        | AM        | 536              | 1.93        | RM        | 3.83        | OM        | 3 |
| <b>Average Mean</b>   | <b>210</b>            | <b>5.52</b> | <b>AM</b> | <b>790</b>       | <b>2.84</b> | <b>SM</b> | <b>4.18</b> | <b>OM</b> |   |

Legend: 6 - (5.17-6.00)-Always Manifested(AM), 5 - (4.34-5.16)-Almost Always Manifested (AAM), 4 - (3.51-4.33) -Often Manifested (OM), 3- (2.68-3.50)-Sometimes Manifested (SM), 2 - (1.84-2.67)-Rarely Manifested (RM), 1 - (1.00-1.83)- Never Manifested (NM)

The findings generally revealed that the school leaders have “always manifested” of establishing priorities for action on decision-making for a high level of administrative efficiency. This was resulted by an overall average weighted mean of 4.18 with “often manifested” response category as specifically consolidated from the average mean of 5.52 from the school leaders and 2.84 from the teachers with its corresponding response category of “always manifested” and “sometimes manifested”. This was clearly shown by treating administrative matters one at time with average weighted mean 4.75; delegated to subordinates’ functions which requires routine decisions with 3.39; adopted some shortcuts in implementing a decision to save time with 3.63; exercised priorities over preference to maximize limited resources of the school with 5.30; and allowed priorities to set by change with 4.55.

#### 1.4 Anticipating Consequences

**Table 1.4**

**Anticipating Consequences on Decision – Making for a High Level of Administrative Efficiency**

| Indicators   | School Managers N= 38 |             |           | Teachers N = 278 |             |           | AWM         | RC         | R |
|--|-----------------------|-------------|-----------|------------------|-------------|-----------|-------------|------------|---|
|  | TWP                   | WM          | AD        | TWP              | WM          | AD        |             |            |   |
| 1. Estimated the nature and number of individuals or referent groups to which decision is relevant | 222                   | 5.84        | AM        | 1086             | 3.91        | OM        | 4.87        | AAM        | 3 |
| 2. Considered the intensity of the identification of each individual or group                      | 224                   | 5.89        | AM        | 807              | 2.90        | SM        | 4.40        | AAM        | 5 |
| 3. Presumed rationality of the decision to each individual or group                                | 198                   | 5.21        | AM        | 1303             | 4.69        | AAM       | 4.95        | AAM        | 2 |
| 4. Accommodated the perceptions and value orientations of subordinates in decision making          | 224                   | 5.89        | AM        | 1290             | 4.64        | AAM       | 5.27        | AM         | 1 |
| 5. Prepared on the impact of decision made from the teachers and learners                          | 218                   | 5.74        | AM        | 1066             | 3.83        | OM        | 4.79        | AAM        | 4 |
| <b>Average Mean</b>  | <b>217</b>            | <b>5.72</b> | <b>AM</b> | <b>1110</b>      | <b>3.99</b> | <b>OM</b> | <b>4.86</b> | <b>AAM</b> |   |

Legend: 6 - (5.17-6.00)-Always Manifested(AM), 5 - (4.34-5.16)-Almost Always Manifested (AAM), 4 - (3.51-4.33) -Often Manifested (OM), 3- (2.68-3.50)-Sometimes Manifested (SM), 2 - (1.84-2.67)-Rarely Manifested (RM), 1 - (1.00-1.83)- Never Manifested (NM)

It is found out that school managers and teachers are “almost always manifested” of anticipating consequences on decision-making with an overall average weighted mean value of 4.86. The average weighted mean of school managers’ responses is 5.72 which falls on “always manifested” and for teachers is 3.99 means “often manifested”. Evidently, it was emphasized by estimating the nature and number of individuals or referent groups to which decision is relevant; considering the intensity of the identification of each individual or group; presuming rationality of the decision to each individual or group; accommodating the perceptions and value orientations of subordinates in decision making; and preparing on the impact of decision made from the teachers and learners with an average weighted mean values 4.87, 4.40, 4.95, 5.27, and 4.79 respectively.

#### **Problem 2. To what extent it enhances human relations for a high level of administrative efficiency manifested by school managers and teachers?**

##### II.1. Develop rapport

**Table 2.1**

**Develop Rapport to Enhance Human Relations for a High Level of Administrative Efficiency**

| Indicators   | School Managers N= 38 |      |    | Teachers N = 278 |      |     | AWM  | RC  | R |
|--|-----------------------|------|----|------------------|------|-----|------|-----|---|
|  | TWP                   | WM   | AD | TWP              | WM   | AD  |      |     |   |
| 1. Elicited desire to focus on subordinate’s concern, aspirations and ideals | 220                   | 5.79 | AM | 1072             | 3.86 | OM  | 4.82 | AAM | 4 |
| 2. Established the line of communication by both verbal and non-verbal means | 200                   | 5.26 | AM | 1315             | 4.73 | AAM | 5.00 | AAM | 3 |

|  |            |             |           |             |             |            |             |            |   |
|--|------------|-------------|-----------|-------------|-------------|------------|-------------|------------|---|
| 3. Endeavoured to foster and enhance professional relationship by means of communication     | 208        | 5.47        | AM        | 1524        | 5.48        | AM         | 5.48        | AM         | 1 |
| 4. Recognized subordinate's worth and distinctiveness  | 219        | 5.76        | AM        | 979         | 3.52        | OM         | 4.64        | AAM        | 5 |
| 5. Exhibited interest in working with any of the subordinate's as a team without reservation | 200        | 5.26        | AM        | 1576        | 5.67        | AM         | 5.47        | AM         | 2 |
| <b>Average Mean</b>  | <b>209</b> | <b>5.51</b> | <b>AM</b> | <b>1293</b> | <b>4.65</b> | <b>AAM</b> | <b>5.08</b> | <b>AAM</b> |   |

Legend: 6 - (5.17-6.00)-Always Manifested(AM), 5 - (4.34-5.16)-Almost Always Manifested (AAM), 4 - (3.51-4.33) -Often Manifested (OM), 3 - (2.683-5.0)-Sometimes Manifested (SM), 2 - (1.84-2.67)-Rarely Manifested (RM), 1 - (1.00-1.83)- Never Manifested (NM)

It is generally reflected on the table that the two groups are “almost always manifested” of developing rapport to enhance human relations for a high level of administrative efficiency with an overall average weighted mean value of 5.08. The average weighted mean of school managers' responses is 5.51 which falls on “always manifested” and for teachers is 4.65 means “almost always manifested”. It was evidently shown by eliciting desire to focus on subordinate's concern, aspirations and ideals; establishing the line of communication by both verbal and non-verbal means; endeavoured to foster and enhance professional relationship by means of communication; recognizing subordinate's worth and distinctiveness; and Exhibited interest in working with any of the subordinate's as a team without reservation with an average weighted mean values 4.82, 5.00, 5.48, 4.64, and 5.47 respectively.

## 2.2 Build Trust and Confidence

Table 2.2

### Build Trust and Confidence to Enhance Human Relations for a High Level of Administrative Efficiency

| Indicators   | School Managers N= 38 |             |           | Teachers N = 278 |             |           | AWM         | RC         | R |
|--|-----------------------|-------------|-----------|------------------|-------------|-----------|-------------|------------|---|
|  | TWP                   | WM          | AD        | TWP              | WM          | AD        |             |            |   |
| 1. Showed credibility and reliability to invoke colleague's trust                                | 222                   | 5.84        | AM        | 1062             | 3.82        | OM        | 4.83        | AAM        | 2 |
| 2. Endeavoured to gain teachers trust by being consistent and honest                             | 222                   | 5.84        | AM        | 1077             | 3.87        | OM        | 4.86        | AAM        | 1 |
| 3. Possessed confidence that the teacher can complied a delegated task                           | 210                   | 5.53        | AM        | 1114             | 4.01        | OM        | 4.77        | AAM        | 3 |
| 4. Endeavoured to protect the interest of teachers   | 202                   | 5.32        | AM        | 1033             | 3.72        | OM        | 4.52        | AAM        | 5 |
| 5. Exhibited the belief that the teachers possess the ability to perform the authority delegated | 218                   | 5.74        | AM        | 984              | 3.54        | OM        | 4.64        | AAM        | 4 |
| <b>Average Mean</b>  | <b>215</b>            | <b>5.65</b> | <b>AM</b> | <b>1054</b>      | <b>3.79</b> | <b>OM</b> | <b>4.72</b> | <b>AAM</b> |   |

Legend: 6 - (5.17-6.00)-Always Manifested(AM), 5 - (4.34-5.16)-Almost Always Manifested (AAM), 4 - (3.51-4.33) -Often Manifested (OM), 3 - (2.683-5.0)-Sometimes Manifested (SM), 2 - (1.84-2.67)-Rarely Manifested (RM), 1 - (1.00-1.83)- Never Manifested (NM)

As revealed in table 2.2, build and trust confidence to enhance human relations was almost always manifested by the two groups with an overall average weighted mean 4.72. It is presented that school managers' responses computed average weighted mean 5.65 is categorized as “always manifested” while teachers' responses average weighted mean is 3.79 means “often manifested”. Specifically, the following items are elaborated with their corresponding average weighted mean values: Endeavoured to gain teachers trust by being consistent and honest (4.86); Showed credibility and reliability to invoke colleague's trust (4.83); possessed confidence that the teacher can complied a delegated task (4.77); Exhibited the belief that the teachers possess the ability to perform the authority delegated (4.64); and endeavoured to protect the interest of teachers (4.52).

## 2.3 Openness and Transparency

Table 2.3

### Openness and Transparency o Enhance Human Relations for a High Level of Administrative Efficiency

| Indicators  | School Managers N= 38 |      |    | Teachers N = 278 |      |    | AWM  | RC  | R |
|---|-----------------------|------|----|------------------|------|----|------|-----|---|
|   | TWP                   | WM   | AD | TWP              | WM   | AD |      |     |   |
| 1. Showed oneself as a model by being truthful and straight forward               | 219                   | 5.76 | AM | 1554             | 5.59 | AM | 5.68 | AM  | 1 |
| 2. Endeavoured to eliminate any inhibition that will generate suspicion and doubt | 220                   | 5.79 | AM | 1127             | 4.05 | OM | 4.92 | AAM | 3 |

|  |            |             |           |             |             |           |             |            |   |
|--|------------|-------------|-----------|-------------|-------------|-----------|-------------|------------|---|
| 3. Exhibited appreciation of the compliance of teacher to the authority delegate                             | 220        | 5.79        | AM        | 1384        | 4.98        | AAM       | 5.38        | AM         | 2 |
| 4. Established clear cut practice conducive to develop subordinate's ability to exercise delegated authority | 213        | 5.61        | AM        | 1044        | 3.76        | OM        | 4.68        | AAM        | 4 |
| 5. Rotated the authority delegation to the subordinates while out in school for official business            | 171        | 4.50        | AAM       | 628         | 2.26        | RM        | 3.38        | SM         | 5 |
| <b>Average Mean</b>  | <b>209</b> | <b>5.49</b> | <b>AM</b> | <b>1147</b> | <b>4.13</b> | <b>OM</b> | <b>4.81</b> | <b>AAM</b> |   |

Legend: 6 - (5.17-6.00)-Always Manifested(AM), 5 - (4.34-5.16)-Almost Always Manifested (AAM), 4 - (3.51-4.33) -Often Manifested (OM), 3- (2.683.50)-Sometimes Manifested (SM), 2 - (1.84-2.67)-Rarely Manifested (RM), 1 - (1.00-1.83)- Never Manifested (NM)

Commonly, the school managers and teachers' responses on openness and transparency to enhance human relations for a high level of administrative efficiency are interpreted as "almost always manifested" with overall average weighted mean 4.81. The findings revealed that the responses of the school managers' are within the range "always manifested" with average weighted mean 5.49 while for teachers' responses generated average weighted mean is 4.13 which means "often manifested". It is clearly visible to the following items with their corresponding average weighted mean values: Showed oneself as a model by being truthful and straight forward (5.68); Exhibited appreciation of the compliance of teacher to the authority delegate (5.38); Endeavoured to eliminate any inhibition that will generate suspicion and doubt (4.92); Established clear cut practice conducive to develop subordinate's ability to exercise delegated authority (4.68); and rotated the authority delegation to the subordinates while out in school for official business (3.38).

#### 2.4 Show Positive Regard and Respect

**Table 2.4**

**Show Positive Regard and Respect to Enhance Human Relations for a High Level of Administrative Efficiency**

| Indicators  | School Managers N= 38 |             |           | Teachers N = 278 |             |           | AWM         | RC        | R |
|---|-----------------------|-------------|-----------|------------------|-------------|-----------|-------------|-----------|---|
|   | TWP                   | WM          | AD        | TWP              | WM          | AD        |             |           |   |
| 1. Recognized teachers value, dignity and rights  | 227                   | 5.97        | AM        | 1582             | 5.69        | AM        | 5.83        | AM        | 1 |
| 2. Conducted regular dialogue among the subordinates  | 202                   | 5.32        | AM        | 1579             | 5.68        | AM        | 5.50        | AM        | 4 |
| 3. Exhibited active listening every time there is a dialogue  | 224                   | 5.89        | AM        | 1550             | 5.58        | AM        | 5.74        | AM        | 3 |
| 4. Encouraged teachers to ventilate their feelings and ideas about their classroom work experiences | 220                   | 5.79        | AM        | 1337             | 4.81        | AAM       | 5.30        | AM        | 5 |
| 5. Displayed interest in working with any of the subordinates as a team without reservation         | 226                   | 5.95        | AM        | 1582             | 5.69        | AM        | 5.82        | AM        | 2 |
| <b>Average Mean</b>   | <b>220</b>            | <b>5.78</b> | <b>AM</b> | <b>1526</b>      | <b>5.49</b> | <b>AM</b> | <b>5.64</b> | <b>AM</b> |   |

Legend: 6 - (5.17-6.00)-Always Manifested(AM), 5 - (4.34-5.16)-Almost Always Manifested (AAM), 4 - (3.51-4.33) -Often Manifested (OM), 3- (2.683.50)-Sometimes Manifested (SM), 2 - (1.84-2.67)-Rarely Manifested (RM), 1 - (1.00-1.83)- Never Manifested (NM)

Table 2.4 illustrates the responses of the school managers and teachers on showing positive regard and respect to enhance human relations for a high level of administrative efficiency. The table showed an overall average weighted mean of 5.64 which means "always manifested". It is emphasized that both responses of the two groups are interpreted as "always manifested" with an average weighted mean values of 5.78 and 5.49 respectively. In such a way the following items supported with their corresponding average weighted mean values: Recognized teachers value, dignity and rights (5.83); Displayed interest in working with any of the subordinates as a team without reservation (5.82); Exhibited active listening every time there is a dialogue (5.74); Conducted regular dialogue among the subordinates (5.50); and encouraged teachers to ventilate their feelings and ideas about their classroom work experiences (5.30).

**Problem 3. What is the extent of comparability between the responses of school managers and teachers along with the variables on decision-making and enhance human relations for a high level of administrative efficiency?**

Table 3 reveals the comparability between the responses of the school managers and teachers along with the variables on decision-making and enhance human relations for a high level of administrative efficiency. As presented, the responses of the school administrators between decision-making and human relations have no difference because their adjectival equivalent is the same which fall on "always manifested" with generated

average weighted mean values of 5.49 and 5.61 respectively.

**Table 3**

**Extent of Comparability Between the Responses of School Managers and Teachers Along with the Variables on Decision-Making and Enhance Human Relations for a High Level of Administrative Efficiency**

| Decision - Making  | School Managers N= 38 |      |    | Teachers N = 278 |      |     | AWM  | RC  | R |
|--|-----------------------|------|----|------------------|------|-----|------|-----|---|
|  | TWP                   | WM   | AD | TWP              | WM   | AD  |      |     |   |
| 1. Differentiating Among Types of Decision               | 213.6                 | 5.62 | AM | 1391             | 5.00 | AAM | 5.31 | AM  | 1 |
| 2. Determining the Amount and Type of Information Needed | 196.6                 | 5.17 | AM | 857              | 3.08 | SM  | 4.13 | OM  | 4 |
| 3. Establishing Priorities for Action                    | 209.6                 | 5.52 | AM | 790              | 2.84 | SM  | 4.18 | OM  | 3 |
| 4. Anticipating Consequences                             | 214.8                 | 5.65 | AM | 1110             | 3.99 | OM  | 4.82 | AAM | 2 |
| <b>Average Mean</b>                                      | 209                   | 5.49 | AM | 1037             | 3.73 | OM  | 4.61 | AAM |   |
| Enhance Human Relations                                  | School Managers N= 38 |      |    | Teachers N = 278 |      |     | AWM  | RC  | R |
|  | TWP                   | WM   | AD | TWP              | WM   | AD  |      |     |   |
| 1. Develop Rapport                                       | 209.4                 | 5.51 | AM | 1293             | 4.65 | AAM | 5.08 | AAM | 2 |
| 2. Build Trust and Confidence                            | 214.8                 | 5.65 | AM | 1054             | 3.79 | OM  | 4.72 | AAM | 4 |
| 3. Openness and Transparency                             | 208.6                 | 5.49 | AM | 1147             | 4.13 | OM  | 4.81 | AAM | 3 |
| 4. Show Positive Regard and Respect                      | 219.8                 | 5.78 | AM | 1526             | 5.49 | AM  | 5.64 | AM  | 1 |
| <b>Average Mean</b>                                      | 213                   | 5.61 | AM | 1255             | 4.52 | AAM | 5.06 | AAM |   |

Legend: 6 - (5.17-6.00)-Always Manifested(AM), 5 - (4.34-5.16)-Almost Always Manifested (AAM), 4 - (3.51-4.33) -Often Manifested (OM), 3- (2.683.50)-Sometimes Manifested (SM), 2 - (1.84-2.67)-Rarely Manifested (RM), 1 - (1.00-1.83)- Never Manifested (NM)

However, the teachers' responses between the two variables are slightly different because their responses for decision –making generates an average weighted mean of 3.73 which is categorized as “often manifested” while their human relations responses provide an average weighted mean of 4.52 which means “almost always manifested”. Eventually, there is no difference between the responses of the two groups of the first and second set of variables since they are within the range of “almost always manifested” that generates an average weighted mean values of 4.61 and 5.06 respectively. This implies that the two groups almost always demonstrate on decision-making and human relations for a high level of administrative efficiency. This means that the two parties almost always show a high degree of functional performance in decision-making and human relations.

**Problem 4. Do the responses of school managers and teachers differ significantly along with the four variables on decision-making for a high level of administrative efficiency?**

It is found out in table 4 the significant difference of the responses of the school managers and teachers along with the four variables on decision-making and human relations for a high level of administrative efficiency. As revealed, there is a significant difference between the four variables because the t-test computed value 3.501 is greater than the t-test tabular value 2.447 with 6 degrees of freedom at 5% level of significance. Their corresponding standard deviation values of the responses of the school managers are 0.2205 while the teachers are 0.9824. Thus,  $H_0$  is rejected.

**Table 4**

**Significant Difference Between the Responses of School Managers and Teachers in Decision-Making Along with the Four Variables on Decision-Making for a High Level of Administrative Efficiency**

| VARIABLES   | SCHOOL MANAGERS |           | TEACHERS      |           |
|---|-----------------|-----------|---------------|-----------|
|   | $X_1$           |           | $X_2$         |           |
|   | WM              | RC        | WM            | RC        |
| Differentiating among types of decision               | 5.62            | AM        | 5.00          | AAM       |
| Determining the amount and type of information needed | 5.17            | AM        | 3.08          | SM        |
| Establishing priorities for action                    | 5.52            | AM        | 2.84          | SM        |
| Anticipating consequences                             | 5.65            | AM        | 3.99          | OM        |
| <b>Average Mean</b>                                   | <b>5.49</b>     | <b>AM</b> | <b>3.73</b>   | <b>OM</b> |
| <b>Standard Deviation</b>                             | <b>0.2205</b>   |           | <b>0.9824</b> |           |

This implies that the responses of the two groups, along with the four variables on decision-making and human relations are not equally practiced.

**Problem 5. Is there a significant difference between the responses of school managers and teachers along with the four variables that enhance human relations for a high level of administrative efficiency?**

Table 5 reveals the significant difference of the responses of school managers and teachers along with the four variables on human relations for a high level of administrative efficiency. As shown, the responses of the two groups along with the four variables of human relations differ significantly since the computed t-test value 2.905 is greater than the tabular value 2.447 with 6 degrees of freedom at 5% level of significance. Therefore, the null hypothesis is rejected. The school managers' responses have 0.1352 standard deviation value while teachers' responses have 0.7400.

**Table 5.**  
**Significant Difference Between the Responses of School Managers and Teachers in Decision-Making Along with the Four Variables that Enhance Human Relations for a High Level of Administrative Efficiency**

| VARIABLES                        | SCHOOL MANAGERS |           | TEACHERS       |            |
|----------------------------------|-----------------|-----------|----------------|------------|
|                                  | X <sub>1</sub>  |           | X <sub>2</sub> |            |
|                                  | WM              | RC        | WM             | RC         |
| Develop Rapport                  | 5.51            | AM        | 4.65           | AAM        |
| Build Trust and Confidence       | 5.65            | AM        | 3.79           | OM         |
| Openness and transparency        | 5.49            | AM        | 4.13           | OM         |
| Show positive regard and respect | 5.78            | AM        | 5.49           | AM         |
| <b>Average Mean</b>              | <b>5.61</b>     | <b>AM</b> | <b>4.52</b>    | <b>AAM</b> |
| <b>Standard Deviation</b>        | <b>0.1352</b>   |           | <b>0.7400</b>  |            |

This is an indication that the responses of the two groups along with the four variables, vary in relation to human relations. It indicates that the four variables have been expressed somewhat inconsistently.

**Problem 6. Does correlation exist between the responses of school managers and teachers on decision-making to enhance human relations for a high level of administrative efficiency as responded by the school managers and teachers?**

Table 6 revealed that correlation exist between decision-making to enhance human relations for a high level of administration efficiency. This indicates that the two variables responded by the school managers and teachers are moderately correlated because the Pearson r value 0.6992 is within the range of interpretation  $\pm 0.41$  to  $\pm 0.70$  which means have moderate correlation at 5% level of significance.

**Table 6**  
**Correlation Between Decision-Making to Enhance Human Relations for a High Level of Administrative Efficiency**

| VARIABLES  | Pearson Correlation Coefficient (r) | $\alpha$ |
|--|-------------------------------------|----------|
| Decision-making to Enhance Human Relations for a High Level of Administrative Efficiency | 0.6992                              | 5 %      |

$\pm 0.00$  to  $\pm 0.20$  = slight correlation, almost negligible relationship.

$\pm 0.21$  to  $\pm 0.40$  = slight correlation, definite but small relationship.

$\pm 0.41$  to  $\pm 0.70$  = moderate correlation, Substantial relationship.

$\pm 0.71$  to  $\pm 0.90$  = high correlation, marked relationship.

$\pm 0.91$  to  $\pm 1.00$  = very high correlation, very dependable relationship.

This implies that decision-making to enhance human relations for a high level of administrative efficiency is having substantial relationships. This further indicates that responses of the two groups on decision making to enhance human relations were moderately associated.

## VI. CONCLUSIONS

This study found out that the school leaders have always manifested on differentiating among types of Decision on Decision-making. The school leaders and teachers were often manifested of determining the amount and type of information needed on decision-making for a high level of administrative efficiency. It is found out that school managers and teachers were almost always manifested of anticipating consequences on decision-making for a high level of administrative efficiency. With regard to enhance human relations for a high level of administrative efficiency, develop rapport as the first variable was almost always manifested by the two groups. On building trust and confidence for a high level of administrative efficiency was responded by the two groups with almost always manifested. For openness and transparency to enhance human relations for a high level of administrative efficiency, it is responded almost always manifested by the two groups through showing oneself as a model. Finally, on showing positive regard and respect to enhance human relations for a high level of administrative efficiency, the responses of the school managers and teachers were always manifested.

With regard to comparability of between the responses of the school managers and teachers along with the variables on decision-making and enhance human relations for a high level of administrative efficiency, it is revealed that there is no difference between the responses of the two groups of the first and second set of variables since they are within the range of "almost always manifested". As to the results of significant difference, it is revealed, there is a significant difference between the four variables. Similarly, as shown, the responses of the two groups along with the four variables of human relations differ significantly.

Generally, it is revealed in this study that correlation exist between decision-making to enhance human relations for a high level of administration efficiency. This indicates that the two variables responded by the school managers and teachers are moderately correlated.

## VII. RECOMMENDATIONS

On basis of the findings and conclusions formulated, it is suggested that school heads should create a group of stakeholders to work together to enhance school. School improvement can take various forms, including academic and non-academic functioning. This can help school leaders accurately measure the varying rates of interaction that occur in schools. Also, school leaders should consider the dynamics, structures and contexts of collaborative implementation, eliminate obstacles in future initiatives, and understand the effect on the daily lives of school workers to define effective collaborative partnerships for corresponding concrete collaborative outcomes. Subordinates / Teachers should ensure that there can be activities related to the career of subordinates, acceptable in complexity, urgent but not priority, and those not fundamental to the position of the manager. They should allow and encourage their members to share their opinions, and be active in the organization's decision-making process. Future leaders/heads should make decisions and provide future leaders with feedback about how they can interpret and track their decisions.

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