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School Heads' Human Relations Management on Stakeholders' Participation

Minerva L. Siongco

Bulacan Agricultural State College, Graduate School of Education, San Ildefonso, Bulacan, Philippines

A B S T R A C T

This study examined the relationship between school heads' human relations management and stakeholders' participation in public elementary and secondary schools in Meycauayan City, Bulacan during School Year 2025–2026. Specifically, it assessed school heads' human relations management in terms of receiving information, consultation, collaboration and partnership, and empowerment and control, as well as stakeholders' participation in school management and governance, program and project implementation, and activities supporting learner success. An explanatory sequential mixed-methods research design was employed, utilizing surveys and interviews with school heads and key stakeholders, including PTA presidents, barangay officials, health workers, and SK chairpersons. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative responses were examined through thematic analysis.

Findings revealed that school heads demonstrated a very high level of human relations management across all dimensions, while stakeholders exhibited a high level of participation in school programs, governance, and learner-centered activities. Qualitative findings underscored the importance of open communication, collaborative decision-making, mutual trust, and active engagement in strengthening school-community partnerships. Furthermore, statistical analysis established a significant positive relationship between school heads' human relations management and stakeholders' participation, indicating that effective interpersonal and leadership practices contribute to greater stakeholder involvement in school initiatives.

The study concludes that school heads who effectively manage relationships through communication, consultation, collaboration, and empowerment are more likely to foster meaningful stakeholder participation and shared responsibility in school development. Brief analysis suggests that strong human relations management serves as a catalyst for sustained community engagement and improved school governance. Consequently, the study recommends strengthening stakeholder partnership programs, institutionalizing regular communication and consultation mechanisms, and providing capacity-building opportunities for school heads to further enhance collaborative leadership and community participation

Keywords: School Heads, Human Relations Management, Stakeholder's Participation

Introduction

In school administration, human relation management is the "motor" that drives institutional success. It shifts the focus from purely technical oversight to the people, teachers, staff, stakeholders and learners who realize educational goals. Principal human relation management is crucial for cultivating a positive, productive school climate, directly impacting teacher morale, retention, and learners' achievement. Effective principals boost performance by fostering trust, encouraging collaborative decision-making, providing professional support, and managing conflicts. This leadership style ensures motivation and high-quality educational outcomes.

Human relations skills are regarded as a manifestation of an executive's capacity to collaborate effectively with others. This necessitates their ability to comprehend, motivate, and lead individuals or groups. Additionally, human relations skills encompass the capacity to delegate tasks, foster the growth of subordinates and staff, and effectively evaluate and guide the behavior of subordinates toward improved performance. These skills are particularly challenging because they entail considering differences in attitudes, emotions, and cultural attributes among peers, subordinates, and superiors. Human relations skills are deemed crucial for management at all levels, with the greatest demand expected among first-line supervisors and middle-level principals who have the highest number of interactions with subordinates. Administrative leaders' human relations skills are integral for fostering innovation and enhancing organizational performance (Okorugbo, 2024).

Human relation management, which is a related but separate construct, entails the capacity of a leader to motivate, persuade, develop, bring change, deal with the conflict, and promote teamwork and cooperation. The study shows that those principals who are good at relationship management establish school cultures of trust, shared vision, and professional collaboration all of which are precursors of teacher effectiveness. The relational competencies of the principal are even more vital in the context of the Delta State public secondary schools, where the teachers have to struggle with the shortage of resources, large classes, and different degrees of administrative support (Nkedishu, 2022; Ekwevugbe and Atare, 2022).

In the context of public schools, particularly in developing regions the adoption of human relations management by school principals has been seen as a response to the diverse challenges facing the education sector. High student-to-teacher ratios, inadequate resources, and socio-economic pressures make teaching a demanding profession. Principals who employ effective human relations management are better equipped to mitigate these challenges by fostering resilience, motivation, and a sense of purpose among teachers (Mutisya & Nyamwaka, 2023).

Accordingly, Lethoko (2022) reported that the effectiveness of principals is increasingly judged not only by academic performance metrics but also by their ability to build and sustain positive human relationships within their schools. Principals who successfully employ human relations management contribute to higher teacher satisfaction, improved morale, and, ultimately, increased productivity. Principals who use effective human relations management can significantly influence teacher productivity and sometimes school stakeholders' participation, which is crucial for achieving educational goals, especially in challenging environments.

Meanwhile, stakeholders' participation in funding involves the engagement of a diverse array of parties—such as parents, community members, local businesses, non-governmental organizations, and government agencies—in the financial support and resource mobilization for school infrastructure projects. This collaborative funding model not only helps to supplement the often inadequate governmental budget allocations but also fosters a shared sense of responsibility and accountability among all parties involved. The active involvement of stakeholders can lead to more sustainable funding practices, innovative resource utilization, and ultimately a more robust and well-maintained school environment (Akpotu, 2023).

Participation of stakeholders, and consultation of citizens are nowadays a key element in policy decision making. It is generally recognized as the main indicator of good governance. Active involvement in the decision-making process was never a privilege of a closed circle, an "elite" of civil servants and professional politicians in the community. Consultation of social partners, socio-economic organizations and other partners in the community is an old tradition and what is included today is the participation of student leaders in decision-making process. Stakeholders and citizens no longer accept to be the subject of policy without a certain degree of involvement and consultation. They want to make their voice heard and policy makers have to listen (Paraiso, 2022).

To be successful as a leader, elementary and secondary school principals need to have a good knowledge of the culture in which they are working. Leaders should have an understanding of subordinates' feelings. Leadership is a "relation between persons." These changing concepts of leadership underline the need for studies in human relations and emphasize the importance of research efforts such as the present study. Because elementary and secondary school principals and administrators play a major role in creating a school culture, it is necessary that administrators' human relation practices be identified as basis for effective and successful school administration. Thus, the researcher is very optimistic in considering the foregoing claims to be considered as the rationale in conducting a study on the human relation practices of elementary and secondary school principals in Meycauayan City assuming their human relations management may directly or indirectly affect the participation of stakeholders.

Given these circumstances, the researcher aims to delve into these variables. This study sought to illuminate the relationship between school heads' human relations management on stakeholders' participation.

Theoretical Framework

This study was anchored on Human Relations Theory. According to Gari (2024), this theory posits that organizations consist of both formal and informal elements.

The formal element refers to the organization's structure, while the informal element involves the interactions and relationships among individuals within the organization. It views an organization as a type of social system, and effective management of this system focuses on fostering job satisfaction, motivation, and social interactions to achieve better employee performance. This theory emphasized the importance of social factors at work, moving away from rigid, mechanistic models that focused solely on efficiency. Instead, the human relations approach emphasizes that employees are motivated not only by financial rewards but by social interaction, recognition, and a sense of belonging.

The conceptualization of human relation management, which is based on the theory of emotional intelligence, is the capacity to handle relationships and create networks, find a common ground, as well as establish rapport. Some of the social skills are influence, communication, conflict management, leadership, change catalysis, collaboration, and teamwork. These interpersonal qualities are especially important in the school setting where the principal needs to constantly balance institutional objectives and the needs of the individual teacher in his or her professional life. In the case of a principal with high social skills, teachers will feel more appreciated, comprehended, and professionally encouraged, which will subsequently impact their readiness to devote themselves to instructional excellence (Venter et al., 2024; Blaik Hourani et al., 2021).

The Stakeholder Theory (ST) was proposed by R. Edward Freeman in 1984. It posits that the organization's prosperity depends on the satisfaction of its stakeholders. ST originated in the 1980s in response to the growing dynamism and complexity of the business environment. Strategic management considers all stakeholders, such as consumers, suppliers, employees, and local communities, and aims to create value for them. As societies evolve, the theory becomes applicable in education. Stakeholder participation in school activities is crucial for fostering a collaborative educational environment (Freeman et al., 2020).

Conceptual Framework

Human relations strategies refer to the leadership approaches used by principals and educational leaders to foster positive interpersonal relationships within the environment. These strategies prioritize the well-being, morale, and motivation of teachers, staff, and students, recognizing that effective communication, collaboration, and understanding among individuals lead to a more successful and harmonious school climate. Principals who use human relations strategies apply principles like Effective Communication: Ensuring that there is open dialogue between teachers, staff, students, and parents. Emotional Support and Motivation: Collaboration and Teamwork: Creating a sense of teamwork and shared goals. Conflict Resolution: Addressing and resolving conflicts constructively. Recognition and Appreciation: Recognizing the contributions and efforts of teachers and staff. These strategies are rooted in the belief that a school's organizational effectiveness is closely tied to the interpersonal relationships between its members (Wang, 2021).

The fourth area of the emotional intelligence model created by Goleman is relationship management, which can be defined as the skill to inspire, influence, develop others, initiate change, conflict management, and promote teamwork and collaboration. Goleman defines it as the social skill of the emotionally intelligent leader, which is the ability to manage relationships to get people to go in a direction one wants.

Relationship management in the Emotional and Social Intelligence framework described by Goleman and colleagues involves six particular skills: inspirational leadership, influence, developing others, change catalyst, conflict management and teamwork and collaboration. Principals who are good at relationship management excel in mentoring teachers, constructive feedback, building collaborative professional learning communities, and resolving interpersonal conflicts in a manner that can build up the school community rather than weaken it in the school context (Blaik Hourani et al., 2021).

Stakeholders are vital to any organization since they offer critical insights and resources that can advance the interests of the majority. These entities, comprising investors, employees, consumers, and communities, are vested in the institution's success and can impact its operations and performance.

Through collaboration with stakeholders, organizations can enhance their comprehension of needs and expectations, resulting in more informed decision-making and increased support for initiatives. Effective stakeholder involvement necessitates transparent communication, collaboration, and an openness to varied perspectives, ultimately cultivating robust connections and favorable outcomes (Peng et al., 2024).

Although the significance of stakeholders is broadly acknowledged, several studies on stakeholder engagement have predominantly concentrated on business and management entities. Research in the education sector, specifically regarding stakeholder participation and the challenges of schools in school-initiated activities, is still insufficient. Stakeholder participation is crucial for creating a curriculum and applying learning that addresses societal needs. A multi-stakeholder strategy is essential to address various demands and perspectives in educational environments to attain inclusion in education. Collaboration among schools, parents, families, and communities enhances student motivation, increases attendance, and promotes participation through programs and projects (Paraiso, 2022).

Figure 1.

Paradigm of the Study



From the theories, concepts and literature reviewed and discussed above, the researcher came-up with a paradigm (see Figure 1) which served as guide in the conduct of this research.

It can be noticed from Figure I that the independent variable is the teachers' school heads' human relations management. This variable was hypothesized to influence (as implied by the arrowhead) the dependent variable which is the stakeholders' participation.

Statement of the Problem

This study determined the relationship between school heads' human relations management and stakeholders' participation in public elementary and secondary schools in Meycauayan City, Schools Division of City of Meycauayan, Bulacan during the School Year 2026–2027.

Specifically, it sought answers to the following questions:

1. How may the profile characteristics of the school heads be described in terms of:

1.1 age;

1.2 sex;

1.3 civil status;

1.4 plantilla position;

1.5 highest educational attainment; and

1.6 seminars attended related to human relations management?

2. How may the school heads' human relations management in engaging stakeholders' participation be described as assessed by themselves and stakeholders in terms of:

2.1 receiving information

2.2 consultation;

2.3 collaboration and partnership; and

2.4 empowerment and control?

3. How may the stakeholders' participation be described as assessed by the stakeholders themselves and school heads in terms of:

3.1 school management and governance;

3.2 program and project implementation; and

3.3 activities supporting learner success?

4. Is there a significant difference in the school heads' human relations management when they are grouped according to their demographic profile?

5. Is there a significant difference between school heads and stakeholders' assessments of school heads' human relations management and stakeholders' participation?

6. Is there a significant relationship between the school heads' human relations management and stakeholders' participation?

7. What are the views and insights of the respondents as regards school heads' human relations management and stakeholders' participation?

8. What program of activities can be crafted from the results of the study?

Hypotheses

The following hypotheses were tested in the study:

1. There is no significant difference in school heads' human relations management when they are grouped according to their demographic profile.
2. There is no significant difference in the assessments of the two groups of respondents on the school heads' human relations management and stakeholders' participation.
3. There is no significant relationship between the school heads' human relations management and stakeholders' participation

Methodology

Research Design

In the conduct of the study, the researcher utilized the explanatory sequential design of mixed methods research. According to Plano Clark (2019), explanatory sequential design has two distinct strands that are implemented consecutively: a quantitative strand, in which numeric data are collected and analyzed, followed by a qualitative strand, in which textual data are collected and analyzed. The quantitative strand is often prioritized, and the two strands can be linked in a variety of ways at an intermediate stage. The purpose of an explanatory sequential design is often to use narrative data to explain or interpret numeric findings, especially those that are unexpected.

In the study, the researcher determined first the relationship between school heads' human relations management and stakeholders' participation in public elementary and secondary schools. This was realized by collecting the quantitative data by means of administration of survey questionnaires followed immediately by statistical analysis. From the quantitative findings, interview questions were formulated which were asked to selected participants to obtain the qualitative data. The data collected from this phase were analyzed and results were integrated to support the quantitative findings to arrive at a more comprehensive discussion of results.

Sampling and Respondents

In collecting the quantitative data needed in the study, total enumeration or universal sampling was applied for school head respondents. All 41 school heads from the public elementary and secondary schools in Meycauayan City were requested to participate in the study.

Table 1.

Respondents of the Study

No.	School	School Head	Stakeholders
1	Bagbaguin ES	1	4
2	Bahay Pare ES	1	4
3	Bancal IS (ES/JHS)	2	4
4	Bancal Extension ES	1	4
5	Banga ES	1	4
6	Bayugo ES	1	4
7	Caingin Bayanihan ES	1	4
8	Calvario ES	1	4
9	Camalig ES	1	4
10	Iba ES	1	4
11	Langka IS (ES/JHS)	1	4
12	Lawa IS (ES/JHS)	1	4
13	Libtong ES	1	4
14	Liputan IS (ES/JHS)	1	4
15	Longos ES	1	4
16	Malhacan IS (ES/JHS)	1	4
17	Meycauayan West Central IS	1	4
18	Pajo ES	1	4
19	Pandayan ES	1	4
20	Pantoc ES	1	4
21	Perez ES	1	4
22	Saluysoy IS (ES/JHS)	2	4
23	Tugatog ES	1	4
24	Ubihan ES	1	4
25	Zamora ES	1	4
26	Meycauayan National HS	7	4
27	Academic SHS of the City of Meycauayan	2	4
28	City of Meycauayan SHS	1	4
29	Caingin National HS	1	4
30	Ubihan HS	1	4
31	Bagong Pag-asa ES	1	4
32	Libtong National HS	1	4
	Total	41	128

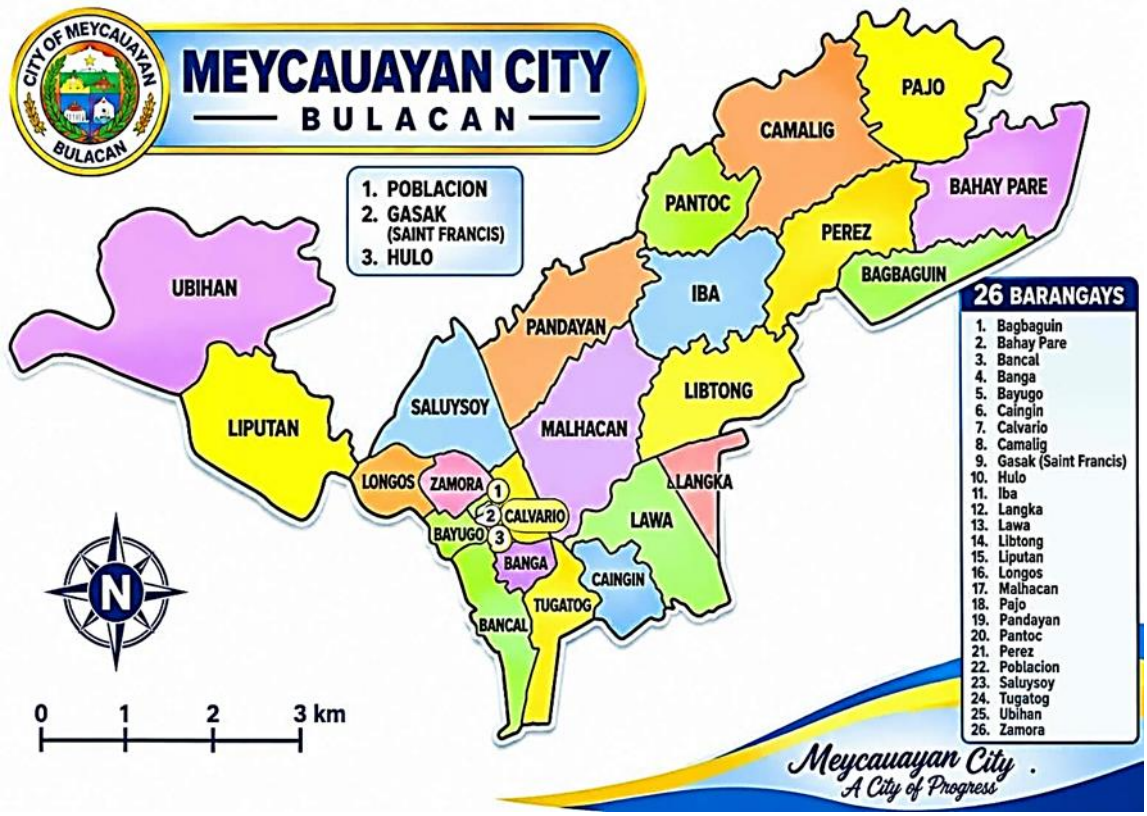
For the qualitative part of the study, 5 school heads from elementary and another 5 in secondary schools were requested to participate in the conduct of interview. They were selected using the lottery method. In this method all school heads' names were numbered on separate slips of paper of same size, shape and color. These pieces of paper were folded and mixed up in a box. A blindfold selection was made to select the 10 school heads who was subjected to interview.

Locale of the Study

The study was conducted in Meycauayan City, Bulacan, within the Schools Division of the City of Meycauayan. The locale was selected because the study focused on school heads' human relations management and stakeholders' participation in public elementary and secondary schools in the city.

Figure 2.

Map of Meycauayan City, Bulacan



Source: https://en.wikipedia.org/wiki/Meycauayan#/media/File:Meycauayan_Barangays.p

Instruments

Quantitative and qualitative data were collected to answer the problems provided in the preceding chapter. On quantitative data collection, a three-part survey questionnaire was utilized. Part I of the questionnaire was utilized to gather the demographic profile of the respondents. Part II was adapted from Claveria and Manalang (2023) which was employed to describe the school heads' human relations management in engaging stakeholders' participation. Meanwhile, Part III was adapted from Estrada and Mori (2025) which was used to describe the stakeholders' participation. The adapted questionnaire uses the Likert scale below in parts II and III.

Range	*Scale*	*Verbal Interpretation*
4.21-5.00	5	Always (A)
3.41-4.20	4	Frequently (F)
2.61-3.40	3	Seldom (S)
1.81-2.60	2	Rarely (R)
1.00-1.80	1	Never (N)

For the qualitative data gathering, self-made open-ended questions were formulated by the researcher in accordance with the quantitative findings of the study.

Data Gathering Procedure

Before conducting the study, the researcher completed all documents required by the DepEd-Meycauayan City, Bulacan, and the Institute of Education. After completing these requirements, a letter of request was sent to the Schools Division Superintendent of Meycauayan City to use the city's elementary and secondary schools as respondents in the study. Upon receiving the approved permit to conduct the study, the researcher coordinated with the principals of the school respondents to schedule quantitative and qualitative data collection.

The researcher personally administered the survey questionnaire and conducted the interview with the elementary and secondary school heads. During the administration of the questionnaires, respondents were given enough time to answer them. In the same manner, they were given the right to refrain from answering the questions being asked during the interview whenever they wished to.

In accordance with Memorandum No. 9, s. 2022, the researcher also ensured that all procedures related to data collection, security, storage, transfer, and destruction are strictly observed. All collected data were handled with the utmost confidentiality, with personal identifiers removed or coded to protect participants' anonymity. Physical documents were securely stored in a locked facility, while digital data were kept in password-protected devices or secure storage systems accessible only to the researcher. Should data transfer be necessary, it was carried out through secure and authorized means, ensuring that only designated individuals have access. Upon completion of the study, all data were properly disposed of—paper-based documents were shredded, and digital files were permanently deleted—to uphold ethical standards and safeguard the privacy of all participants involved.

Data Analysis

To describe the collected quantitative data such as school heads' demographic profile in terms of age, sex, civil status, plantilla position; highest educational attainment and seminars attended related to human relations management, frequency and percentage were computed. To describe the school heads' human relations management in engaging stakeholders' participation be assessed by themselves in terms of collaboration and partnership and empowerment and control and the stakeholders' participation in terms of school management and governance, program and project implementation and learner success, weighted mean and overall mean were computed. To check the significant difference in the school head' human relations management when they are group according to their demographic profile, one-way ANOVA and independent samples T-test were used. To check significant difference between school heads and stakeholders' assessments of human relations management and stakeholders' participation, independent samples T-test was utilized. Pearson Product-Moment Correlation Coefficient (Pearson's r) was used to check significant relationship between school heads' human relation management and stakeholders' participation. To interpret the collected qualitative data, thematic analysis is done.

Ethical Considerations

The researcher strictly followed standard ethical procedures throughout the process of collecting the quantitative and qualitative data needed in the study. The respondents were given assurance that their participation in this research was voluntary, and they could withdraw anytime that they want to. The survey could also be completed anonymously, as well as no personal identifiers is being collected. No individual could, therefore, be identified from the data collected. Moreover, they were informed that all data collected were used solely for the completion of the study and after passing the final defense which may happen sometime in October 2026, the gathered electronic data stored in the researcher's laptop were permanently deleted. Additionally, the hard copy of the questionnaires was destroyed through shredding.

The same is true in the conduct of interview, all permits were secured before conducting the said interview. Additionally, the topics of the interview were given to the respondents for them to prepare in giving their insights and views. Further, the respondents were given the freedom to refrain from answering the question/s asked whenever they feel uncomfortable of giving their insights and views about the topics.

Significant Difference between School Heads and Stakeholders' Assessments on School Heads' Human Relations Management and Stakeholders' Participation

The results of the test of significant difference between school heads' and stakeholders' assessments of human relations management and stakeholders' participation. The analysis determines whether the two respondent groups differ significantly in their perceptions of the school heads' human relations management and the extent of stakeholders' participation in school activities.

Significant Difference between School Heads and Stakeholders' Assessments on School Heads' Human Relations Management and Stakeholders Participation

Variable / Domain	School Heads Mean	Stakeholders Mean	t-value	p-value	Decision	Interpretation
Human Relations Management	4.49	4.39	1.425	0.158	Fail to Reject H_0	Not Significant
Stakeholders' Participation	4.26	4.41	-2.104	0.038	Reject H_0	Significant

Note. The level of significance was set at 0.05. A p-value less than 0.05 indicates a statistically significant difference; otherwise, the null hypothesis is not rejected.

Table presents the results of the test of significant difference between school heads' and stakeholders' assessments of human relations management and stakeholders' participation. The findings show that the computed t-value for human relations management was 1.425, with a p-value of 0.158. Since the p-value is greater than the 0.05 level of significance, the null hypothesis is not rejected. This indicates that there is no statistically significant difference between the assessments of school heads and stakeholders regarding human relations management. Although school heads obtained a slightly higher mean of 4.49 than stakeholders, who obtained a mean of 4.39, the difference was not statistically significant.

In contrast, the results revealed a significant difference between school heads' and stakeholders' assessments of stakeholders' participation. The computed t-value was −2.104, with a p-value of 0.038, which is below the 0.05 level of significance. Therefore, the null hypothesis is rejected. Stakeholders obtained a higher mean of 4.41 than school heads, who obtained a mean of 4.26. This suggests that stakeholders assessed their participation in school-related activities more favorably than school heads assessed it. The negative t-value reflects the direction of the comparison, with the result depending on the order in which the two groups were entered into the test.

The findings suggest that school heads and stakeholders have generally comparable perceptions of the school heads' human relations management. Their assessments indicate a shared view of how school heads communicate, consult, collaborate, and engage stakeholders. However, the significant difference in the assessment of stakeholders' participation suggests that the two groups may have different perspectives on the extent to which stakeholders are involved in school governance, program and project implementation, and activities supporting learner success. This difference highlights the importance of maintaining open communication and regularly gathering feedback from both groups to ensure that participation opportunities are understood and experienced consistently.

These findings may be considered alongside Olaivar and Loayon (2022), who examined school heads' management in relation to teachers' school engagement and teaching performance, and Peng et al. (2024), whose review emphasized the importance of stakeholder involvement in education management. These studies provide a relevant conceptual basis for examining how leadership practices and stakeholder engagement contribute to school processes. In the present study, the absence of a significant difference in human relations management assessments suggests agreement between the two groups, while the significant difference in participation assessments points to an area where communication and shared expectations may be strengthened.

Significant Relationship between School Heads' Human Relations Management and Stakeholders' Participation

The results of the correlation analysis examining the relationship between school heads' human relations management practices and stakeholders' participation. The analysis seeks to determine whether a statistically significant relationship exists between the two variables and whether higher assessments of human relations management practices are associated with higher levels of stakeholder participation.

Significant Relationship between School heads' Human Relations Management and Stakeholders' Participation

Variables	Pearson r	p-value	Decision	Interpretation
School Heads' HRM Practices × Stakeholders' Participation	0.684**	< .001	Reject H_0	Significant High Positive Correlation

Note. The level of significance was set at 0.05. A p-value less than 0.05 indicates a statistically significant difference; otherwise, the null hypothesis is not rejected.

Table presents the results of the analysis examining the relationship between school heads' human relations management practices and stakeholders' participation. The Pearson product-moment correlation was used to determine whether a statistically significant relationship existed between the two variables. The reported p-value was less than .001, which is below the 0.05 level of significance. Therefore, the null hypothesis is rejected, indicating a statistically significant relationship between school heads' human relations management practices and stakeholders' participation.

The table further indicates that the relationship was interpreted as a high positive correlation. This interpretation suggests that higher assessments of school heads' human relations management practices tend to be associated with higher levels of stakeholders' participation. In practical terms, effective communication, consultation, collaboration, and empowerment may be associated with greater stakeholder involvement in school governance, program and project implementation, and activities supporting learner success. However, the exact strength of this relationship cannot be independently verified

because the Pearson correlation coefficient (r-value) was not provided in the table. The coefficient should be reported to substantiate the interpretation of a high positive correlation.

These results suggest that the practices of school heads in human relations management greatly facilitate stakeholder participation in school management. The high positive correlation indicates that a better appraisal of the school heads' communication, consultation, collaboration, and empowerment practices could lead to a more participative manner of school management and school governance, implementation of programs and projects, and other activities that will benefit the learners. Establishing and fostering positive relationships, practicing open communication, acknowledging the skills and competencies of all stakeholders, and allowing everybody to participate meaningfully in program planning and implementation are essential. School heads may, therefore, continue to promote school management and governance that is both participative and inclusive for stakeholders to become more engaged in decision-making and program implementation.

Views and Insights of the Respondents as Regards School Heads' Human Relations Management and Stakeholders' Participation

Open Communication and Information Sharing

The respondents' views may emphasize the importance of clear and regular communication between school heads and stakeholders. Sharing information about school activities, plans, and concerns helps stakeholders understand school priorities and how they can contribute.

A stakeholder respondent said in Filipino:

"Mahalaga po na naipapaalam sa amin ang mga plano at gawain ng paaralan para alam din po namin kung paano kami makakatulong."

Consultation and Shared Decision-Making

Consulting stakeholders gives them the opportunity to express their opinions and contribute to school decisions. Considering their suggestions can help them feel valued and involved in school improvement.

A participant from the stakeholder group noted that:

"Mas maganda po kapag tinatanong din ang aming opinyon bago magdesisyon, dahil may mga suhestiyon din po kami na maaaring makatulong sa paaralan.

Collaboration and Shared Responsibility

Cooperation among school heads, teachers, parents, and community members helps address school needs and implement programs. Shared responsibility strengthens partnerships and supports learners.

One school head shared the following insight:

"Hindi naman po kayang gawin ng paaralan ang lahat nang mag-isa. Kapag nagtutulungan ang mga guro, magulang, at komunidad, mas marami po tayong nagagawa para sa mga bata."

Trust, Empowerment, and Transparency

Trust develops when school heads listen to concerns, encourage participation, and explain decisions clearly. Transparency and opportunities to provide feedback can strengthen relationships with stakeholders.

As one stakeholder explained:

"Nakakagaan po ng loob kapag pinakikinggan ang aming mga hinaing at malinaw na ipinapaliwanag ang mga desisyon. Mas nagiging bukas po kami sa pagtulong sa mga gawain ng paaralan."

Active Stakeholder Participation in School Improvement

Stakeholders contribute to school governance, program implementation, and activities that support learner development. Their participation can be strengthened by providing clear responsibilities and meaningful opportunities to contribute.

One stakeholder shared that:

"Handa naman po kaming makilahok sa mga programa ng paaralan. Mas makakatulong po kung malinaw sa amin ang aming mga tungkulin at kung paano makikinabang ang mga mag-aaral sa aming pagtutulungan."

Proposed Program of Activities

The proposed program of activities was developed based on the findings of the study, particularly the areas requiring further improvement in human relations management and stakeholders' participation. The program aims to strengthen stakeholder consultation, promote financial transparency, improve communication mechanisms, and enhance stakeholders' capacity to participate in school governance and program evaluation. The activities are designed to be implemented through existing school structures and in coordination with relevant school and community stakeholders.

Proposed Program of Activities Based on the Findings of the Study

Objectives	Action	Timeline	Persons Involved	Expected Outcome
To further improve/develop the political skills of the school heads as to networking ability.	Provide lecture forum concentrating on developing networking ability.	First term of SY 2026-2027	School Heads, researcher, invited lecturer/speaker	More improved school heads' networking ability.
To enhance communication skills among school heads and teachers	Seminar on Effective Communication Skills	Second Term SY 2026-2027	Resource Speaker, School Personnel	Improved communication strategies
To strengthen collaboration with stakeholders and community partners	Workshop on Relationship Building and Stakeholder Engagement	Third Term SY 2026-2027	School Heads, Teachers, Stakeholders	Action plans for stakeholder engagement
To develop leadership influence, teamwork, and motivation	Team Building and Leadership Activities		Facilitators, Participants	Enhanced teamwork and leadership skills

The proposed program of activities was developed based on the findings of the study on school heads' human relations management and stakeholders' participation. Although the overall assessments indicate favorable practices, the findings also identify specific areas that may be strengthened, particularly stakeholder involvement in teacher appraisal, awareness of school financial information, the systematic collection of community feedback, and stakeholder participation in school governance and program evaluation. The program is intended to address these areas through practical, collaborative, and sustainable activities that can be integrated into existing school operations.

Overall, the proposed program emphasizes that effective human relations management involves not only maintaining positive relationships but also creating clear, accessible, and meaningful opportunities for stakeholder participation. Its implementation may help school heads strengthen communication, promote transparency, and encourage shared responsibility for school improvement. The program can be incorporated into existing school planning and consultation activities to minimize additional expenses and workload. Its effectiveness may be assessed through meeting records, stakeholder feedback, participation rates, completed reports, and documented actions taken in response to recommendations. Through these measures, schools can determine whether the activities are contributing to stronger collaboration and more responsive school management.

Findings

The study examined the relationship between school heads' human relations management and stakeholders' participation in public elementary and secondary schools in Meycauayan City, Schools Division of City of Meycauayan, Bulacan, during School Year 2026–2027.

The majority of the 41 school heads were married, female, and between the ages of 40 and 49, according to their profiles. The majority were MAED graduates, and nearly half worked as P1 plantillas. They had all participated in human relations management seminars.

Both school heads and stakeholders rated the human relations management of school heads as Always. Partnership and collaboration scored highest, while control and empowerment scored lowest.

Additionally, school heads and stakeholders evaluated stakeholder participation as Always. Program and project implementation received the lowest evaluation, while activities that support student success received the highest, followed by school administration and governance.

There were no significant differences in the overall human relations management of school heads when grouped according to their demographic profiles. However, a significant difference was found in collaboration and partnership according to sex.

Likewise, there was no significant difference between school heads' and stakeholders' assessments of human relations management. However, a significant difference was found in their assessments of stakeholders' participation, with stakeholders rating their own participation more positively than school heads.

Interestingly, a significant high positive relationship was found between school heads' human relations management and stakeholders' participation. This indicates that stronger human relations management practices are associated with greater stakeholder participation in school activities and processes. Thus, the null hypothesis was rejected.

The respondents stressed the significance of open communication, consultation, active listening, cooperation, and collaboration during the interview. Additionally, they noted the need to increase stakeholder participation in resource management, decision-making, and program monitoring and evaluation.

The findings were used to develop the suggested program of activities, especially the areas where human relations management and stakeholder participation needed to be improved. It seeks to improve communication channels, encourage financial transparency, strengthen stakeholder consultation, and increase stakeholder participation in program evaluation and school governance.

Conclusions

Based on the findings, this conclusion was drawn: the school heads' human relations management is significantly correlated with stronger stakeholder participation.

Recommendations

In light of the findings and conclusions of the study, the following recommendations are hereby offered:

School heads should strengthen consultation and communication with stakeholders by considering their feedback in decision-making and providing updates on actions taken.

Schools should provide stakeholders with meaningful opportunities to participate in planning, program implementation, decision-making, and evaluation.

Stakeholders should actively contribute to identifying school needs and supporting programs that promote learner success.

Future researchers may conduct similar studies in other school divisions and examine additional factors influencing human relations management and stakeholder participation.

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