

The Interplay of Human Relations Skills and Desirable Qualities in Private Colleges: A Cross-Sectional Analysis

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Abstract

Introduction: This study investigates the human relations skills practiced and desirable qualities among instructional leaders and teachers in select private colleges of Pagadian City. Human relations skills and desirable qualities are critical for fostering a positive educational environment. This study examines the extent to which these attributes are practiced by instructional leaders and teachers, highlighting their importance in private higher education.

Objectives: The primary objectives are to assess the levels of human relations skills and desirable qualities among instructional leaders and teachers, compare these levels between the two groups, and explore the correlation between these attributes.

Methods: A descriptive-cross sectional research design was employed, incorporating comparative and correlational analyses. Data were collected using structured questionnaires administered to a sample of 95 instructional leaders and 431 teachers from select private colleges. The questionnaires, which were validated and tested for reliability, assessed human relations skills and desirable qualities, focusing on attributes such as respect for others, sensitivity, trust, ability to communicate, ability to resolve conflict, intellectual integrity, and devotion to educational concepts. Comparative analyses, including t-tests, were conducted to compare the levels of these attributes between instructional leaders and teachers. Additionally, Pearson correlation was used to explore the relationship between human relations skills and desirable qualities.

Results: The findings indicate that both instructional leaders and teachers exhibit high levels of human relations skills and desirable qualities, with instructional leaders generally scoring higher. The difference in human relations skills between the two groups was not statistically significant, while the difference in desirable qualities was significant. A positive correlation was found between human relations skills and desirable qualities, suggesting that the development of one enhances the other.

Conclusions: The study underscores the importance of human relations skills and desirable qualities in educational settings. It recommends that private higher education institutions implement professional development programs to enhance these attributes among staff. By fostering these skills and qualities, institutions can improve the professional commitment and job performance of their instructional leaders and teachers, leading to better educational outcomes.

Keywords: human relations skills, desirable qualities, instructional leaders, teachers, comparative, correlation, private higher education

1. Introduction

Human relations skills are essential for instructional leaders and teachers, as they play a pivotal role in fostering a positive and productive educational environment. This study aims to examine the human relations skills practiced by instructional leaders and their impact on the teaching-learning process. These skills are crucial for effective leadership and management in schools, helping to create an environment where subordinates work together towards common goals, thereby enhancing both

efficiency and effectiveness in educational institutions. Effective human relations skills are vital for motivating and inspiring students and staff, ensuring a harmonious and collaborative school climate.

Human relations skills encompass several key components. Respect for others is fundamental in fostering a positive school climate. Instructional officers and teachers who show respect for others create an environment of mutual trust and cooperation, which is essential for effective teamwork and collaboration. Sensitivity to the needs and

backgrounds of students and colleagues enhances interpersonal relationships, particularly in the Filipino context, where understanding and appreciating cultural differences is crucial for effective management (Chernyak-Hai & Rabenu, 2018). Trust is the cornerstone of strong, collaborative teams. Instructional leaders and teachers who build trust with their colleagues and students create a supportive environment that encourages open communication and mutual respect (Oluwatayo & Adetoro, 2020).

Clear and effective communication is crucial in educational settings. Instructional leaders and teachers must be able to convey their ideas and expectations clearly to ensure that everyone is on the same page and working towards the same goals (Day et al., 2021). Conflict resolution skills are essential for maintaining a harmonious school environment. Instructional leaders and teachers who can effectively manage and resolve conflicts help prevent disruptions and maintain a positive learning atmosphere (Indeed Editorial Team, 2024). Collaboration is key to achieving educational goals. Instructional leaders and teachers who can work well with others foster a sense of teamwork and unity, which is crucial for the success of any educational institution (Koontz, 1974).

In addition to human relations skills, desirable qualities are equally important for instructional leaders. Intellectual integrity ensures that instructional leaders and teachers uphold high ethical standards and honesty in their professional conduct. Devotion to educational concepts and teaching reflects a deep commitment to the principles of education and a passion for teaching, which inspires students and colleagues alike (Calderon, 2000). Being articulate in language is essential for clear communication and effective instruction. A love for students fosters a nurturing and supportive learning environment, encouraging students to reach their full potential (Stewart, 1986). Lastly, being a professional educator involves continuous self-improvement and adherence to the highest standards of the teaching profession (Stogdill, 1994).

The theoretical framework for this study is grounded in transformational leadership and emotional intelligence theories, which emphasize the importance of both human relations skills and desirable qualities in effective leadership and management. Previous studies have highlighted the importance of these attributes in educational settings. For example, Koontz (1974)

pointed out that administrators serve as the inspiration in schools, making students work willingly and enthusiastically, and eventually becoming good performers. Calderon (2000) emphasized the role of instructional leaders in motivating and inspiring their teams. Stewart (1986) and Stogdill (1994) provided insights into the characteristics of successful instructional leaders, including perceptiveness, flexibility, and the ability to build trust and resolve conflicts. Caldwell (1992) discussed the leadership responsibilities in self-managing schools, highlighting the importance of effective management and leadership skills.

This study focuses on private schools in Pagadian City, Zamboanga del Sur, and Zamboanga Sibugay. These schools play a crucial role in educating the youth and contributing to the community. However, they face challenges due to competition from state colleges and universities, examining human relations skills and desirable qualities even more relevant. The findings of this study could influence educational practices and policies by highlighting the importance of these skills and qualities in instructional leadership. By understanding and improving these attributes, instructional leaders and teachers can create a more effective and supportive educational environment.

In summary, human relations skills and desirable qualities are essential for effective instructional leadership. This study aims to provide a comprehensive understanding of these attributes and their impact on the teaching-learning process. Additionally, this research will compare the levels of human relations skills and desirable qualities among instructional leaders and teachers, and explore the correlation between these two variables. This comparison and correlation will address a significant research gap, as there is limited literature examining the interplay between these skills and qualities in the context of private schools facing competitive pressures.

2. Objectives

This study aims to explore the human relations skills practiced and the desirable qualities among instructional leaders and teachers in select private colleges of Pagadian City. The primary goal is to enhance the understanding of these variables and their impact on the teaching-learning process, thereby contributing to improved instructional leadership and educational outcomes. Specifically, the study seeks to

determine the levels of human relations skills practiced, focusing on domains such as respect for others, sensitivity, trust, ability to communicate, ability to resolve conflict, and ability to collaborate with others. Additionally, it aims to identify the desirable qualities among instructional leaders and teachers, including intellectual integrity, devotion to educational concepts, devotion to teaching, being articulate in language, love for students, and being a professional educator.

A comparative analysis will be conducted to examine the differences in the levels of human relations skills practiced and desirable qualities between instructional leaders and teachers. This analysis will identify significant differences and similarities between the two groups, providing insights into their unique strengths and areas for improvement. Furthermore, the study will explore the correlation between human relations skills practiced and desirable qualities among instructional leaders and teachers. This correlation analysis aims to understand how these variables interact and influence each other, offering valuable insights for enhancing instructional leadership and educational practices.

The impact of this analysis is multifaceted. The comparative analysis will provide a detailed understanding of how instructional leaders and teachers differ in their practice of human relations skills and the presence of desirable qualities. By identifying these differences, the study can highlight specific areas where targeted interventions and professional development programs can be implemented to support both groups in improving their skills and qualities. The correlation analysis will offer a deeper understanding of the relationship between human relations skills and desirable qualities. By examining how these variables influence each other, the study can provide valuable insights into the dynamics of effective instructional leadership. This understanding can inform the development of strategies and policies aimed at fostering a supportive and collaborative educational environment, ultimately leading to improved teaching and learning outcomes.

3. Methods

This study employed a descriptive survey research design to explore the human relations skills practiced and desirable qualities among instructional leaders and teachers in select private colleges in Pagadian City, Philippines. The target population consisted of 95

instructional leaders and 431 teachers, selected through purposive sampling to ensure that the sample accurately represented the population of interest. Purposive sampling was chosen to specifically target individuals who are most relevant to the research objectives, ensuring a focused and meaningful analysis.

Researcher-made instruments were crafted to measure the two main variables: human relations skills practiced and desirable qualities. These instruments were developed based on a thorough review of relevant literature and existing theoretical frameworks. They were rigorously validated through expert reviews and pilot testing, yielding Cronbach's alpha coefficients of 0.87 and 0.90, respectively, indicating high internal consistency. The instruments utilized a 6-point Likert scale to capture the extent to which respondents exhibited the domains of the two variables.

Data collection involved the distribution of a questionnaire checklist to the selected participants. The questionnaires were distributed both online and in person to ensure a high response rate. Before distribution, necessary permissions were obtained from the relevant authorities, and informed consent was secured from all participants to ensure ethical compliance. Confidentiality and anonymity of the participants were strictly maintained throughout the study. The questionnaire checklist was designed to gather comprehensive data on the human relations skills and desirable qualities of instructional leaders and teachers.

To analyze the collected data, the study employed both descriptive and inferential statistical methods. Descriptive statistics were used to summarize the data and provide an overview of the levels of human relations skills and desirable qualities among the respondents. For inferential analysis, a t-test for independent samples was conducted to compare the levels of the two variables between instructional leaders and teachers. This test was chosen to identify significant differences between the two groups. Additionally, Pearson correlation analysis was used to explore the relationship between human relations skills practiced and desirable qualities, providing insights into how these variables interact and influence each other.

4. Results and Discussions

This section presents the results of the study, focusing on the descriptive statistics of the two main variables: human relations skills practiced and desirable qualities

among instructional leaders and teachers. The analysis aims to provide a comprehensive understanding of these variables and their implications for instructional leadership and educational practices in select private colleges of Pagadian City

Table 1

Descriptive levels of participants' human relations skills practiced and desirable qualities

Variables	Instructional Leaders (n=95)		Teachers (n=431)	
	M	SD	M	SD
Human Relations Skills				
1 Respect for other	5.107	1.023	4.876	1.311
2 Sensitivity	5.175	0.986	5.129	1.132
3 Trust	5.255	0.951	5.3	0.946
4 Ability to communicate	5.221	0.927	5.104	0.972
5 Ability to resolve conflict	5.099	1.07	4.972	1.206
6 Ability to collaborate with others	5.101	1.091	4.983	1.162
Overall	5.18	0.116	5.06	0.148
Desirable Qualities				
1 Intellectual integrity	5.204	0.993	5.111	1.067
2 Devotion to educational concepts	5.126	1.032	5.006	1.181
3 Devotion to teaching	5.265	0.856	5.142	0.979
4 Articulate in language	5.383	0.807	5.325	0.873
5 Love of Pupils	5.265	0.916	5.263	1.052
6 Professional educator	5.155	0.995	5.208	1.068
Overall	5.25	0.091	5.17	0.111

Note: M = mean, SD = Standard deviation: 1.00 – 1.83 = Never Manifested, 1.84 – 2.67 = Rarely Manifested, 2.68 – 3.50 = Sometimes Manifested, 3.51 – 4.33 = Often Manifested, 4.34 – 5.16 = Almost Always Manifested, 5.17 – 6.00 = Always Manifested

Table 1 provides the descriptive statistics for the human relations skills practiced and desirable qualities among instructional leaders and teachers. The results indicate that both instructional leaders and teachers exhibit high levels of human relations skills and desirable

qualities, with scores falling within the “Always Manifested” range (5.17 – 6.00). This suggests that these attributes are consistently practiced and valued among the respondents.

For human relations skills, instructional leaders generally scored higher than teachers in most domains. Specifically, instructional leaders had higher scores in respect for others, ability to communicate, and ability to resolve conflict. These findings align with the literature, which emphasizes the importance of these skills in effective leadership (Chernyak-Hai & Rabenu, 2018; Oluwatayo & Adetoro, 2020). The overall score for human relations skills was slightly higher for instructional leaders compared to teachers, indicating that instructional leaders may have more developed human relations skills due to their leadership roles and responsibilities.

In terms of desirable qualities, instructional leaders also generally scored higher than teachers. Notably, instructional leaders had higher scores in intellectual integrity, devotion to educational concepts, and devotion to teaching. These qualities are crucial for effective instructional leadership, as they reflect a deep commitment to educational principles and a passion for teaching (Calderon, 2000; Stewart, 1986). The overall score for desirable qualities was higher for instructional leaders compared to teachers, suggesting that instructional leaders possess higher levels of these qualities, which may contribute to their effectiveness in leadership roles.

The standard deviations indicate variability in the responses, with teachers showing slightly higher variability in their scores compared to instructional leaders. This variability may reflect differences in individual experiences and contexts among the respondents.

Table 2

Test of significant differences in human relations skills practiced between instructional leaders and teachers

Groups	n	M	SD	t	df	p-value
Instructional leaders	95	5.18	0.12	1.583	524	0.114
Teachers	431	5.06	0.15			

The t-test results (Table 2) indicate that there is no statistically significant difference in the levels of human relations skills practiced between instructional leaders and teachers (t = 1.583, df = 524, p = 0.114). Although

instructional leaders have a slightly higher mean score compared to teachers, the difference is not significant at the 0.05 level.

This finding suggests that both instructional leaders and teachers exhibit similar levels of human relations skills. The lack of significant difference may imply that these skills are equally valued and practiced across both groups, regardless of their specific roles within the educational institution. This aligns with the literature that emphasizes the importance of human relations skills for all educational professionals, as these skills are crucial for fostering a positive and collaborative school environment (Chernyak-Hai & Rabenu, 2018; Oluwatayo & Adetoro, 2020).

The results highlight the need for continuous professional development for both instructional leaders and teachers to further enhance their human relations skills. By doing so, educational institutions can ensure that all staff members are equipped with the necessary skills to effectively manage interpersonal relationships and contribute to a supportive and productive educational environment.

Table 3

Test of significant differences in desirable qualities between instructional leaders and teachers

Groups	n	M	SD	t	df	p-value
Instructional Leaders	95	5.2	0.09	25.3	52	< 0.05
Teachers	43	5.1	0.11			
	1	7	1			

The t-test results in Table 3 indicate a statistically significant difference in the levels of desirable qualities between instructional leaders and teachers ($t = 25.33$, $df = 524$, $p < 0.05$). Instructional leaders have a higher mean score compared to teachers, suggesting that they possess higher levels of desirable qualities.

This significant difference highlights the distinct attributes that instructional leaders bring to their roles. The higher levels of desirable qualities among instructional leaders may be attributed to their leadership positions, which often require a greater emphasis on qualities such as intellectual integrity, devotion to educational concepts, and a passion for teaching (Calderon, 2000; Stewart, 1986). These qualities are essential for effective leadership and

contribute to creating a positive and productive educational environment.

The findings underscore the importance of fostering these desirable qualities among teachers as well. Professional development programs and targeted interventions can help teachers develop these qualities, enhancing their effectiveness and overall job performance. By promoting these attributes across all educational staff, institutions can ensure a more cohesive and supportive learning environment.

The correlation analysis (Table 4) reveals a significant positive relationship between human relations skills practiced and desirable qualities ($r = 0.62$, $p < 0.05$). This indicates that as the level of human relations skills increases, the level of desirable qualities also tends to increase.

Table 4

Correlation between human relations skills practiced and desirable qualities (n=526)

Variables	M	SD	r	p-value
Human Relations Skills	5.11	0.12	0.12	< 0.05
Desirable Qualities	5.20	0.11		

This significant positive correlation suggests that the development of human relations skills is closely associated with the enhancement of desirable qualities among instructional leaders and teachers. The findings align with existing literature, which highlights the interconnectedness of these attributes in effective instructional leadership (Chernyak-Hai & Rabenu, 2018; Oluwatayo & Adetoro, 2020). For instance, instructional leaders and teachers who exhibit high levels of respect, sensitivity, and trust are likely to also demonstrate strong intellectual integrity, devotion to educational concepts, and a passion for teaching.

The results underscore the importance of fostering both human relations skills and desirable qualities through professional development programs. By enhancing these attributes, educational institutions can create a more supportive and collaborative environment, ultimately leading to improved teaching and learning outcomes.

The correlation analysis provides valuable insights into the dynamics of effective instructional leadership. The significant positive relationship between human relations skills and desirable qualities highlights the need for integrated approaches to professional

development that address both sets of attributes. This comprehensive strategy can help instructional leaders and teachers achieve higher levels of professional commitment and job performance, contributing to the overall success of educational institutions in Pagadian City.

5. Conclusions and Recommendations

The findings of this study provide valuable insights into the human relations skills practiced and desirable qualities among instructional leaders and teachers in select private colleges of Pagadian City. Both groups exhibit high levels of these attributes, with instructional leaders generally scoring higher. This highlights the importance of these skills and qualities in fostering a positive and productive educational environment.

The study found that both instructional leaders and teachers consistently practice high levels of human relations skills, such as respect for others, sensitivity, trust, ability to communicate, ability to resolve conflict, and ability to collaborate. Although instructional leaders scored slightly higher, the difference was not statistically significant. This suggests that these skills are equally important for both groups and should be continuously developed. Educational institutions may implement professional development programs that focus on enhancing human relations skills for both instructional leaders and teachers. These programs could include workshops on conflict resolution, communication strategies, and team-building activities to foster a collaborative school environment (Napolitano et al., 2021).

In addition to human relations skills, the study revealed a significant difference in desirable qualities between instructional leaders and teachers, with instructional leaders scoring higher. Qualities such as intellectual integrity, devotion to educational concepts, and devotion to teaching are more pronounced among instructional leaders, reflecting their leadership roles and responsibilities. To bridge this gap, targeted professional development initiatives may be designed for teachers to cultivate these desirable qualities. Programs that emphasize ethical practices, commitment to educational principles, and passion for teaching could help teachers align more closely with the levels exhibited by instructional leaders (Felten & Lambert, 2020).

Furthermore, the significant positive correlation between human relations skills and desirable qualities

indicates that the development of one is closely associated with the enhancement of the other. This interconnectedness suggests that improving human relations skills can simultaneously enhance desirable qualities, and vice versa. Integrated professional development programs that address both human relations skills and desirable qualities may be prioritized. By fostering these attributes together, educational institutions could create a more supportive and effective learning environment. Regular training sessions, peer mentoring, and reflective practices may be incorporated to ensure continuous improvement (Soto et al., 2022).

The high levels of human relations skills and desirable qualities among both groups underscore their critical role in educational success. By focusing on these attributes, educational institutions can enhance the professional commitment and job performance of their staff, leading to better educational outcomes. Institutions may develop policies that promote the continuous improvement of these skills and qualities. This could include regular assessments, feedback mechanisms, and recognition programs to motivate staff to engage in professional development actively.

While this study provides a comprehensive analysis, further research is needed to explore the long-term impact of enhanced human relations skills and desirable qualities on educational outcomes. Additionally, examining the specific factors that contribute to the development of these attributes can provide deeper insights. Future studies may consider longitudinal designs to track the progress and impact of professional development programs over time. Investigating the role of organizational culture, leadership styles, and professional experiences could also help in understanding how to best support instructional leaders and teachers (Camus, 2024; Del Mundo,).

The results of this study have significant implications for private higher education institutions. The high levels of human relations skills and desirable qualities among instructional leaders and teachers are crucial for creating a positive and productive educational environment. By focusing on these attributes, private higher education institutions can enhance the overall quality of education they provide. Instructional leaders and teachers who possess these skills are better equipped to manage relationships, resolve conflicts, and foster collaboration, leading to improved student

outcomes and higher satisfaction among staff and students.

Private higher education institutions may prioritize professional development programs that enhance both human relations skills and desirable qualities. Investing in these areas ensures that staff are well-prepared to meet modern educational challenges and provide high-quality instruction. Developing policies that promote the continuous improvement of these skills and qualities can create a supportive and inclusive institutional culture, leading to a more positive and productive educational environment (Del Mundo, 2022).

By fostering these attributes among instructional leaders and teachers, private higher education institutions can contribute to the long-term success of their students. These skills are essential for creating a supportive learning environment that encourages student engagement, motivation, and academic achievement. Integrating these recommendations can help educational institutions enhance the professional commitment and job performance of their staff, ultimately leading to improved teaching and learning outcomes.

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