

INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH AND KNOWLEDGE

ISSN-2213-1356

www.ijirk.com

The Influence of Decision Making Style of School Heads on Teachers' Performance

Joane Kristine C. Navarro, Mikee C. Oredo, Shiela Marie R. Ongleo, Vergie A. Perez,
Eduard C. Ramiro, Anna Rhodigrace S. Salapong, Elvie S. Salvador, Ma. Christina B. San
Pedro, Willard Karlheinz C. Uy, Raven Rey E. Villarama & Jayson T. Villena

Graduate School Department, Master of Arts in Education
La Consolacion University Philippines

Abstract

The main problem of this study was to determine the influence of decision making styles of school heads on teachers' performance. The study made use of the descriptive-correlational methods of research I which standardized instruments were the primary data gathering tool. The respondents of the study were the teachers of a certain school in Plaridel, Bulacan. The data were presented using tables, and the results of the study were tabulated and processed using Statistical Packages for Social Sciences (SPSS). The study revealed the decision making styles of school heads in the following categories; (1) Rational Decision Making – 4.51 (Strongly Agree), (2) Intuitive Decision Making – 3.79 (Agree), (3) Dependent Decision Making – 3.88 (Agree), (4) Avoidant Decision Making – 2.49 (Disagree) and (5) Spontaneous Decision Making – 2.40 (Disagree). In addition, the teachers' performance was statistically identified to be at 92 (Above Average). The findings of the study indicated that the overall teacher's performance is not influenced by the decision making style of school heads.

Keywords: Decision making, Teachers' performance, Rational, Intuitive, Dependent, Avoidant, Spontaneous

1. Introduction

Different decision making styles revolve around all academic institutions on both the local and international scale. Majority of which utilize the combination of Democratic-based approach where in people belonging to a certain sector create ideas from group brain-storming and suggest it to the administrators, and Participatory style

of leadership in which heads of a certain academe, together with the general workforce participate on upscale projects to improve output. This tends to promote transformational, inspirational, and distributed sense of leadership for the whole working community, Chapwanya et al., (2015) stated that the democratic style of decision making, and leadership is said to be the most appropriate method to enhance the teacher's overall performance on both small scale, or classroom-range, and large scale, or campus-range.

Various management-based approaches and theories profoundly support this type of educational approach. Drumwright et al., (2015) mentioned the Business-Accordance approach that promotes infusion or combination of liberal learning, behavioral management of staffs and personnel, critical thinking of individuals belonging to a sector, and professionalism that deals with individual ethics, social responsibility, and accountability. Howard and Stonebreaker (2017) also stated the Evidence-based Decision making approach, which utilizes the value of evidence and output towards decision making. And lastly, Hassan and Monnypenny (2012), Dincer and Osman (2015), Shibo (2016), and Godwin and Kabeta (2019) mentioned the Administrative Rationality Theory and Approach, in which the theory proves that there is a relationship between rational decision making of the whole workforce, including its so-called "underlings" and administrative power.

However, some of the management issues and concerns arise from this type of system, majority of which come from personal conflict of interest. This allows problems to take note most of the essential values involving professional work, such as accountability and responsibility towards tasks. In the study conducted by Elahi et al., (2020), the major effect of visualizing decision making of the academic heads towards its general workforce sparks the personal interests of some of the individuals. The authors also mentioned that in recreating the democratic – participatory combined approach, it not only affects the teacher's overall performance, but also the non-teaching staff and personnel as well. As a result, the workforce immediately gave suggestions on the decisions the management takes in order to create a better working environment for the respondents. This only shows some of the management issues and concerns that arise from various decision making styles and approaches.

With this, the study aimed to directly identify the influence of Decision-making of School Heads to the Teachers' overall performance.

1.1 Objectives of the Study

The main objective of the study is to identify the influence of decision-making style of School Heads on Teachers' performance. Specifically, it aims to answer the following questions:

1. What is the level of decision making style of school heads in terms of the following indicators:
 - 1.1. Rational Decision-Making
 - 1.2. Intuitive Decision-Making
 - 1.3. Dependent Decision-Making
 - 1.4 Avoidant Decision-Making
 - 1.5 Spontaneous Decision-Making
2. How may the teachers' performance be described?
3. Does School Heads' decision making style exert significant effects on teachers' performance?
4. Based on the findings of the study, what implications may be drawn

2. Methodology

A Descriptive-Correlational method of research was used in determining the influence of decision-making style of School Heads on Teachers' performance.

The Descriptive-Correlational design analyzes the overall existence, importance, and various relationship models and styles that can be observed among relevant variables present within the study. Upon analysis, the

results are presented and summarized using descriptive writing and statistics. The study also utilized the basics of Quantitative Research Approach through the use of a standardized survey tool in collecting primary information in the analysis of the data within the evaluative survey executed within the time period.

Because this study analyzes the influence of the applied decision-making model and style of a specific school, a letter of consent was given and secured by the researchers to the Principal and the Director of the School. It was also cleared that the data obtained from the execution of the study were only to be used for educational research purposes.

The data that was be obtained from the results of the study were analyzed and quantified through the use of Statistical Package for Social Sciences (SPSS) v. 23, a widely used app in the field of Statistics.

A Regression analysis was utilized to evaluate the influence of Decision-making styles of school heads towards teachers’ performance. It is an analytical method that determines the Rationality, Intuitiveness, and Dependency of variables from one another.

2.1 Respondents of the Study

Teachers and school heads from a certain private school in Plaridel, Bulacan were purposely chosen under the Total Universal Sampling method, in which the total population of a stratum is also the total sample count. The teachers have served for at least a year in the institution, and are currently employed during the Academic Year 2020-2021.

The researchers have also obtained a copy of the school base management ratings for the past years, which is from 2017 up to present.

2.2 Instruments of the Study

In order to gather and collect significant information from the respondents, a standardized survey questionnaire for assessing the Effect of School Administrators Decision – Making Styles on Teacher Job Satisfaction was utilized. The survey form is divided into five sectors of Decision-Making, which are Rational, Intuitive, Dependent, Avoidant and Spontaneous Style of Decision Making.

The survey form utilizes a 5-point Likert Scale to determine the levels of assessment. It also has the Cronbach’s alpha validity value of 0.815.

The data obtained from the study was quantified using the following scale:

Scale	Description
5	Frequently, if not always
4	Fairly often
3	Sometimes
2	Once in a while
1	Not at all

The teachers’ overall performance was quantified using the following scale:

Scale	Description
5	Excellent (E)
4	Above Average (AA)
3	Average (A)
2	Below Average (BA)
1	Poor (P)

3. Results and Discussions

3.1 School heads' decision-making style in terms of rational decision-making

Rational Decision Making, as stated by Hassan and Monnypenny (2014), involves the use of logical, analytical, and applied knowledge in formulating and applying decisions on both small and large scales. Table 1.1 shows the Level of Decision Making Styles of School Heads in terms of the Rational Decision Making Style.

Table 1: Level of Decision Making Styles of School Heads in Terms of Rational Decision Making Style

Rational Decision Making Style	Weighted Mean	Verbal Interpretation
1. School Head double-check my information sources to be sure.	4.48	Strongly Agree
2. School Head have the right facts before making decisions.	4.43	Strongly Agree
3. School Head make decisions in a logical and systematic way.	4.33	Strongly Agree
4. School Head decision-making requires careful thought.	4.57	Strongly Agree
5. When making a decision School Head consider various options in terms of a specific goal.	4.76	Strongly Agree
Overall	4.51	Strongly Agree

Table 1 shows the level of decision making styles of School heads in terms of Rational Decision Making. The results reveals that all respondents "strongly agree" in all of the indicators about rational decision making styles. With an overall weighted mean of 4.51, the respondents stated that they strongly agree in this decision making style followed by the school heads logical methods in gathering information and acting on their decision.

This correlates with the Spearman Rational Correlation Analysis done by Shibo (2016), in which majority of Academe workers tend to agree with being rational on their decision and choices on both the professional field, and social life.

3.2 school heads' decision-making style in terms of intuitive decision-making

The Intuitive Decision Making Style, as stated by Hassan and Monnypenny (2014) implies the use of intuitions, hunches, and premonitions to deliver choices or make decisions. Table 2 shows the Level of Decision Making Styles of School Heads in terms of the Intuitive Decision Making Style.

Table 2: Level of Decision Making Styles of School Heads In Terms of Intuitive Decision Making Style

Intuitive Decision Making Style	Weighted Mean	Verbal Interpretation
6. When making decisions, school heads rely upon my instincts.	3.90	Agree
7. When school heads make decisions, I tend to rely on my intuition	3.48	Agree
8. school heads generally make decisions that feel right to me.	3.95	Agree
9. When school heads make a decision, it is more important for me to feel the decision is right than to have a rational reason for it.	3.62	Agree
10. When school heads make a decision, I trust my inner feelings and reactions.	4.00	Agree
Overall	3.79	Agree

Table 2 shows the level of decision making styles of School heads in terms of Intuitive Decision Making. The results reveals that all respondents “agree” in all of the indicators about intuitive decision making styles. With an overall weighted mean of 3.79, the respondents stated that they agree in this decision making style followed by the school heads taking ideas and events together with their relations and interactions.

This corresponds to the data obtained Bratianu and Vatamanescu (2018) in which the overall decision making of an Institution, together with its members, are very much intuitive, in a sense that it also deals with emotional, mental, and spiritual foundation of professional personality, Although the data is somehow gender-based, the data shows the capability of academe members to rely on intuition at times.

3.3 school heads’ decision-making style in terms of dependent decision-making

The Dependent Decision Making Styles, as stated by Hassan and Monnypenny (2014) roots to the principle of collaboration, wherein decisions are made based on various ideas or principles of different individuals belonging to a same group. Table 3 shows the Level of Decision Making Styles of School Heads in terms of the Dependent Decision Making Style.

Table 3: Level of Decision Making Styles of School Heads in Terms of dependent Decision Making Style

Dependent Decision Making Style	Weighted Mean	Verbal Interpretation
11. School head often need the assistance of other people when making important decisions.	3.81	Agree
12. School head rarely make important decisions without consulting other people.	3.71	Agree
13. School head use the advice of other people in making my important decisions.	3.86	Agree
14. If School head have the support of others, it’s easier for me to make important decisions.	4.00	Agree
15. If School head like to have someone to steer me in the right direction when I am faced with important decisions.	4.00	Agree
Overall	3.88	Agree

Table 3 shows the level of decision making styles of School heads in terms of Dependent Decision Making. The results reveals that all respondents “agree” in all of the indicators about dependent decision making styles. With an overall weighted mean of 3.88, the respondents stated that they agree in this decision making style followed by the school heads wherein they often require and trust the ideas of others.

This is supported by the study of Aboudaher and Olowoselu (2018) in which they have stated the dependence of Academe workers, on both Teaching and Non-teaching sector of a certain institution, is very much observed. It was also stated that the School Head’s decision making application imply a moderate effect towards the performance of both Teaching and Non-Teaching staff.

3.4 school heads’ decision-making style in terms of avoidant decision-making

The Avoidant Decision Making Style, as stated by Hassan and Monnypenny (2014) is a tendency to avoid making decisions wherever possible, and gives the responsibility of making choices and decisions on other individuals. Table 4 shows the Level of Decision Making Styles of School Heads in terms of the Avoidant Decision Making Style.

Table 4: Level of Decision Making Styles of School Heads in Terms of avoidant Decision Making Style

Avoidant Decision Making Style	Weighted Mean	Verbal Interpretation
16. School head avoid making important decision until the pressure is on.	2.90	Neutral
17. School head postpone decision-making whenever possible.	2.29	Disagree
18. School head often procrastinate when it comes to making important decisions.	2.38	Disagree
19. School head generally make important decisions at the last minute.	2.38	Disagree
20. School head put off making many decisions because thinking about them makes me uneasy.	2.48	Disagree
Overall	2.49	Disagree

Table 4 shows the level of decision making styles of School heads in terms of Avoidant Decision Making. The results reveals that most of the respondents “disagree” in the indicators about avoidant decision making styles. With an overall weighted mean of 2.49, the respondents stated that they disagree in this decision making style followed by the school heads wherein they don’t suggest this decision making style of postponing decisions or delegating your responsibilities to others.

However, the result also reveals that the respondents stated that they are “neutral” in avoiding making important decision until the pressure is on, with weighted mean of 2.90 and standard deviation of 1.13, which is supported by the study of Galvis (2018) in which the overall decision making of teachers are very much dependent on both the strategic and tactical decision of the School head, as well as the varying instances in which there are problems existing within the system, such as development of new modality of learning and teaching, Professional deadlines, and social / peer pressure.

3.5 school heads’ decision-making style in terms of spontaneous decision-making

The Spontaneous Decision Making Style, as stated by Hassan and Monnypenny (2014) states that it is the style in which decisions are made on quick succession, and there is an observable sense of immediacy and desire to complete the decision making process as fast as possible.

Table 5 shows the Level of Decision Making Styles of School Heads in terms of the Spontaneous Decision Making Style.

Table 5: Level of Decision Making Styles of School Heads in Terms of spontaneous Decision Making Style

Spontaneous Decision Making Style	Weighted Mean	Verbal Interpretation
21. School head generally make snap decisions.	2.29	Disagree
22. School head often make decisions at the spur of the moment.	2.52	Disagree
23. School head make quick decisions.	2.57	Disagree
24. School head often make impulsive decisions.	2.24	Disagree
Overall	2.40	Disagree

Table 5 shows the level of decision making styles of School heads in terms of Spontaneous Decision Making. The results reveals that all respondents “disagree” in all of the indicators about spontaneous decision making styles. With an overall weighted mean of 2.40, the respondents stated that they disagree in this decision making style followed by the school heads wherein they are impatient and indecisive in making decision.

This is proven in the conclusion of Gemechu (2014) wherein decision making skills of principals and schools heads are graded with a “Needs Improvement” factor. This is because none of the School heads are trained with proper decision making, stress-handling, and leadership. Therefore, the researcher of this particularly study stated that School heads and academic members very much disagree with an on-the-spot implementation of decisions, and agree upon a well-planned and strategically-placed decisions and outputs, with the addition of trainings and seminars to further enhance the decision making skills of the whole institution.

3.6 Teachers’ Performance

The Teachers’ overall performance is measured yearly, as recorded on the School-based Management (SBM) performance summary sheet. This is based on both the academic survey analysis (opinionated answers of students belonging to the academe), and non-academic variations (performance outside of the classroom).

Table 6 shows the overall teachers’ performance of the school, which is based from the summary sheet obtained from 2017-2019.

Table 6: Level of teachers’ performance

Remarks	Weighted Mean	N	Verbal Interpretation
Excellent	97.00	2	Excellent
Above Average	91.63	19	Above Average
Average	89.00	1	Average
Overall	92.00	22	Above Average

In Table 6 shows the summary of Teachers performance evaluation of School. There are 22 respondents in our teachers’ evaluation. The results revealed that the performance of teachers got an overall weighted mean of 92 describes as “Above Average”. The results show that there are two teachers who got a remark of “Excellent”. This satisfy with the study of Gemechu (2014) wherein teachers with specific training and skills can perform well on the professional field of education.

3.7 Influence of Decision Making Style of School Heads on Teachers' Performance

Various studies have shown that the major styles of decision making, which includes the Rational, Intuitive, Dependent, Avoidant, and Spontaneous decision making styles, tend to possess significance and effect towards the performance of other people. Table 7 shows regression analysis of school head Decision making styles on teachers' performance.

Table 7: Regression analysis of school head Decision making styles on teachers' performance.

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	83.526	9.122		9.157	0.000
Rational Decision Making Style	1.060	1.500	0.196	0.707	0.490
Intuitive Decision Making Style	0.620	0.949	0.164	0.653	0.523
Dependent Decision Making Style	0.278	1.027	0.070	0.270	0.790
Avoidant Decision Making Style	0.638	0.863	0.245	0.740	0.471
Spontaneous Decision Making Style	-0.551	0.909	-0.209	-0.606	0.554
R-squared = 0.121					
F-value = 0.413					
p-value = 0.832					
alpha = 0.05					

Table 8 shows that the f-value equal to 0.413, which is less than the p-value 0.832, which is higher than the alpha value of 0.05. This indicates that school head decision making styles have no significant impact on teachers' performance when considering the jointed effects of all the variables of decision making styles.

The regression analysis also accounts for individual effects. It can be seen from the data's beta coefficients that avoidant decision making style is the best predictor (0.245), followed by spontaneous decision making style (0.209), rational decision making style (0.196), followed by intuitive decision making style (.164), and dependent decision making style (0.070).

According to the observations done by Drumwright et al., (2015), although there is an observable relationship between decision making styles and teachers' performance, the statistics can nullify the said relationship due to factors that affects its validity, like the variance effect of data, which is based on an individual's personal preference.

3.8 Implications based on the findings of the study

The following were the implications drawn from the findings of the study:

1. The rational decision-making style of school heads must be improved so that the overall teachers' performance can improve as well. This might create significance to the two different variables of the study.
2. The intuitive, dependent, avoidant, and spontaneous decision-making styles provide insignificance to the overall relation between decision making style of school heads and teachers' performance. Hence, the said decision making styles must not be practiced as much as possible.
3. The results of the study revealed that there was no direct influential relationship between school heads' decision making styles, and teachers' performance. However, the rational decision making style provided a direct relationship to the different variables. Hence, there is a need to further explore the general influence between the variables of this study.

Conclusions

This implies that the total decision making styles of school heads does not influence the overall teaching performance of academe members. However, the rational decision making style significantly affects the totality of teacher's performance, and the intuitive, avoidant, and spontaneous decision making styles do not at all. This validates that the development of an institution is affected by how its leaders and heads strategically and tactically make decisions.

Recommendations

Based on the interpretations done by the researchers, the following recommendations are hereby stated:

1. Teachers and School Heads should continuously practice independent and rational decision making processes without the addition of personal intuition and beliefs.
2. School Heads must perform well in terms of implementations of strategies, and regulations on all sector of management to ensure the stability of the whole institution.
3. This study may provide significant information for future researchers in understanding the general influence of School Heads' decision making capabilities to the overall teacher's performance.

References

- Aboudahr, S., & Oloweselu, A. (2018). Analysis of Principals Decision Making Styles on Teachers Performance in Selected Secondary Schools of Gharbia Governorate, Egypt. *Academic Journal of Economic Studies*, 91-95.
- Bratianu, C., & Vatamanescu, E. (2018). The Entropic Knowledge Dynamics as a Driving Force of the Decision Making Process. *EBSCOhost Journal Sourcing*, 1-8.
- Chapwanya, C., Oyedele, V., & Fonnah, D. (2016). School head leadership style and its perceived influence on teachers' performance in Bikita District rural secondary schools of Masvingo Province. *International Institute of Development Studies*, 1-7.
- Dincer, O., & Osman, T. (2017). The Effect of School Administrators' Decision Making Styles on Teacher Job Satisfaction. *Elsevier*, 1-9.
- Drumwright, M., Prentice, R., & Biassuci, C. (2019). Behavioral Ethics and Teaching Ethical Decision Making. *Researchgate*, 1-8.
- Elahi, S., Khezi, H., Mohammad, H., Piri, Z., & Samad-Soltani, T. (2020). information Visualization to Support the Decision-Making Process in the Context of Academic Management. *Researchgate*, 1-16.
- Galvis, A. (2018). Supporting decision-making processes on blended learning in higher education: literature and good practices review. *International Journal of Educational Technology in Higher Education*, 1-17.
- Godwin, M., & Kabeta, R. (2019). The Effects of Head Teachers' Leadership Styles on the Teacher Performance in Selected Mission and Public Secondary Schools of Muchinga Province- Zambia. *International Journal of Humanities Social Sciences and Education*, 1-8.
- Hasan, H., & Monnypenny, R. P. (2012 & 2014). Principalship in an Indonesian school context: can principal decision-making styles significantly predict teacher job satisfaction? *Taylor and Francis Online*, 1-14.

- Howard, H., & Stonebreaker, I. (2017). Evidence-based decision-making: awareness, process and practice in the management classroom. *Elsevier*, 1-9.
- Shibo, M. (2016). A Comparative Study on the Influence of Head teacher Management Styles on Pupil Performance in K CPE in Public and Private Primary Schools in Nakuru Municipality, Kenya. *International Journal of Administration and Policy Studies*, 1-10.