



Decision-Making Styles of School Heads and Their Perceived Work Performance of Teachers in Public Elementary Schools

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ABSTRACT

This study correlated selected elementary school heads' decision-making styles and their perceived work performance among their teachers in the division of Eastern Samar during the school year 2020–2021. An electronic two-part survey questionnaire generated by Google was utilized in collecting the data, which were analyzed via median, interquartile range, and Spearman's rho test of significant relationship at 0.05 level of significance. The findings revealed that the majority of elementary school principals frequently use dependent decision-making styles, while their teachers perform the expected seven key result areas the majority of the time. Moreover, a strong and positive relationship was established between the dependent decision-making style of school heads and their teachers' work performance. It can be deduced that good decision-making among school leaders has a direct impact on the overall performance of their teaching force. Hence, the researcher recommends extending this investigation to secondary school heads to further validate the findings.

Keywords: Decision-making styles; Dependent; School Head; Work Performance.

INTRODUCTION

Decision-making is a significant and subjective management process that reflects how an individual defines, perceives, and chooses an alternative solution to a problem. The decision-making process is viewed in the form of the identification of a stimulus for action and ends with a specific commitment to action. According to Colakkadioglu (2013), decision-making aims at changing schools or organizations to prevent or solve a problem that influences the personnel. It stands out as one of the most critical responsibilities of managers. It involves choosing the most reasonable view or alternative from a variety of views and alternatives related to an issue and making a

judgment in order to attain the desired result (işman & Taşdemir, 2010). In all organizational settings, including educational organizations, decision-making is an essential management task as people who hold administrative positions have to make decisions in order to accomplish their daily responsibilities (Khasawneh, Alomari, & Abu-tineh, 2011). School principals are among the main actors responsible for decision-making in the daily running of schools. However, it's important to look into how they act when making decisions during organizational changes.

Policy changes, the development of school organizations, and the pressures of the need to improve the quality of education in schools require an appropriate response by the principal in making decisions. Conversely, Aydin (2010) described decision-making as a process of selecting the most suitable choice from among the probable alternatives to the solution of a problem. Forman and Selly (2002) posited decision-making as a process of choosing between alternative courses of action in order to attain goals and objectives. Unfortunately, several scholars like Al-Omari (2013) revealed that no significant correlation exists between decision-making styles and leadership styles of school principals, while Thunholm (2004), who investigated the relationship between decision-making styles, self-esteem, and self-regulation, suggested that a decision-making style is not a skill but rather a process that involves self-evaluation as well as the capability to initiate and maintain self-regulation. Essentially, decision-making is in the form of flexible behavior, which means that individuals may act and decide differently from each other in similar cases.

The school head plays a critical role in the good decisions and mobilization of the teaching and non-teaching staff towards the achievement of school objectives. Joda and Olowoselu (2015) view the principal position as a position of dominance and prestige accompanied by the ability to direct, motivate, and assist teachers and students in achieving a specified purpose. Results of Darwazeh (2003) study showed that the percentage average of taking decisions by the principals was 83.2%, with most of the decisions taken from learners' and teachers' domains, whereas the decisions related to the school's environment and the curriculum domains were the least. The point was further debated that the dominance of one style or the other depends on the specific situation. However, a school principal has onerous tasks and decisions to make on a daily basis for effective management of school resources and students. Research suggests that where decentralization has occurred within schools, it has tended to be about administrative rather than educational matters. This situation should be of concern, especially given the evidence that teachers are attracted to, and stay in, the profession if they feel they belong and believe they are contributing to the success of their school and students (Mulford, 2003). Certainly, principals do make many decisions that have an effect on teachers in schools. These decision-making styles might be rational, dependent, and avoidance styles that posture as challenges to teachers' performance.

In the aspect of literature review and past studies, adequate numbers of researchers found significant effects and correlations between decision-making styles and other areas, such as the following: Bamidele and Ella (2013) decision making and job satisfaction; Olcum and Titrek (2015) school administrators' decision making styles and job satisfaction of teachers; Pacheco and Webber (2012) participative decision making and job satisfaction; Irawanto (2015) employees' participation in decision making; Hariri (2011) decision making and teacher job satisfaction. Based on the

reviewed research, the present study is directed towards examining school heads' decision-making styles and teachers' performance in selected elementary schools in the San Julian District. Finally, the significance of principal decision-making is geared towards assessing and evaluating teachers' performance in order to achieve the school's objectives. Hence, this study is directed towards uncovering the following research objectives:

1. In assessing the decision-making styles of school heads in terms of; Rational, Reliant, and Avoidant.
2. The school head determines the work performance of teachers as perceived by the school in terms of the following parameters: Content understanding and pedagogy, Educational setting, Learner diversity, Curriculum development and planning, Evaluation and reporting, Community connections and professional involvement, as well as Personal growth and professional development.
3. To find out the significant relationship between the school heads' decision-making styles and the work performance of teachers based on their Individual Performance Commitment Review Form (IPCRF) in public elementary schools during the COVID-19 pandemic.

METHODOLOGY

Research Design

The study utilized a correlation design through a survey method to describe, analyze, and interpret the data gathered on the relationship between the school heads' decision-making styles and the perceived work performance of teachers among public elementary schools in the Eastern Samar Division for School Year 2020–2021. The researcher divided the variables into predictive and criterion variables. The school head's decision-making styles, divided into rational, dependent, and avoidant, served as the predictive variable, while their perceived work performance of the teachers on the seven key result areas served as the criterion variable. The level of significance in terms of correlation value was set at a 5% level of significance.

Research Samples

This study was conducted among 43 public elementary schools in the school division of Eastern Samar. A total of 43 respondents consented to fill out the electronic survey questionnaire via Google form. Among them are 35 full-fledged school heads, seven (7) teachers-in-charge, and two (2) school-in-charge, as shown in Table 1. The researcher employed referral sampling, which usually involves identifying individuals who meet inclusion criteria, gaining their cooperation, and then asking them to recruit additional respondents with the same conditions via the Google form link.

The respondents are regularly employed as licensed professional teachers who are given special orders from the office of the school division superintendent to handle and manage small-scaled public elementary schools in the division of Eastern Samar. They are willing to be respondents to the study, and have internet access.

Table 1: Profile of the respondents

Profile Indicators	Frequency	Percent
Role		
School Head	35	79.50
School-in charge	7	15.90
Teacher-in charge	2	4.50
Position		
School Principal I-IV	30	68.20
Teacher I-III	14	31.80

Data Collection Method

A two-part electronic survey questionnaire via Google Form was utilized. The first part dealt with the decision styles of the school heads in terms of rational, dependent, and avoidant characteristics through a 15-tem Likert scale rated using a 5-point rating scale from 1-never to 5-frequently. The second part was taken from the existing requirements of teachers in their annual key result areas in their IPCRF.

The validation of the said instrument was conducted among three experts; one is a research expert researcher, one is a public elementary school teacher who holds a Master's degree in education, and the third is a school head from a non-participating school via a five-point Likert scale for quality assurance. An over-all Cronbach alpha of 0.84 signifies that the instrument is acceptable and valid for use for the present study.

Analysis of Data

In analyzing the data, descriptive and inferential analysis were utilized at a 0.05 level of significance. Prior to the actual analysis, the researcher sent the raw data for testing of normality. It can be gleaned from table 2 below that none of the variables were able to show normality since their p-values were greater than the 0.05 level of significance. This ensures the use of nonparametric tests to answer the final research objective. The researcher utilized median and interquartile range in assessing the school heads' decision-making styles and the perceived work performance of teachers assigned to their school. Finally, the Spearman rho test was used to find out if there was a relationship between the two groups of variables.

Table 2: Tests of normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TR	0.301	43	0.000	0.565	43	0.000
TD	0.245	43	0.000	0.755	43	0.000
TA	0.224	43	0.000	0.768	43	0.000
TCK	0.278	43	0.000	0.641	43	0.000
TLE	0.29	43	0.000	0.59	43	0.000
TDL	0.228	43	0.000	0.751	43	0.000
TCP	0.234	43	0.000	0.719	43	0.000
TAR	0.32	43	0.000	0.445	43	0.000
TCL	0.286	43	0.000	0.629	43	0.000
TPG	0.297	43	0.000	0.644	43	0.000

Ethical consideration

This research followed the appropriate research ethics guidelines. Electronic consent forms were given and collected from the involved participants, and a permit was obtained from government sectors directly concerned in this investigation. The respondents were assured that this data would be kept confidential and could not be used in any legal action against them. Finally, the researcher provided an electronic copy of the survey instrument to avoid contact, especially at this time when pandemics are currently plaguing society.

RESULTS AND DISCUSSION

Decision-making styles of public elementary school heads in Eastern Samar

The first objective of this study aims to determine the decision styles of the respondents in terms of rational, dependent, and avoidant using median scores and interquartile ranges as shown in Table 3. The results show that rational decision style is the frequently employed style among public elementary school heads ($\bar{x} = 5$; $IR = 1$), while they infrequently employed avoidant style ($\bar{x} = 2$; $IR = 1$).

A similar result was shown by Olcum and Titrek (2015), mentioning that the rational decision style bears the highest mean value, followed by dependent and avoidant decision styles. Also, Ugurlu (2013) noted that the avoidant decision style is the least practiced of the original five aspects of decision-making. The result implies the high competence portrayed by the respondents, which is expected from them. Surprisingly, dependent types of decision makers come after rational ones. This shows that elementary school principals who are willing to take risks and are innovative will be better able to bring schools to their intended goals through a harmonious atmosphere between superiors and colleagues. Thus, they will feel happy, recognized, and motivated to work earnestly.

Table 3: Decision-making styles of public elementary school heads in Eastern Samar

Indicators	Median	Interquartile Range	Interpretation
Rational	5	1	Frequently
Dependent	4	1	Quite frequently
Avoidant	2	1	Infrequently

Work performance of teachers as perceived by public elementary school heads in Eastern Samar

The second objective of this study focuses on examining the school heads' perceptions of the work performance of teachers in the new normal in terms of the seven key result areas, namely: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development, as shown in Table 4 below. All these seven key result areas were perceived to be performed "most of the times" ($\bar{x} = 4$; $IR = 1$).

The results share the same view as that of Kuncoro and Dardiri (2017) that teacher performance is aligned to the competence specifications/criteria that every teacher must possess. According to Pellegrino (2010), the creation of a healthy learning environment is of paramount concern to most teachers for their ability to improve the quality of teaching. Hence, the result justifies all the actions taken by the school head to ensure that the school is both a haven for students and their colleagues for the improvement of the teaching and learning process.

Table 4: Work performance of teachers as perceived by public elementary school heads in Eastern Samar

Indicators	Median	Interquartile Range	Interpretation
Content Knowledge and Pedagogy	4	1	Most of the times
Learning Environment	4	1	Most of the times
Diversity of Learners	4	1	Most of the times
Curriculum and Planning	4	1	Most of the times
Assessment and reporting,	4	1	Most of the times
Community linkages and professional engagement	4	1	Most of the times
Personal growth and professional development	4	1	Most of the times

Spearman rho-test of significant relationship between the decision-making styles of public elementary school heads and their perceived work performance of teachers in Eastern Samar

The last research objective covered in this study looked into the correlation status between the decision-making styles of public elementary school heads and the perceived work performance of teachers in Eastern Samar during the COVID-19 pandemic using the Spearman rho test as shown in Table 3. The results reveal that dependent-centered decision-making style bears a positively significant relationship with all the seven KRAs of teachers' work performance. Also, the rational-centered decision-making style is found to be moderately and significantly related to content knowledge and pedagogy ($\rho = .356$; $p\text{-value} = .025$) and the learning environment ($\rho = .387$; $p\text{-value} = .016$). On the other hand, avoidant types bear no significant relationship with all the key result areas of the teachers, as shown in Table 5.

The overall results contradict the findings of Baluyos, Rivera, and Baluyos (2019), who found that the satisfaction of teachers with school heads' supervision and job security inversely affects the teachers' work performance. The result justifies Olcum and Titrek's (2015) findings, which revealed a positive relationship between principal decisions and teachers' job satisfaction in schools. This implies that principals tend to use dependent decision-making to assess teachers' performance in schools.

Table 5: Spearman rho-test of significant relationship between the decision styles of public elementary school heads and their perceived work performance of teachers in Eastern Samar

Decision making/Work performance indicators	Rational		Dependent		Avoidant	
	rho/p-value	Interpretation/Decision	rho/p-value	Interpretation/Decision	rho/p-value	Interpretation/Decision
Content Knowledge and Pedagogy	.356 .025 ^S	Moderate Reject H ₀	.477 .003 ^S	Strong Reject H ₀	.211 .071	Weak Retain H ₀
Learning Environment	.387 .016 ^S	Moderate Reject H ₀	.493 .002 ^S	Strong Reject H ₀	.014 .109	Negligible Retain H ₀
Diversity of Learners	.138 .230	Negligible Retain H ₀	.406 .012 ^S	Strong Reject H ₀	.129 .108	Negligible Retain H ₀
Curriculum and Planning	.274 .068	Weak Retain H ₀	.438 .007 ^S	Strong Reject H ₀	.056 .116	Negligible Retain H ₀
Assessment and reporting	.275 .067	Weak Retain H ₀	.534 .001 ^S	Strong Reject H ₀	.202 .083	Weak Retain H ₀
Community linkages and professional engagement	.239 .098	Weak Retain H ₀	.562 .001 ^S	Strong Reject H ₀	.247 .101	Weak Retain H ₀
Personal growth and professional development	.225 .112	Weak Retain H ₀	.560 .001 ^S	Strong Reject H ₀	.245 .096	Weak Retain H ₀

$\alpha = 0.05$

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, it was found that the dependent-centered decision-making style is the most preferred and most practiced among elementary school heads in the division of Eastern Samar during the COVID-19 pandemic. The respondents perceived the seven key result areas among their teachers to have performed most of the time. Finally, a strong significant relationship between the respondents' dependent-centered decision-making style and perceived teachers' work performance was established, while no significant relationship was established with that of the avoidant-centered decision-making style.

The findings of this study are quite limited to the perceptions of the school heads. The researcher did not look into the actual IPRCF performance of the teachers as there is no theoretical underpinning supporting such an indirect undertaking at the moment.

Likewise, the results are bound to the experiences of school heads among elementary schools in one school division in Eastern Visayas. Hence, it is recommended to continue analyzing the established variables among secondary school heads in other school divisions in the country.

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