

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 through Google was utilized in collecting the data which were analyzed via median, interquartile range, and spearman rho test of significant relationship at 0.05 level of significance. The Findings revealed that most of the elementary school heads are frequently practicing dependent decision-making styles while their teachers are performing the expected seven key result areas most of the time. Moreover, a strong positively significant relationship was established between the dependent decision-making style of school heads and their teachers' work performance. It can be inferred a direct impact brought by good decision making among school leaders to the overall performance of their teaching force. Hence, the researcher recommends extending this investigation to secondary school heads to further validate the findings.

Key Words: Decision-Making Styles, Dependent, School Head, Work Performance

I. Introduction

Decision-making is a significant and subjective management process, which reflects how an individual defines, perceives a problem, and chooses an alternative solution to it. The decision making is viewed in the form of identification of a stimulus for action, and ends with 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 and 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 (Şişman & 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, the way they tend to act with regard to decision-making during organizational change is an issue, requiring further investigation.

Policy changes and 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 with likes of Al-Omari (2013) revealed that no significant correlation exists

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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 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.

School heads play a critical role in good decisions and mobilization of the teaching and non-teaching staff towards achievement of school objectives. Joda and Olowoselu (2015) view principals' position as a position of dominance and prestige accompanied by the ability to direct, motivate and to assist teachers and students in achieving specified purpose. Darwazeh's (2003) study showed that the percentage average of taking decisions by the principals was 83.2% with most decisions taken from learners and teachers' domains, whereas the decisions related to 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, the school principal has an onerous task and decision to make on a daily basis for effective management of school resources and students. Research suggests that where decentralization has occurred within schools, it tends to be about administrative rather than education matters. This situation should be of concern, especially given evidence 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 which have an effect on teachers in schools. These decision-making styles might be rational, dependent and avoidance that postures as challenges to teachers' performance.

In the aspect of literature review and past studies, adequate numbers of researchers found significant effect and correlation 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 of San Julian District. Finally, the significance of principal decision making is geared towards assessing and evaluating teachers' performance in order to achieve the school objectives.

Hence, this study is directed towards uncovering the following research objectives:

1. Assess the decision-making styles of school heads in terms of
 - 1.1 Rational,
 - 1.2 Dependent, and
 - 1.3 Avoidant,
2. Determine the work performance of teachers as perceived by their school head in terms of the following parameters:
 - 2.1 Content knowledge and pedagogy,
 - 2.2 Learning environment,
 - 2.3 Diversity of learners,

- 2.4 Curriculum and planning,
 - 2.5 Assessment and reporting,
 - 2.6 Community linkages and professional engagement, and
 - 2.7 Personal growth and professional development, and
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.

II. 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 their perceived work performance of teachers among public elementary schools of Eastern Samar Division for the School Year 2020-2021. The researcher divided the variables into predictive and criterion variables. The school heads 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 testing of significance in terms of correlation value was set at 5% level of significance.

Research Samples

This study was conducted among 43 public elementary schools in the schools' 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) schools-in charge as shown in Table 1. The researcher employed referral sampling usually which 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 licensed professional teachers who are given special order from the office of the school division superintendent to handle and manage small up to mega-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 on the decision styles of the school heads in terms of rational, dependent, and avoidant characteristics through a 15-item Likert items 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 made among three experts; one is a research expert - researcher, a public elementary school teacher who holds a Master's degree in education, and 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 signified that the instrument is acceptable and valid to 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 are greater than the .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 their perceived work performance of teachers assigned to their school. Finally, the Spearman rho test was employed to establish a significant relationship between the two sets of variables.

Table 2 Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TR	0.301	43	0	0.565	43	0
TD	0.245	43	0	0.755	43	0
TA	0.224	43	0	0.768	43	0
TCK	0.278	43	0	0.641	43	0
TLE	0.29	43	0	0.59	43	0
TDL	0.228	43	0	0.751	43	0
TCP	0.234	43	0	0.719	43	0
TAR	0.32	43	0	0.445	43	0
TCL	0.286	43	0	0.629	43	0
TPG	0.297	43	0	0.644	43	0

Ethical Consideration

This research followed the appropriate research ethics guidelines. Electronic consent forms were given and collected from the involved participants, and a permit from government sectors directly concerned in this investigation. The respondents were assured that these data would be kept confidential and cannot be used in

any legal actions against them. Finally, the researcher provided electronic copy of the survey instrument to avoid contact, especially this time where pandemics currently plague the society.

III. 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 style of the respondents in terms of rational, dependent, and avoidant using median scores and interquartile range as shown in Table 3. The results show that rational decision style is the frequently employed style among public elementary school heads ($x=5$; $IR=1$), while they infrequently employed avoidant style ($x=2$; $IR=1$).

A similar result was shown by Olcum and Titrek (2015) mentioning rational decision style bearing the highest mean value, followed by dependent and avoidant decision styles. Also, Ugurlu (2013) noted avoidant decision style to be the least practiced one among original five aspects of decision-making. The result implies the huge competence portrayed by the respondents which is expected from them. Surprisingly, dependent type of decision makers come after the rational ones. This shows that elementary school principals are willing to take risks and are innovative. They will be better able to bring schools to their intended goals through a harmonious atmosphere between superiors and colleagues. Thus, they will feel happy, feel 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' perceived 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" ($x=4$; $IR=1$).

The results share the same view to 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 them to improve the quality of teaching. Hence, the result justifies all the actions made by school head to ensure that the school is both a haven to students, but also to 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 their perceived work performance of teachers in Eastern Samar during Covid 19 pandemic using Spearman rho test as shown in Table 3. The results reveal dependent-centered decision-making style to bear positively strong significant relationship with all the seven KRAs of teachers' work performance. Also, 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 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 shared that the satisfaction of teachers on school heads' supervision and job security inversely affect the teachers' work performance. The result justifies Olcum and Titrek (2015) findings which revealed the positive relationship between principal decision on 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	0.356	Moderate	0.477	Strong	0.211	Weak
	.025 ^s	Reject H_0	.003 ^s	Reject H_0	0.071	Retain H_0

(Continued)

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—cont'd						
Learning Environment	0.387	Moderate	0.493	Strong	0.014	Negligible
	.016 ^s	Reject H ₀	.002 ^s	Reject H ₀	0.109	Retain H ₀
Diversity of Learners	0.138	Negligible	0.406	Strong	0.129	Negligible
	0.23	Retain H ₀	.012 ^s	Reject H ₀	0.108	Retain H ₀
Curriculum and Planning	0.274	Weak	0.438	Strong	0.056	Negligible
	0.068	Retain H ₀	.007 ^s	Reject H ₀	0.116	Retain H ₀
Assessment and reporting	0.275	Weak	0.534	Strong	0.202	Weak
	0.067	Retain H ₀	.001 ^s	Reject H ₀	0.083	Retain H ₀
Community linkages and professional engagement	0.239	Weak	0.562	Strong	0.247	Weak
	0.098	Retain H ₀	.001 ^s	Reject H ₀	0.101	Retain H ₀
Personal growth and professional development	0.225	Weak	0.56	Strong	0.245	Weak
	0.112	Retain H ₀	.001 ^s	Reject H ₀	0.096	Retain H ₀

IV. Conclusion And Recommendations

Based on the findings of the study, it was found that dependent-centered decision-making style is the most preferred and practices styles 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 performed most of the times. 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 to 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 no theoretical underpinning support such 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 schools division in the country.

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