

THE INFLUENCE OF PROFESSIONAL ATTRIBUTES TO THE LEVELS OF DECISION MAKING DURING THE PANDEMIC AS BASIS FOR A PROPOSED SCHOOL MANAGERS' GUIDE: A TOOL FOR QUALITY ASSURANCE

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Abstract

The main objective of this study is to determine the influence of selected professional attributes to the levels of decision making among elementary school managers in the city schools of the province of Bulacan. It utilized the Levels of Decision - Making Scale questionnaire developed by the researcher herself. The randomly selected fifteen (15) elementary school managers and thirty (30) elementary school teachers are from the three (3) divisions of city schools of Bulacan, Malolos City, Bocaue and City of San Jose del Monte. The quantitative method of research was used. In this aforesaid research method, the descriptive and inferential statistics were used to answer the problems in this study.

As to the findings on the assessment in the levels of decision making among the elementary school managers, they applied the following levels, the Input, Dialogue and Collaboration as assessed by the school managers themselves. The elementary school teachers on the other hand, assessed that their school managers used the following levels of decision making, the Input and Dialogue only. With regards to the influence of the selected professional attributes, treated as the independent variables in this study, length of service and position/designation are significant factors that influenced the levels of decision making among elementary school managers. Based from the findings of the study, a School Managers Guide on the levels of decision making, a tool for quality assurance is proposed. This proposed School Managers Guide, a tool for quality assurance can be shared to both public and private elementary schools for potential application.

Keywords: Decision-making, Professional Attributes, School Managers Guide, Quality Assurance.

Introduction

The COVID-19 pandemic caused by the novel SARS-COV-2 coronavirus is one of the current global public health emergencies. Significant global attention has been paid to the war against its challenges on how to eliminate the ongoing growth of rising infections (Guo, et al., 2020). As the World Health Organization (WHO) has announced that COVID-19 is already a pandemic, under Presidential Decree No. 929 s.2020, the Philippines has been put in a state of calamity. The suspension and temporary termination of industries, corporations and company activities took place. One of the areas most impacted by the COVID-19 pandemic is the education sector. Schools have been the most prone to security and protection. Health interests of school managers, employees, students, parents, and other stakeholders are at stake; therefore, schools were temporarily closed to avoid the spread of the virus and minimize infections (UNESCO, 2020).

The new normal has not only brought anxiety among the learned society, but more importantly the challenges it offers particularly to our educational system. Thus, schools shall be empowered to make decisions on what is best for the learners.

The school manager is in a most strategic position to lead the direction of the educational system. As a front line in the field of education and the primary person who makes decision and who determines the quality of a school, he/she bears the brunt of shouldering enormous responsibility of keeping school alive amidst the uncertainty of the times, particularly this pandemic time.

In lieu of this, school heads become bombarded and strange to the current educational scenarios. They are challenged to face the educational phenomenon because they know this will influence their decision-making tasks and strategic style as leaders. (Winter, 2015) [23]. Due to normal educational trends, school heads have to assign people within the organization who will be trusted to do specific tasks excellently. Moreover, in this time of the pandemic, the dimensional concept of decision making must be considered. This helps the school heads to collaborate with their workforce with great

satisfaction and perception during the new normal. As stated by Avci (2016), "The school heads leadership characteristics should be the source of inspiration for the teachers who should guide them."

School heads' decision making process affects organizational objectives and institutional development, and stability. This will be judged according to its purpose and function of the decisions. One wrong decision will probably ruin the projects and plans of the entire organization. Decision making determines by several alternatives to achieve the desired result (Eisenfuhr, 2015). Indeed, having the right decisions will help the school heads find alternatives in sustaining academic stability and adapting to the different changes in the learning environment. Administrative decision making is assumed to be rational.

By being rational the school administrators should make decisions under certainty. Hence, they should know their alternatives, their outcomes, their decision criteria, and their optimum choice and implement it (Towler, 2015). Every manager is expected to come up with the feasible solution to any problem that comes along the way. He/she should have the ability to analyze the task to its entirety, and follow-through on his/her decision even when doing so may be unpopular with other people.

The researcher aims to understand the experiences of school heads as they face new normal educational trends at this time of pandemic, how these trends influence their strategic decision making and as they have their social engagement to stabilize the organizational situation.

Hence, the researcher is inspired to study further the levels of decision making of school managers in the elementary school under the **New Normal**. She feels the need to determine the influence of the selected professional attributes as the independent variables to the levels decision making among elementary school managers from public schools in the City Schools Division in the province of Bulacan. With the given findings, an offshoot of the study is the **School Managers Guide** on the levels of decision making is proposed, a tool for quality assurance.

Review of Literature

The Nature of the Decision Making Process

In the schools where the problems are usually encountered through the course of different tasks, a decision is made with respect to which it should be given by an immediate concern or action. Decisions are made at different times and under different conditions. Decisions differ in substance, scope and method (Aquino, 2011). Substance refers to specific areas of concern such as facilities, teaching methods, and so forth. The scope of decisions refers to the

range on influence of a decision if it will affect the whole school system or it will affect only one individual.

Programmed Decisions: In any organization, there is a variety in the types of decisions made. When situations arise often or when issues calling for decision are routine and repetitive, and the organization has developed a procedure for handling them, these decisions are called programmed decisions (Wright and Noe, 1996 [26]). In programmed decisions, the organizations' procedures are designed to enhance efficiency by limiting the resources devoted to handling routine issues. As long as the procedure continue to generate good decisions it will, result in effective decision-making.

Non-programmed Decisions: The non-programmed decision is meant that the organization cannot practically create a procedure for making decisions instead, decisions are unstructured and unique. The non-programmed decisions require to craft procedures typically involve more creative thinking than do the decisions involve in carrying out of those procedures (Wright and Noe, 1996 [26]). Non-programmed decisions tend to be unique and relatively challenging, the people making non-programmed decisions are more likely to use a formal decision-making process.

Managers have to vary their approach to decision-making, depending on the particular situation. They should develop the ability to distinguish between situations that call for programmed decisions and those that call for non-programmed decisions (Aquino, 2000). As one moves up in the organizational hierarchy, the ability to make non-programmed decision becomes more important because most often the decisions made by managers are non-programmed.

Decision Making

Research done on the decision-making process during the last several decades has indicated that decision behavior is quite complex and varied, and for this reason, any summary of this behavior should be viewed as an approximation of "the real thing". Nevertheless, Massie (2017) has stated that, for convenience, the decision-making process with respect to individual may be described in five steps:

1. A good decision depends on the maker's being consciously aware of the factors that set the stage for the decision. Past actions and decision provide the structure or current decisions.
2. A good decision is dependent upon the recognition of the right problem.
3. Search for the analysis of available alternatives and their probable consequences are the step most subject to logical and systematic

treatment. The use of logic is the key to this step.

4. Even in the best designated framework of alternatives-consequences, the crucial step remains, the selection of the solution. At this stage, the ranking of preferences is important. The executive who must make a quick decision may wish for the best solution, but may settle for only a satisfactory one.

Finally, a decision must be accepted by the organization. The entire process is directed toward securing action. If others are affected, the decision must be communicated to them, they must be motivated to implement the decision. Furthermore, control provides information for future decisions.

School administrators at all levels along the hierarchy make decisions. These decisions may ultimately influence the school's client, the students. All decisions however, have some influence whether large or small, on the performance of both faculty and students.

According to Scott and Jafe, 2000 (as cited in Lunenburg, 2018) the use of collaboration (Level 4) and Delegation (Level 5) is the aim of the present day manager, if he wants to achieve quality education. A school manager must use his discretion as to what level to adopt and must take into consideration what level of decision making is best in a particular situation.

On the other hand, Dela Cruz (2015) found out that supervisors perceived that school managers and teachers manifested just on the average level of decision making. It was also discovered that the school managers who manifested high decision making levels were described to be performing best among the other schools, under school managers with low and average decision making levels. This was shown by the performance and development indicators for effective criteria.

Torralba (2015) considers decision making in the schools as one of the activities that the "collegial government" must do. He added that it must be properly implemented and it is of utmost importance that decision making areas be clearly delineated among the different bodies in the school; which decision areas need consultation, concurrence, advice and consent, and which areas should be decided to have an immediate action.

Torralba (2015) in her desire to contribute an approach to fill the gap or the "missing link" in the educational system, he decided to develop an instrument to measure the levels of decision making among school manager across nine dimensions such as goals/vision/mission, curriculum, facilitating procedures and structures, budgeting, staffing, human resource development, parent-community

association, classroom research program and instruction. In this study, the researcher used these nine (9) dimensions to rate the five (5) levels of decision making.

Decision Scale

According to Scott and Jaffe cited by (Navarro, 2000) decision-making is the core process of working with teams. For them, it is important to understand that there are different levels of participation in decision-making that people may engage in.

The following decision scale represents the levels of decision-making that a manager can use in building team performance.

In **level one**, the manager decides for himself and gives his decision to subordinates, but asks what they think about it. After gathering ideas, the decision he made will not change.

In **level two**, the decision maker asks for input among his people before making a decision. He listens to comments, suggestions and opinions about the issues being discussed. Finally, he makes decision based on the feedback he received.

In the **third level**, it necessitates for a dialogue that is discussing each issues explicitly before the school manager makes decision. Everybody participates in discussing why his decision should be chosen. The leader decides with his members.

In the **fourth level**, it is characterized by collaboration in reaching a decision that everybody accepts and is willing to be implemented. Everybody works together that the accomplishment of a school manager and his/her members will take full responsibility for the result for their decision.

And the highest is **level five (5)**. In this level, the school manager applies delegation in making decision. HIS/HER subordinates are in full control of everything from the choice of the alternatives down to the evaluation of the effect of their decisions, whether the outcome is good or bad.

Planning for Decision Making

It is a general observation that while decision making without planning is fairly common, it is often not pretty. The term used to describe it as crisis management reveals the inelegance and awkwardness of this way of life (Harris, 1998). Planning allows decisions to be made on a much more comfortable and intelligent way. Planning makes decisions easier by providing guidelines and goals for the decision. Hence, it is called a decision simplification technique.

Franco (2015) defined planning as the process of preparing a set of decisions for action in the future directed at achieving goals by optional means. In this sense, Franco (1994) added that educational planning is a group of related activities, which establish objectives, and targets for educational development over a defined period using given resources properly managed. This is so, because planning and writing plans take time, energy, and effort.

Before a school manager makes a decision, he/she needs conducive time for planning because of the following reasons:

1. Planning allows the establishment of independent goals. The vision, which will shape the decisions, is set apart from surrounding events. Decisions are not made only as reactions to external stimuli. Present management is replaced by a conscious and directed series of choices. Managers now steer the organization, employees now steer their lives, rather than being steered by external force. Sometimes the difference between planning and not planning is described as “proactive” (taking control of the situation) versus “reactive” (responding to stimuli).
2. Planning provides a standard or measurement. A plan provides someone to discover whether or not he/she is achieving or heading toward his/her goals. As the proverb says, if you don’t know where you’re going, it doesn’t matter which way to go.
3. Planning converts values to action. When an individual as a group is faced with a decision, a plan can be consulted to determine which decision will help and advance which plan is the best. Decisions made under the guidance of planning can work together in a coherent way to advance organization or individual goals. Without a plan, crises are dealt with haphazardly and decisions are made which may ultimately be in conflict with each other.
4. Planning allows limited resources to be committed in an orderly way. Resources such as budget, time, effort, manpower and the like can be used best when a plan pertains to their wages as their basic concern.

Decision Making Theories

People differ tremendously in their decision-making, their preferences and their outlook in life, in a thousand and one other ways too. All of their actions and behaviors are products of their decision making.

Fieldman and Arnold (2018) identified three (3) decision-making theories such as classical, behavioral and conflict.

Classical Decision Theory

In this theory, decision-making is assumed to be a rational process whereby decision makers seek out and choose the best attainment of goals and objective. Decision-makers must be perfectly rational. They generate all possible solution to the problem, analyze all possible outcomes of each alternative and choose the best of all those exist.

Behavioral Theory of Decision Making

In this theory, decision-making is more likely to provide an accurate description of how individuals actually make decisions. Also it is more likely to provide realistic guidance to decision-makers on how to approach decision situations

Conflict Theory of Decision Making

In this theory, decision-making by its very nature always generates some degree of stress in decision-makers. Hence, the process of making decision is one that involves conflict for the decision-makers (Janis and Mann, 2017).

Some local and foreign studies on the topic were reviewed in this portion of the study. On the other hand, Dela Cruz (2001) conducted a case analysis about decision-making among school managers in the Division of Parañaque City. Her investigation disclosed that: 1. There were few school managers assessed as having in the low level two (2) of **Input** decision making. Majority of the school managers were perceived by the supervisors, teachers, and by the school managers themselves that the manifest an average level three (3) **Dialogue** decision making. There were also school managers who possessed high level four (4) Collaboration of decision making, 2. When it comes to students’ achievement, pupils under school managers with low level of decision making perform lower in English and Mathematics in comparison with those school managers who obtained average and high levels of decision making. These are the same school managers who were also rated in terms of their teaching performance.

The reviewed literature cited above is used to support the present investigation. The support is in guiding the researcher in the conceptualization of this study. This is reflected in research paradigm as the basis in the formulation of the research problems and hypotheses. The informative findings in the research literature provide the researcher a direction in the analysis and interpretation of the data.

Significance of The Study

This study focuses on school managers, particularly those in public elementary schools, who are considered to be in most strategic position to lead the direction of the basic educational system. School managers are expected to show competencies in all their undertakings. A school manager should prove to his subordinates that he is capable, skilled and well versed with the job. He must be a good decision-maker.

The study will be beneficial to the following sectors:

Students. The students will benefit if they have school managers who are using appropriate decision making levels. Eventually, such would be reflected on their performance.

Parents. The results of this study will enable them to participate actively in school activities if they noticed that school administration and staff are collaboratively making decisions on school matters.

Teachers. The study will show that schools with high level of decision making will increase the teachers job satisfaction and participation because they are consulted by school managers on issues pertinent to school development.

School Managers. Since school managers have significant influence on the progress of schools, it is important to determine the decision-making level of school managers. This study is geared towards analyzing the levels of decision making of school managers and if it is influenced by their professional attributes. It possesses the issue of what one does or should do as a school manager based on the level of his decision-making.

Future Researchers. The findings of this study will also be beneficial to the future researchers for this will serve as good source of literature for them. The findings of this study will help them identify possible gaps in the literature by looking at the differences in the findings, hence the need for another study.

Theoretical/Conceptual Framework

This study is anchored on the theory of Scott and Jaffe (2010) on his theory on the levels of decision making. He claimed that decision making has five (5) levels. Their presentation of the levels starts from highest going to the lowest. These are: **Level Five (5) is Delegate.** The leader will ask the followers to decide and they will take control. **Level Four (4) is Collaboration.** The leader will reach a decision that everyone likes. Everyone takes full responsibility. **Level Three (3) is Dialogue.** The leader will discuss each issue thoroughly before he/she decides. Everybody goes along with the decision. **Level Two (2) is Input.** The leader will ask for an input before

he/she makes a decision. He/she listens to comments. **Level One is Directive.** The leader will tell his/her a follower what he/she have decided is his/her decision already.

School managers are assumed to perform decision making using any of these five (5) levels mentioned above. The present research would like to identify what level of decision making the school managers use during this time of pandemic.

When a school leader makes a decision because of problems to resolve, there are lots of **intrinsic factors** that will influence his/her sound decision. Based from the related readings of the researcher in the literature reviewed from the numerous factors, she identified only two professional attributes hypothesized to influence levels of decision making.

These are

1. **length of service** and
2. **position or designation.**

In this study, these two professional attributes are the independent variables. The dependent variables, are the five (5) levels of decision making such as **directive, input, dialogue, collaboration, and delegate.** These five (5) levels of decision making in theory of Scott and Jaffe (2010) was used by the researcher in this study. Hence, this research hypothesizes that the professional attributes such as length of service and position/designation, are the independent variables to influence the levels of decision making, the dependent variables, which are the five (5) levels of decision making already mentioned earlier. **Figure 1** below shows the research paradigm in this study.

The professional attributes of the participants' length of service' is hypothesize to influence the level of decision making of the school managers in the Elementary Department. This may be so, because the longer the school managers and the teachers in their respective work, they have widened the wealth of their experience. Hence, the school managers tend to apply collaboration and delegation in making their decisions. This holds true to the professional attributes on position/designation as a factor hypothesized to affect or influence the levels of decision making of the Elementary School Managers. No individual in the work place is given a position or designated as a leader without a wide experience in dealing with his/her co-workers. When a person is given a position or designated as a leader, it means he/she has enough experience to use higher level of decision making like collaboration and delegation. This is because experience is the best tool for a leader to learn best what decision to apply in resolving school's problems. This may be so, because experience is the best shape of a person's behaviour.

Conceptual Framework

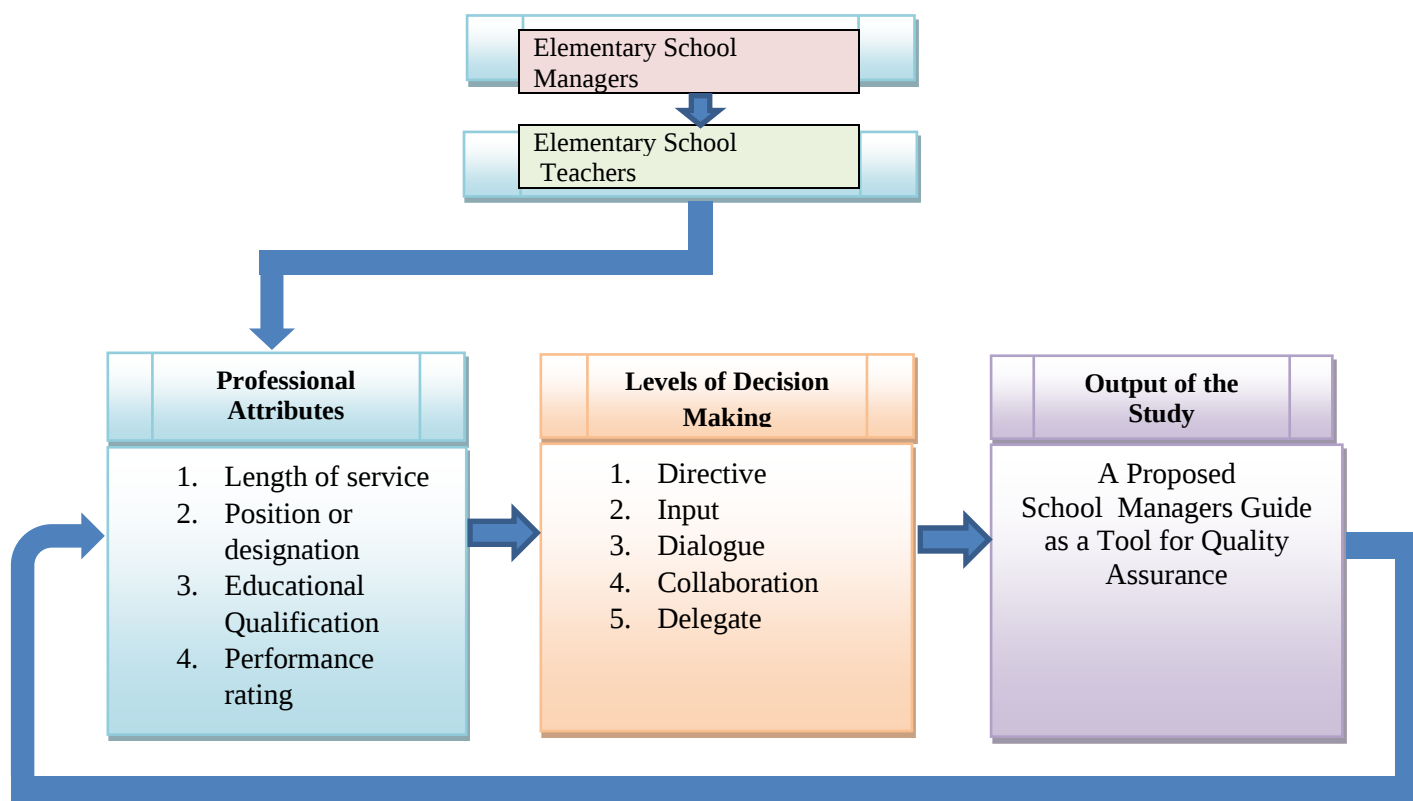


Figure 1: A Research Paradigm of The Study

Statement of The Problem

The main purpose of this study is to determine the levels of decision making of the elementary school managers assessed by their teachers and the school managers themselves. Likewise, it proposed a school managers' guide on the levels of decision making for quality assurance.

Specifically, it sought answers to the following questions:

1. What is the profile of the participants of the study in terms of the following professional attributes such as:
 - a. Length of service,
 - b. Position/Designation,
 - c. Educational Qualification, and
 - d. Performance Rating?
2. How do the elementary school teachers and their elementary school managers assess themselves in the five (5) levels of decision, when their responses are grouped according to nine (9) dimensions such as:
 - a. Goals/Vision/Mission,
 - b. Facilitating Procedures and Structures,
 - c. Curriculum,
 - d. Budgeting,
 - e. Staffing,
 - f. Human Resource Development,

- g. Parents, Teachers and Community Association,
- h. Classroom Research Program, and
- i. Instruction?

3. Are the professional attributes such as length of service, position/designation, educational qualification and performance ratings significant factors to influence the levels of decision making among the elementary school managers?
4. Based from the findings of the study, what school manager's guide as a tool for quality assurance can be proposed?

Null Hypotheses

H01: The professional attributes such as length of service, position/designation, educational qualification, and performance rating are not significant factors to influence the levels of decision making among the elementary school managers.

Scope and Delimitation of the Study

This study attempted to identify the levels of decision-making of Elementary school managers in some selected public schools in the Schools Division of Bulacan.

There are 15 school managers and 30 elementary teachers in the Division of Bulacan who were

randomly selected as the participants of this study during the school year 2020-2021. This study was conducted only in some selected public elementary schools of Bulacan managed by school heads with the position of Teacher-in-Charge, Head-Teacher and Principal 1.

Definition of Terms

The researcher defines the following terms conceptually and operationally so that the reader will understand the content of this investigation easily

Decision: It is defined as the product of decision-making process. A course of action consciously chosen from available alternatives for the purpose of achieving a desired result. (Aquino, 2015 [2]). On the other hand, decision may also be defined as the determination arrived at after consideration of different angles of the problem.

Decision Making: It is defined by Koontz et. Al. (in Beltran, 2015) as the process of selecting from among the alternatives of action, done rationally, considering all relevant factors through consultation among subordinate to take responsibility for their action.

Educational Attainment: This refers to the highest educational degree obtained by the elementary school managers.

Facilitating procedures and structures: It is defined as the dimension by which school managers determine teaching loads, waivers from contracts and regulations, and change schedules to permit collegial work to occur.

Goals/Vision/Mission: This refers to the dimension by which school managers are involved in framing goals, vision and mission of the school.

Length of Service: It is the total number of years during which the school managers have served in the public and/or private schools.

Levels of Decision Making: Conceptually, it refers to the degree or scale along a continuum by English. Operationally, this term refers to the decision-making level manifested by the school managers as measured by the Decision-Making Scale developed by Navarro (2000).

School Managers Guide: Operationally, the term refers to a program containing various information on how to enhance decision-making levels of school managers, as an offshoot of the researcher's study.

School Managers: In this study, school managers refer to the Teachers in-charge, Head Teachers, and Principals who are responsible for the administrative

and instructional supervision of their schools. They are persons whose responsibilities are to make decision possible for teachers and other stakeholders working together for the realization of their schools' goals and objectives.

Methodology

This study utilized the quantitative research method using survey questionnaire to gather data. It utilized statistical tools such as a test of difference/relationship to determine the professional attributes that would influence the school managers level of decision making. (Sevilla, et al, 1992, as cited in Uriarte's book, 2015).

The variables taken into account were the decision-making levels of elementary school managers in terms of the nine (9) dimensions such as goals/vision/mission, facilitating procedures and structures, curriculum, budgeting, staffing, human resource development, parents/teachers/community associations, classroom research program and instruction. And the professional attributes are the educational qualifications, designation/position, length of service, and performance rating of the participants of the study.

The researcher as guided by the reviewed research literature, purposely selected professional attributes such as length of service, position/designation, educational qualification, and performance rating as the independent variables to influence the dependent variables, levels of decision making in this study.

Respondents of the Study

The participants involved in the study consisted of 15 public elementary school managers and 30 elementary teachers in the Schools' Division of Bulacan. There are three groups who comprised the participants of this study:

1. Teachers-In-Charge: These are in charge of complete elementary schools with maximum number of six teachers. Like other elementary grades teachers, they teach different subjects such as Filipino, English, Science, Mathematics, etc. They are responsible for the children's welfare as well as that of the community where they live.
2. Head Teachers: These school personnel are officially appointed by the Department of Education and are charged with duties and responsibilities to help manage the school system. Each takes charge of an elementary school where there are at least seven classroom teachers. They are held responsible for the implementation of all educational programs in their particular school.
3. Principal 1: These school personnel assume a higher responsibility than that of head teachers. They supervise and direct all school personnel

in elementary schools where there are at least 11 to 24 teachers. They lead in the development and implementation of all educational programs and policies in their respective schools. Above all, they coordinate all services for the wholesome growth and development of all pupils and other personnel in the school.

The Research Instrument

The main instrument used in this study is the Decision- Making Scale developed by the researcher herself. The researcher established the validity and reliability of the decision - making scale for school managers by using internal consistency method and test-retest reliability coefficient with the obtained r values of .85 and .67 respectively. The obtained Pearson r values marked a substantial high reliability coefficient, which means that the instrument is valid. In order to ensure that these scales would be appropriate for the elementary school managers, some items were revised since the original instrument was intended for high school managers only.

The instrument consisted of two (2) sets of questionnaires. The first set of questionnaires is Decision Making Scale intended for for School Managers and the second set was intended for the teachers. The survey questionnaire measured the decision-making level of the participants: Level 1- Directive, Level 2- Input, Level 3- Dialogue, Level 4- Collaboration and Level 5- Delegation. It is a forty-five (45)- item questionnaire checklist, which contains five situations for each of the nine dimensions that, depicts the usual experiences necessary for decision-making. The participants had to choose only one from among the five options for every situation, which represents a particular decision-making level.

The nine dimensions contained in the questionnaire are: 1. Goals/Vision/Mission 2. Facilitating Procedures and Structures, 3. Curriculum, 4. Budgeting, 5. Staffing, 6. Human Resource Development, 7. Parents, Teachers and Community Associations, 8. Classroom Research Program, and 9. Instruction.

The responses of the participants were scored using a scoring key. The scoring key was used to expedite the process in obtaining the data. For every item, the participants were given five (5) options, and each option represents a particular decision making level such as directive, input, dialogue, collaboration, and delegation. The highest number obtained by the participant will be his/her decision- making level.

Data Gathering Procedure

Permission to conduct the study in the three (3) Schools Division of Bulacan during the school year 2020-2021 was formally requested by the researcher

from the Schools administration with the highest position. The researcher distributed the questionnaire via online/google platform.

The participants of the study were assured of their anonymity and likewise, assured that the results of their answers would be held strictly confidential thru the letter. Data for the study was gathered from the school managers of the elementary schools. Being one of the public elementary school managers and in view of the material and time constraints, the researcher deemed it necessary to confine the focus of the study to the school managers in the public elementary school level only.

Statistical Treatment of Data

The data gathered utilized Statistical Package for Social Sciences (SPSS) to determine the levels of decision making among the school managers in the three (3) selected school districts in the province of Bulacan and to determine the impact of professional attributes to the levels of decision making.

1. The frequency (F) and percentage (%) distributions were computed to determine the professional attributes of the school managers.
2. The weighted means (wXs) were computed to determine the levels of decision making of school managers assessed by their teachers and the school managers themselves.
3. The Multiple regression analysis was used to expedite the statistical computation in identifying the significant variables that influence to the levels of decision making among the elementary school managers in this study.

Ethical Compliance

The researcher is fully aware on the importance of establishing trust with the research participants. That is why some ethical implications in all the processes in the conduct of this study involving interaction with respondents were applied. Anonymity and confidentiality of all the important information related to the participants of the study were ensured. No names and identity in the data collection were revealed in this study. The researcher made sure to carefully inform the respondents on the following important matters through google form and in written form. These include: 1. Orientation on the nature of the study, 2. Providing them the objective of the study without influencing their responses, 3. Providing them the objective of the study without influencing their responses, and 4. Explanation on the research instrument, research process and how the data were presented.

Presentation, Analysis and Interpretation of Data

Profile of the Participants of the Study

The profile of the participants of the study according to educational qualification, position/designation, length of service, performance rating is shown in Table 1. It presents the frequency (F) and the

percentage (%) computations of the data gathered from the participants in this research. The discussion of the profile in Table 1, the researcher uses the percentage (%) instead of the frequency (F) distribution, in order that the data can be understood by the readers with sense and meaning.

Table 1: Frequency (F) and Percentage (%) Distribution of The Participants of The Study

Attributes	Frequency	Percentage
1. Educational Qualification		
1.1 With MA Units	9	60%
1.2 MA Graduate	3	20%
1.3 With Doctoral Units	2	13%
1.4 Doctoral	1	.07%
Total	15	100%
2. Position/Designation		
2.1 Teacher-in-charge	5	33%
2.2 Head Teacher	5	33%
2.3 Principal 1	5	33%
Total	15	99%
1. Length of Service		
1.1 1-5 years	9	60%
1.2 6-10 years	3	20%
1.3 11-15 years	2	13%
1.4 16-20 years	1	.07%
Total	15	100%
2. Performance Rating		
2.1 Outstanding	14	93%
2.2 Very Satisfactory	1	.07%
Total	15	100%

In terms of educational qualification, 60 percent (%) were found to have with Master of Arts in Education units; 20 percent (%) are Master of Arts in education graduates; 13 percent (%) have Doctor of Education units; and seven (7) percent (%) obtained a full pledge Doctor of Education graduate. The data revealed that majority of the school heads have Master of Arts in Education units, and only few are Master of Arts degree holders, some with Doctor of Education units and one is a Doctoral Degree holder.

In terms of present position, 33 percent (%) are teacher-in-charge. It is same 33 percent (%) for the head teachers and principal 1. This shows that all of them have an equal number with regards to present position or designation.

In terms of length of service 60 percent (%) had served the school between one (1) to five (5) years; 20 percent (%) had served the school between six (6) to 10 years; 13 percent (%) had served the school between 11 to 15 years; and seven (7) percent (%) had served the school for more than 16 years. The data denote that there are more school managers who are still young in the service than the veterans in the field.

When grouped according to performance rating, 93 percent (%) got an outstanding performance, and only seven (7) percent (%) got a very satisfactory performance. This reveals that most school managers are really workaholic, dedicated to serve and effective and efficient leaders in their own respective schools. According to Baldric (2020), in any school environment, school managers are expected to perform with maximum efficiency and effectiveness.

Levels of Decision Making Among School Managers

As shown in Table 2, the computed weighted means (wXs) of 2.80 to 3.53 on the levels of decision making as assessed by the school managers themselves, they obtained a rating of **Dialogue** which is **Level 3**. This is in the dimensions of budgeting, staffing, human resource, curriculum, parents/ teachers/ community association, research, and instruction. In the dimension of facilitating procedures, they obtained a weighted mean (wX) of 2.53, which is **level 2, Input**. And in the dimension of goals/vision/mission, they obtained a weighted mean (wX) of 3.73, which is **Level 4, Collaboration**.

Table 2: Weighted Means (wXs) on The Levels of Decision Making Among School Managers

Dimensions	Weighted Mean (wX) School Manager (n = 15)	Levels of Decision Making	Weighted Mean (Wx) Teachers (n = 30)	Combined Levels of Decision Making
1.Goals, Vision, Mission	3.73	Collaboration	3.32	Dialogue
2.Facilitating Procedures	2.49	Input	2.36	Input
3.Budgeting	3.2	Dialogue	2.28	Input
4.Staffing	3.47	Dialogue	2.80	Dialogue
5.Human Resource Dev.	3.53	Dialogue	3.28	Dialogue
6.Curriculum	3.07	Dialogue	3.36	Dialogue
7.Parent,Teacher Comm. Asso.	2.93	Dialogue	2.96	Dialogue
8.Research	3.49	Dialogue	2.70	Dialogue
9.Instruction	2.80	Dialogue	3.08	Dialogue
Grand Mean	3.19	Dialogue	2.90	Dialogue

Legend:

Level of Decision Making	Range	Verbal Description
5	4.5-5.00	Delegation
4	3.50-4.49	Collaboration
3	2.50-3.49	Dialogue
2	1.50-2.49	Input
1	1.00-1.49	Directive

On the other hand, the elementary school teachers' ratings on the decision making levels of their school managers obtained the weighted means (wXs) ranging from 2.70 to 3.32, which is **Level 3, Dialogue**. These are in the dimensions of goals/mission/vision, staffing, human resource, curriculum, parents/ teachers/ community association, research and instruction. The school elementary teachers also rated their school managers with the obtained weighted means (wXs) ranging from 2.36 to 3.13, which level 2, **Input**. These ratings are in the dimensions of facilitating procedures and budgeting.

Needless to say, the data revealed that school managers consulted the teachers before making decisions on problems regarding school matters. However, when confronted with school policies and procedures such as giving load to the teachers, they utilized level two which is Input. This further shows that at times, they may be implementing collaborative decision making and maybe getting opinions from the teachers, although the final decision still come from them, the school managers. It seems that there are occasions that the school managers are hesitant to give their full trust to their subordinates.

The elementary school teachers have the same idea with their school managers. There are dimensions where these teachers felt that their school managers used the Input level such as facilitating procedures and budgeting. This is in relation to the budget like school expenses, salary, school projects and the likes. This happens also to giving of loads to teach. The elementary school teachers cannot refuse to accept the loads given to them by their school managers even if the subjects are not in line with their specialization. The reason is, no available teacher to teach specially during this pandemic time.

Torralba (2015) explained that collaboration and delegation levels of decision making in the schools are activities that the "collegial government" must do. He added that it must be properly implemented and it is of utmost importance that decision making areas be clearly delineated among the different bodies in the school. He further explained that decision areas that need consultation, concurrence, advice with consent should have an immediate action.

Decision making is considered necessary for the improvement of the school. Working in teams is a capable strategy for implementing tasks in schools (Schildkamp and et al., 2019). Teams consist of educators and school heads who collaboratively

work to solve educational problems in their school. The results of the collaboration point of the five key building blocks for school leaders wanting to build compelling data teams in their school are: establishing a vision, norms, and goals, providing individualized support, intellectual stimulation, creating a climate for data use, and networking to build a connection on the different parts of the school organization.

Research has shown that when school heads provide teachers with opportunities to participate in meaningful decision making opportunities, as in collaboration and delegation levels, teachers feel a greater sense of ownership and commitment to their profession and school (Brezicha et al., 2020). These positive feelings may, in return, improve teachers' job satisfaction. The findings showed that though school heads believe they provide teachers with increased decision making opportunities, teachers testified that they still do not feel part of the decision making opportunities. The outcomes lend empirical aid to the call for policies that support more significant chances for shared decision making at a

policy level that can be used to improve teacher job satisfaction.

Professional Attributes as Significant Factors to the Levels of Decision Making

Table 3 shows the results of the multiple regression analysis to determine which of the professional attributes are significant factors to influence the levels of decision making among the elementary school managers in this study. All the professional attributes such as educational qualification, position/designation, length of service, and performance rating were grouped accordingly to statistically manipulate the data gathered in the levels of decision making among elementary school managers. Although the researcher selected only length of service and position/designation as hypothesized factors to influence the levels of decision making, others factors such as educational qualification and performance rating were included in order to apply multiple regression analysis to identify the significant factors.

Table 3: Multiple Regression Analysis Showing the Significant Influence of Professional Attributes to the Levels of Decision Making

Model	B	Std Error	Beta	T	Sig.
(constant)	2.299	0.404		5.685	Not Significant
Educational Qualification	0.112	0.118	0.126	1.761	Not Significant
Present Position	0.022	0.046	0.054	3.423	Significant
Length of Service	0.011	0.038	0.027	3.271	Significant
Performance Rating	0.143	0.059	0.206	1.442	Not Significant

R = 0.146

R² = 0.02

F-value = 2.11

p-value = 2.28

Alpha = 0.05

The data were subjected to multiple regression analysis and the results are summarized in the aforesaid Table 4. Findings revealed a p- value of 2.28, at .05 level confidence which was found higher than t-values of 1.76 in educational qualification and 1.44 in performance rating. This means that these aforesaid professional attributes are not significant factors to the levels of decision making among elementary school managers. However, **position** and **length of service** are the professional attributes that significantly influence to the level of decision making among elementary school managers as proven by their t-ratios of 3.42 and 3.27 respectively.

With regards to educational qualification, this professional attribute being not a significant factor in decision making is supported by the study of Roque (2015) on differences and correlation matrix on human values in administrative and supervisory

practices. In this study, the researcher admitted that while school heads are strong in making decision on policy formulation, the teachers also shared in making decisions on subjects taught, change of schedules, waivers from contracts and school regulations.

With regards to position as a professional attribute, the data obtained in this study indicated that as the level of decision making used by school managers increases their position also increases. As in the case of principal II, their decision - making reached level 3, **dialogue**.

With regards to length of service, the findings showed that it is a professional attribute that is a significant factor to the level of decision making among elementary school managers in this study. Ordona (2015) ascertained that the longer the school

managers stay in the service, the more efficient they become.

With regards to performance rating of the elementary school managers in this study, the findings indicated that this professional attribute is not a significant factor to the level of decision making. This means that high or low performing principal has the same level of decision making in terms of the nine (9) dimensions enumerated in this study.

Decision Making Guide for School Managers

Based from the findings of the study, the decision making guide for school managers, a tool towards quality assurance. This aforesaid guide is presented after the recommendations section.

Summary, Conclusion and Recommendations

This chapter presents the summary of findings, conclusions, and recommendations to determine the levels of decision making levels among elementary school managers under the new normal. It also presents the professional attributes that are significant factors to the levels of decision making among the aforesaid school principals in this study.

Summary of Findings

Relative to problem 1, the findings on the profile of the participants of the study are given as follow:

1. In terms of educational qualification, 60 percent (%) were found to have a Master of Education Units, 20 percent (%) are Master of Education graduates, 13 percent (%) with a Doctor of Education Units and .07 percent (%) is a Doctor of Education graduate.
2. In terms of position/designation, 33 percent (%) are teacher-in-charge, 33 percent (%) are head teachers, 33 percent (%) are principal 1.
3. In terms of length of service, 60 percent (%) have served the school between one (1) to five (5) years, 20 percent (%) have served the school between six (6) to 10 years, 13 percent (%) have served the school between 11 to 15 years and .07 percent (%) has served the school for more than 16 years.

Relative to problem 2, on the levels of decision making assessed by the elementary school teachers and by the school managers themselves, the findings are given below:

1. The computed weighted means (wXs) on the levels of decision making assessed by school managers ranged from 2.80 to 3.53 is interpreted as **Dialogue, level 3**. This pertains to the dimensions of budgeting, staffing, human resource, curriculum, parents/ teachers/ community association, research, and instruction. While in the dimension of

facilitating procedures the obtained weighted mean (wX) of 2.53 is interpreted as **Input, level 2**. And in the dimension of goals/mission/vision the obtained a weighted mean (Wx) of 3.73 is interpreted as **Collaboration, level 4**.

2. On the other hand, the teachers' assessment of the school managers' levels of decision making, the obtained weighted means (Wx) ranging from 2.70 to 3.32 is interpreted as **Dialogue, level 3**. This pertains to the following dimensions such as goals/mission/vision, staffing, human resource, curriculum, parents/ teachers/ community association, research, and instruction. While the dimensions on the facilitating procedures and budgeting obtained the weighted means (wXs) of 2.36 and 3.13 respectively, interpreted as **Input, level 2**.

Relative to problem 3, on the selected professional attributes as independent variables to influence/relate to the levels of decision making of the elementary school managers, the findings proved using the multiple regression analysis that **position and length of service** are found significant factors.

Relative to problem 4, the findings of the study developed a **school manager's guide** for decision making, a tool for quality assurance is proposed.

Conclusion

In the light of the findings of the study, the following conclusions are drawn:

1. Elementary school managers in the three (3) districts of the province of Bulacan, vary in terms of their professional attributes such as educational qualification, position/designation, length of service and performance rating.
2. School managers as assessed by themselves, they used Input, Dialogue and Collaboration in their levels of decision making. Whereas, the teachers assessed that the school managers used Input and Dialogue in their levels of decision making.
3. **Position/designation and length of service** are the professional attributes of school managers that **significantly influence/relate** to the levels decision making.
4. The output of this study is a **school manager's guide** in decision making, a tool for quality assurance.

Recommendations

Based on the conclusions of the study, the following are recommended:

1. In profiling the respondents, other attributes such as intellectual and non-intellectual factors should be used in conducting research among other school managers.
2. School managers should use **collaboration and delegation** in their decision making to promote effective and efficient participation among

subordinates with the goal of achieving school progress.

3. The **school manager's guide**, a tool for quality assurance should be disseminated to other school managers in some public elementary schools in the province of Bulacan for them to implement higher levels in decision making such as collaboration and delegation.
4. This study should be replicated by future researchers focusing on other variables not used in this present study, such as heads in the secondary, tertiary, and in the post graduate schools.

A School Managers Guide on Decision Making Towards Quality Assurance

Introduction

For several years, the educational policy makers, administrators and researchers have thoroughly worked on for the enhancement of quality of education in our country.

The school manager being the front line in this time of pandemic in the field of education must ensure that the school they serve conforms to the foundation and prospective needed to enrich educational practice. They should strive harder to further develop their decision-making level. Thus, their task is to create the conditions that will help subordinates especially teachers, to find satisfaction in their work by allowing them to participate and get involved in decision-making process.

To be effective, it is important for the school managers to reach and use the highest level in participative decision-making. It is not enough that they seek opinions and suggestions only from their subordinates, but they should understand that collaboration or delegation of committees was also deemed beneficial.

It is also significant to point out that there are some professional attributes of school managers which serve as factors of decision-making levels. According to Flippo (2015), an effective decision-maker necessitates high educational attainment, higher position, longer years of service and excellent performance rating.

Along this thrust, the researcher believes that school manager should be informed of the benefits that participative or high level of decision-making brings to the educational arena.

This primer on enhancing decision-making levels/skills was developed and proposed based on the findings of the present study and reviewed literatures.

Rationale

As revealed by the results of this investigation, the perennial need of school managers is to empower their subordinates and collaborate with them in decision-making. Therefore, this primer will provide them with knowledge on what level of decision-making they presently manifest, the benefit of using high or participative decision-making and the attributes necessary for achieving high decision-making level.

General Objectives

1. To identify his/her own level of decision-making.
2. Demonstrate understanding on the benefit of collaboration or delegation level in decision-making.
3. Implement the high level of decision-making to contribute to the development of every clientele they serve in school.

Specific Objectives

1. Determine his/her own decision-making level.
2. Enumerate the different strategies of decision-making.
3. Point out the different steps in decision-making that school managers can use.
4. Appreciate the benefits of planning in making decision.
5. Describe the characteristics of school managers in the new normal.

A Checklist on Levels of Decision Making

Question: What is your decision making level?

Direction: This checklist has been prepared so that you can be able to know your decision making level you are using. Put a check (/) mark on the appropriate option that applies to you as elementary school manager. Kindly answer all items as honestly as you can. At the end of this checklist, you will find the decision-making level that corresponds to your chosen answer.

1. After several years of the implementation of different school services, there is a need to evaluate if the school goals are realized. It is best to:
 - ___a. Empower a group of teachers to decide on how to make the evaluation of the school services, and let them implement the decision they make.
 - ___b. Decide to do the evaluation myself and inform the teachers about it.
 - ___c. Generate input from the teachers before making decision.
 - ___d. Discuss the issue with the teachers thoroughly before making the evaluation.
 - ___e. Get information on the evaluation procedure which everybody likes to implement.

2. The procedure for a program to begin is when the guest speaker has already arrived. If you are the school manager, what would you do if the guest speaker has not yet arrived after a couple of hours of the supposed time?
 - ___a. I would tell the program coordinator to proceed to the program even the guest is not yet around.
 - ___b. I would ask for inputs from the program hosts before deciding on the matter.
 - ___c. I would discuss the problem with all the program hosts before deciding on the situation.
 - ___d. I would make a decision together with the teachers and program hosts if we can still proceed to the program even the guest has not arrived yet.
 - ___e. I will leave the decision to the teachers and program hosts if we can start the program even the guest has not arrived yet.
3. You noticed that there was a shortage of chairs per classroom since the enrolment increased this school year. If you are the school manager, how would you decide on this?
 - ___a. I would discuss the problem with other school staff before I make a decision to buy chairs.
 - ___b. I would ask for suggestions from teachers before I make decision to buy chairs.
 - ___c. I would ask the concerned staff to decide by themselves to buy the needed chairs.
 - ___d. I would decide to buy chairs because they are necessary.
 - ___e. I would make a decision regarding the purchase of chairs together with the concerned people.
4. You received feedback that you had been observing frequently online which sometimes create stress on the part of the teachers. How would you make decision on this information?
 - ___a. I would seek for more inputs from teachers in a meeting before making decision regarding teachers' observation.
 - ___b. I would discuss the issue with all the teachers in a meeting before making a decision regarding teachers' observation.
 - ___c. I would assign a subject coordinator or master teacher to decide on the observation schedule and implement it.
 - ___d. I would call for a virtual general meeting of teachers and all of us would make a decision together, on the appropriate schedule of observation.
 - ___e. I would inform the teachers that I have decided to continue with the observation.
5. Based from the General Weighted Average (GWA) of the students at the end of the school year, many students got low in the English subject. You noticed that many of the English teachers are using the traditional teaching technique. The best way to decide on this is:
 - ___a. Allow the English teachers to decide who would like to attend a webinar on Improving Teachers Teaching Technique.
 - ___b. Decide together with the teachers on Development Webinar.
 - ___c. Discuss the problem with the English teachers before deciding to do some interventions.
 - ___d. Ask inputs from the teachers on how they can improve teaching before making a decision.
 - ___e. Let the teachers know my decision to send them to a Teachers Development Webinar.
6. The subject coordinators of mathematics reported that the reference books in Grade VI Math is beyond the comprehension of the students. Upon examining the textbook, you found that the report is true. If you are the school manager, you would:
 - ___a. Allow the committee on textbook and standards to decide on the matter.
 - ___b. Reach to a decision that the teacher and I agreed to do.
 - ___c. Change the textbooks because it is my decision.
 - ___d. Ask the opinion of other Math teachers before I make a decision to change the textbooks.
 - ___e. Call for a meeting of all Grade Vi teachers and discuss to them the situation before making a decision.
7. There is an incoming intramural in the school. All students are excited on preparing cheering competition, ball games, cultural events, etc. You gave them 3 days to practice, but the Activity Coordinators requested you to make it 7 days. If you are the principal, what suggestion you would prefer?
 - ___a. I would reach to a decision with the students and teachers, and implement their suggestion.
 - ___b. I would ask the student leaders their reasons why the in-trams preparation should be extended before I make a decision.
 - ___c. I would discuss the situation with other teachers to decide on the extension of the intramurals.
 - ___d. I would empower the student leaders and teachers to decide on the extension of intramurals.
 - ___e. I would inform the school Activity Coordinator that I had made the final decision of making it for 3 days.
8. The Parent, Teachers, and Community Association (PTCA) elected president in your own school suggested that there should be a Family day once a year, so that teachers

together with parents and students will find time to socialize with each other. As a principal, what would you think is the best way to decide on this?

___a. Ask for suggestions from the teachers before making a decision.

___b. Tell the PTCA President your decision is affirmative.

___c. Form a group to decide about the matter and give them go signal to implement the plan.

___d. Discuss the suggestion with the teachers and parents before releasing a decision.

___e. Come up with a decision that all the teachers and parents and administrators would like.

9. The principal noticed that the performance of the Grade V is declining. She likes to discover the factors contributing to this. The principal should:

___a. Let the teachers decide to discover the factors behind the students' low performance.

___b. Inform the teachers that she made a final decision.

___c. Generate ideas from the teacher-advisers individually before deciding to know the factors.

___d. Call the Grade V advisers and discuss with them the factors before she makes decision.

___e. Make a decision that both teachers and principal would agree to do.

Item No.	A	B
1	5	1
2	3	1
3	2	3
4	2	1
5	5	4
6	3	4
7	1	2
8	2	1
9	5	1
10	1	4

Decision Strategies of Different Types

Question: What are the types of decision strategies?

The types of decision making are:

- Receptive type tends to:
 - Suspend judgment and avoid preconception
 - Be attentive to the exact attributes of data
 - Insist on a complete examination of data before deriving to conclusion.
- Focused type tend to:
 - Look for cues
 - Focus on relationships among the facts
 - Jump from one selection of data to another, so as to develop some explanatory structure

10. A certain teacher brought her students to the library to do research work. Instead of supervising her students, she chatted with the librarian. If this reached your awareness, you will:

___a. Reach for a decision that both teacher and I would agree to do.

___b. Inform students her decision in mind.

___c. Discuss the situation with the teacher concerned before giving any decision.

___d. Delegate the decision to the Committee on Standard Behavior and empower the Chairman and members to make a decision and implement.it.

___e. Ask for more inputs from the teachers and students before making a decision.

Key to Correction

In each of the options given, the following decision-making levels correspond to each number in ascending order, 1 the lowest and 5 the highest. Level 1 is Directive, Level 2 is Input, Level 3 is Dialogue, level 4 is Collaboration, and level 5 is Delegation

Direction: Write the number beside the letter of your choice. Then count all the numbers 1 you got, all the number 2 you got, and so on. The most frequent number you received will be your decision-making level.

C	D	E
2	3	4
5	2	4
5	4	1
4	5	3
3	2	1
1	2	5
5	3	4
5	3	4
2	3	4
2	5	3

- Thinking type tends to:
 - Look for a method and make a plan for solving a problem
 - Defend a quality of a solution largely in terms of the method
 - Define the specific constraints of the problem early in the process.
- Feeling type tends to:
 - Redefine the problem frequently as they proceed
 - Rely on un-verbalized cures
 - Jump from one step in analyzing and search to another and back again (Yulk, 2015)

The Decision Making Techniques

Question: What decision making technique a school manager can use to become effective?

Steps:

1. State the apparent problem

Take a look at the situation. On the basis of what the situation seems to be, state the apparent problem. This gives you a starting point.

2. Seek the facts

Find out the what, where, when and why of the apparent problem. Use reports, data from other employees, records and any other sources of information.

- a. The situation factor. What happened and how did it happen?
- b. The people factor. You must know enough about the individuals you work with to anticipate their reactions.
- c. The place factor. Physical location can be significant in helping you deal with the problem.
- d. The time factor. You need to find out not only what implications time has for the problem itself, but also how it will influence the decision.
- e. The causative factor. Discovering why a problem occurred provides the best clue to what the problem really is.

3. Identify the real problem.

After you have collected and reviewed all the facts, you may want to stay with your original statement of the problem, or you may want to make a new statement.

4. Develop and weigh the alternatives.

Develop as many solutions as you can. Use participation of your personnel. Try brainstorming, watch your timing at this point. Concentrate on considering all the possibilities.

5. Select the best solution.

After you review each proposed solution, a few can appear to be better than the rest. Pick the best solution. It will be the one that has the greatest probability of accomplishing your objective and meeting your standards.

6. Determine a course of action.

Develop an action plan to implement your solution and provide the needed follow-through.

7. Evaluate results.

After your decision has begun to take effect, follow-up to determine whether the results you are getting are the results you need. (Allen, 2016).

Cooperative Learning and Effective Decision Making

Question: How is cooperative learning be applied in decision making?

Cooperative learning has become a buzzword for meaningful learning and effective decision-making. Slovin (2015) pointed out cooperative learning gives the participants opportunity to discuss information or practice skills presented by the school manager. Cooperative learning requires them to find or discuss information their own. (Borman, 2015)

Johnson and Johnson (2015) have identified five basic elements of cooperative learning. They are:

1. Promote face-to face oral communication. Participants are placed in heterogeneous groups.
2. Positive interdependence- All for one, one for all.
3. Individual accountability. The participants become responsible because they need to cooperate in the group.
4. Interpersonal and collaborative skills are developed as they interact with one another.
5. Evaluating and processing become the basis for further improvement.

Participants are given time and encouraged to participate in reflection of what was learned, and how it was learned and the skills used to process and meet the goal. They engage in real discussion and wrestle with ideas. They are given opportunities to stretch and extend their thinking. It is fulfilling and very meaningful for the participants to be able to think together- knowing what to do when they don't know.

Benefits of Planning in Decision Making

Question: What are the benefits of planning on decision-making?

1. Allows the school of independent goals. The vision which will shape the decision is set apart from surrounding events.
2. Provide a standard of measurement. A plan provides something to measure against, so that the decision maker can discover whether or not the decision is achieving or heading toward the goal.
3. Converts values to action, when faced with problem, the decision maker can consult his plan best.
4. Allows limited resources to be committed in an orderly way. Budget time, effort, manpower- all are limited.

The Self-Directed Work Team

Question: What is self-directed work teams? How is it used to make decision-making succeed?

Self-directed work teams pioneered in Britain and Sweden during the 1950s. Other forward-thinking companies implemented work teams in the early 1960s with profitable results.

There are pay offs of self-directed work teams. They are as follows:

1. Productivity - companies which have SDWT report achieving high percentage increase in productivity.
2. Streamlining - self-direction creates new options for flattening the organization- be redeveloping supervisors, as facilitators or team members.
3. Flexibility - procedures and staff move easily from job to job. Because SDWTs have the skills, the information and the motivation to adapt to change, the company as a whole can respond quickly to changing conditions in both organization and the market place.
4. Quality - SDWTs help drive a quality improvement into every fiber of the organization to corporate-wide-goals. Commitment tends to remain high as well partly because companies reward skills and contributions, not just seniority.
5. Customer satisfaction – the energy and flexibility of SDWTs promote customer satisfaction through quick response and improved quality.

Important Things to Remember About Wise Decision Making

Question: What important things should be remembered to help groups make better decision?

Generally, the art of helping groups make better decisions was summarized by Russo (2020). They are as follows:

1. Intelligent, well-motivated people make superior decision in groups only if they are managed with skill.
2. The heart of good group management is encouraging the right kind of conflict within the group, and resolving it fully and fairly through further debate and intelligence-gathering.
3. Leaders must decide where in the four elements of a decision (framing, intelligence-gathering, coming to conclusions, and learning from past cases) the group can make its greatest contributions.
4. Leaders should rarely state their own opinions early in the group deliberations, because many group members will fear to offer their own ideas if they contradict the leader.
5. Generally, leader should encourage the disagreement in early stages of any group process. Then as more facts and insights are gained, the leader should guide the group toward convergence on a final choice.
6. Finally, groups can make better decision than individuals, but only if they are helped along by a skillful leader.

Conflict of Interest

There is no conflict of interest by the author in this manuscript.

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