

Logical Decision- Making in Public Higher Institution in the Philippines: A Sound and Critical Judgement

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Abstract –*The decision-making styles of educational leaders and faculty members of educational institutions define the attainment of success of the organization. This study is conducted to determine the decision-making styles, based on the 4 decision-making styles such as global, logical, personable and sequential; and better understand how the school decision making process effectively work and affect school management. The study was a quantitative research and applied descriptive survey design in which 60 regular faculty members and 10 educational leaders were guided to complete the decision-making style survey, however, consent was sought ahead prior to their participation in the study. The findings revealed that the dominant decision-making style of both educational leaders and faculty members was logical. This style proves that they want specifics and they need a clear understanding of the possible results of the different choices. The educational leaders and faculty members tend to weigh choices and exercise sound and critical judgment while setting aside personal feelings. The result further shows that, generally, there is no significant difference between the educational leaders' decision-making style and that of the faculty members, however, they just differ on the order of utilizing the global and logical styles. Both are logical thinkers who analyze between options and draw conclusions based on facts they gather, and thus, faculty members more often subscribe to their leaders' decision. Thus, harmoniously achieving organizational objectives can be observed. Decision making skills in academic institution is vital to help increase job satisfaction, achieve goals and harness the potential of everyone inside the organization.*

Keywords –*sequential, personable, global and logical, decision-making*

INTRODUCTION

The ultimate goal of school management system is to ensure the attainment of its mission and vision because it will guarantee the bright future of the entire organization. Most institutions encountered challenges on the way people arrived in a sound decision due to their individual differences, perspectives and experiences as leaders and members of the organization. But ensuring success is not easy, there will always be considerations to this effect. Simon [1] noted, "decision-making is the heart of administration". It is in the sense that leadership and administration defines the prominence in decision-making style. Lawson and Shen [2] point out that programmed decisions usually involve highly repetitive and routine problems in which the procedures for decision making are well established, applied frequently, easily triggered and require immediate action. A decision is not a simple, unitary event, but the product of a

complex social process generally extending over a considerable period of time [3].

Adair [4] thinks that the decision process involves determining the problem, gathering the data, creating suitable alternatives, making decisions, practicing the decision, and evaluating the results. A good decision, while subject to the constraints of knowledge and resources, maximizes the well-being of those affected by it [5]. It is also based on the information, values, and preferences of the decision-maker [6].

Decision-making is selecting the most suitable choice from among the probable alternatives to the solution of a problem [7]; a process of choosing between alternative courses of action in order to attain goals and objectives [8]; a synthesis of a society's beliefs, an epitome of its ideology, and the actionable product of its thinking [9]; a commitment to take action [4]; a course of action chosen from among a set of alternatives based on certain criteria

[10]. Decision-making is a flexible behavior, which means that individuals may act and decide differently from each other in similar cases.

Daft as quoted on the study of Vengrasalam [11] emphasized that decision-making processes represent the brain and nervous system of the organization.

In an organization, decision-making is important to help achieve goals and objectives in a given time. Goal-setting can help enhance the involvement of employees to increase performance and aid the organization as a whole. It can improve employee commitment and help individuals in the organization understand the role that they should perform. Therefore, managerial skills and leadership are important to make the organization strong and stable. Support to one another both professional and personal matters lift employees spirit that form a desirable values of an institution to cultivate a higher value of competence, service- excellence, adaptability and brilliance. Positive attributes such as respect, fairness, trust, and integrity helps achieve the goals of the organization and harness the potential of everyone inside the organization.

Sound decision making process has always had its permeating effect to the quality of decisions. On the other hand, these two interweaving concepts will always be dependent to the decision-making style/s of both the managers/leaders and members of the organization. It has revealed in the study of Hariri, Monypenny and Prideaux [12] that transformational leadership style and rational decision-making style are the best predictors and are likely to contribute to increased teacher job satisfaction. In contrast, laissez-faire leadership style, intuitive decision-making style and avoidant decision-making style are likely to contribute to decreased teacher job satisfaction.

This study will focus on the 4 decision-making styles as suggested by Misra [13], which are the logical, global, sequential, and personable.

Rational, and, can oftentimes be interchanged with logical decision-making style is a decision-maker behavior which consciously uses reason and explicitly identifies goals and alternatives, and the careful considerations of the consequences in using other options in the attainment of the identified goals [14]. Global decision making, on the other hand, utilizes multiple reference points, such as society, organization or group factors along with the individual decision-maker's reference point, as guide to his coming up with a complex decision [15], [16]. In addition, sequential decision making works within a certain period of time and follows a sequence of doing one decision after

another by carefully observing the outcome(s) of the prior decision(s) [17]. Meanwhile, personable decision making greatly explores personal and other people's opinion and feelings about the matter at hand, and requires more specific information and problem definition to come up with a decision [13].

Olcum and Titrek (2015) [18] concluded on their study that administrators mostly use rational decision-making style, and they rarely use avoidant decision-making style. Their findings showed that the ways administrators make decisions have important effects on teacher job satisfaction. When at the point of deciding, school administrators, who act rationally, take account the values, ethics, events, and make logical and reasoned decisions, can help increase teacher job satisfaction levels substantially. If they act intuitively and take the advice of others during the decision-making process, administrators can also increase the teacher job satisfaction levels, albeit to a lesser extent. School administrators who avoid or postpone making decisions, or decide without thinking things through, decrease teachers' job satisfaction levels. Teachers who may have difficulties adapting to new situations could be particularly affected by poor decision-making style, and display increased stress levels, lack of productivity, absenteeism, and so on.

With the current challenges in managing education institution all in the country due to diverse group of people with different perspectives, beliefs, values, and experiences, it is necessary to determine the decision-making styles of both the school leaders as well as its faculty members to better understand how the school decision making process will effectively work and affect school management. The major findings of this study could serve as guide to enrich sound decisions for sustainable delivery of service and learning in higher institution. Furthermore, the study can be the basis of developing another intervention to place a high value on strong logical decision making of both educational leaders and faculty members in the academe in pursuit of excellence through leadership and management in State Colleges.

OBJECTIVES OF THE STUDY

This study had particularly sought to determine the decision-making styles of educational leader and faculty members in public higher institution; and test if there is a significant difference between the decision-making style of the educational leaders and faculty members.

METHODS

The study is a quantitative research which employed a descriptive survey design to determine the decision-making styles of leaders and members of the organization in a State College in the Philippines. A 5-point questionnaire-checklist was used as a tool to collect, confirm and validate the study.

PARTICIPANTS

The data used in the study were gathered from Regular Faculty members and school leaders in State College. Total enumeration was utilized in the selection of respondents such as College officials handling a managerial position and administrative functions composed of the College president, Vice Presidents, Deans and Directors and Full-time Regular Faculty members rendered more than five years in the institution.

Purposive sampling was utilized in selecting target population in this research consisted of 60 teachers selected from a total population of 70; while all of the 10 school leaders participated.

INSTRUMENT

The questionnaire is the main instrument used in gathering the needed data in the identified problem. The data were collected through the use of Decision-Making Style Inventory developed by Silver and Hanson [19]. The respondents were guided on completion of the survey form by distributing the maximum of five (5) points for the four items given in each option.

PROCEDURE

The researcher took out a series of steps to collect the data to discover answers to the problems being perceived by this study. The survey questionnaire was issued to the respondents upon approval of the school head to conduct a study. The researcher directly issued the survey to the respondents while on holiday break so as not to create interruption of classroom and office works, and their initial agreement to participate has been sought. Thorough explanation and guidance in filling up the survey questionnaire was made to attain the main goal of the study. The respondents chose their most convenient time to answer the survey questions on weekends and holidays. All data generated were tabulated to determine the dominant decision-making style process of the organization.

DATA ANALYSIS

Descriptive statistics was used specifically weighted mean and ranking to determine the educational

leaders' and faculty members' dominant decision-making style. The researchers used survey questionnaires to the respondents. The data generated from questionnaires were analyzed and interpreted with the aid of the Simplified Statistics for Researchers (SSR). Parametric test specifically, t-test of two independent variables was utilized to determine the significant difference in the decision-making style between the educational leaders and faculty members. This test is used when the population mean and standard deviation are unknown, and two separate groups are being compared.

RESULTS AND DISCUSSION

Table 1. Weighted Mean and Ranking of Faculty Members Decision-Making Style

Decision-Making Styles	Leaders	Faculty	RANK
Sequential	7.80	7.42	2
Logical	11.00	11.98	1
Global	8.10	6.53	3
Personable	3.10	4.02	4

Table 1 summarizes the mean and ranking of educational leaders' decision-making styles. It shows that both leaders (11.00) and faculty members (11.98) have dominant logical decision-making style. It is followed by global with the grand mean of 8.10, sequential with the grand mean of 7.80 and personable with the grand mean of 3.10.

The above data also shows that while both educational leaders and faculty members are logical decision makers, they differ in their succeeding styles. The educational leaders tend to be global after their logical style while faculty members tend to be sequential. This may be due to the fact that leaders after being rational have the tendency to consider the organizational and societal impact of their decision while faculty members tend to focus on the procedure and its proper execution.

Personable decision-making style appeared last in both the educational leaders and the faculty members can be seen as the last resort to making organizational decisions and can be viewed only as style used in the interpersonal and non-formal decisions.

It revealed that they are decision makers who are cognizant of reasons, and a clear understanding of the different results of available options while weighing the relationships of a set of choices with each other. They tend to avoid decision making based on personal gut-feel

and biases by being objective and critical as much as possible [13].

Sequential decision makers are those who need lots of specific information, which include the step by step procedure of a given task and the results of what works best [13]. Global decision makers want to explore all possibilities, both existing and imaginary, and they need the inclusivity and the feeling of “fit” among the group, organization or society more than the specifics [15]. Personable decision makers, as juxtaposed to global decision-makers, want their decision making process to be cooperative and collegial with due sensibilities to individual’s needs by extensive discussions so that one’s point-of-view is express and heard [13].

Table 2. T-test Result for the Significant Difference Between the decision-making styles of Educational Leaders and the Faculty Members

Decision-Making Styles	Mean (Leaders)	Square The Differences	Mean (Faculty)	Square Differences
Sequential	7.80	0.09	7.42	0.0
Logical	11.00	12.25	11.98	20.18
Global	8.10	0.36	6.53	0.92
Personable	3.10	19.36	4.02	12.02
Total	30	$\Sigma D^2=32.06$	29.95	$\Sigma D^2=33.13$
Mean	7.5		7.49	
Computed Value	Critical Value		Conclusion	
0.01	2.447		Accept H_0	

The critical value for a two-tailed t-test with the degree of freedom (df) = 51 and $\alpha = 0.05$ is 2.447.

The table above revealed that there is no significant difference between the decision-making styles of educational leaders and the faculty members. The computed value of 0.01 which is lower than the tabular value of 2.447 at $\alpha = 0.05$ with $df=6$ had resulted to the acceptance of the null hypothesis.

This means that the decision-making styles of educational leaders complement with that of the faculty members. Downloading of management decision may be easier and implementable because of this mutuality in behavior. This can be inferred from the fact that educational leaders, normally, rose from the ranks or spent much of their experiences as faculty members, thus, the similarity in their decision-making behaviors.

This may have a positive impact on educational leadership from the point of view of leadership as a guiding, more than a directing, process since the leader and the members share the same decision-making

behavior, they will be able to achieve common or organizational goals in a harmonious atmosphere [20].

Another form of organizational phenomenon, shared leadership which is a process carried about by members’ mutual influence to lead one another in the achievement of organizational goals can also be easily attained given the results of the study [21].

CONCLUSION AND RECOMMENDATION

The results revealed that the majority of the educational leaders and faculty members subscribed to the ideas and principles of logical decision-making and tend to follow this style. In addition, there is no significant difference between the decision-making styles of these two groups of respondents.

The difference in the sequence in adopting the global style, for the leaders, and the sequential style, for the faculty members, can be explained by their difference in position or rank. Educational leaders consider the organizational effect and acceptance of their decision while faculty members adhere to the procedures and directions in their decision-making. That is after both of them, being rational or logical. This decision-making style have been proven as the best type considering the personal and professional support to one another which make an institution cultivate higher value of competence, service-excellence, adaptability and brilliance.

The findings of this study has a significant effect in the current educational setting to achieve equitable outcomes in decision-making considering the diverse perspectives of both educational leaders and members in the organization and it is anchored in the country’s thrusts and programs for equality and non-discriminating decisions for the welfare of all members. Logical decision-making style manifest high probability of better performance, teamwork, productivity and interconnection. With this style, an institution would serve as an avenue of developing would-be leaders to practice same leadership style that can transform vision into worthwhile practice.

To strengthen the validity and reliability of these results, several recommendations were suggested, such as to conduct of further studies that will deal with the factors that had contributed why educational leaders and faculty members tend to follow logical decision-making and to find out at which extent the significant difference will surface. Studies with broader scope, i.e., provincial or regional, may also be done to validate the results of the study. The effect of decision-making styles may also be investigated on its effect in the educational leadership style. On the other hand, job contentment and state-of-

well-being of the faculty members may be also investigated in relation to this alignment of the decision-making style with the educational leaders.

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