



Determinants of Decision-Making Applied by Administrators in Select HEIs of Zamboanga Sibugay

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ABSTRACT

Decision-making is one important skill that school administrators need to exercise and practice. Demonstration of this skill is very important in attaining performance standards for schools not to exempt the Higher Education Institutions (HEIs). As such, this study was conducted to determine the extent of practice of decision-making among HEI administrators in Zamboanga. There were five factor-indicators considered as sensible determinants to practising decision-making such as facilities, process factors, human factors, operational factors and external factors. Using descriptive-quantitative research design, this study yielded the following findings: Administrators of HEIs in Zamboanga Sibugay province have always applied sensible decision making. It is concluded that administrators of Higher Education Institutions in Zamboanga Sibugay indeed, have always applied decision making by considering the important determinants such as facilities, process factors, human factors, operational factors, and external factors. With high application of sensible decision-making among administrators of HEIs in Zamboanga Sibugay, this study further recommends future researchers to replicate this current inquiry to other provinces in ZAMPEN region.

Keywords: decision-making, determinants, HEI administrators

1. INTRODUCTION

School administrators constantly make decisions. It is a process that generates, evaluates, and selects among possibilities (Mondy, 1993). Making decisions involves selecting a path of action from a wide range of options. It could be a deed or a viewpoint. When we need to accomplish something but are unsure of what, it occurs. Therefore, making decisions is a process of thinking that can be rational or illogical and can be founded on explicit or implicit assumptions. Whether or not decision-making is a process of thinking, any decision made should be sensible and is anchored on fulfilling school mission. As such, decisions should be anchored on some determinants that could possibly lead to maintaining schools' performance standard -- for the learners and teachers, that would redound to overall school performance.

Decision-making is essential. It is essential to have this skill in the job, especially if you want to be a good leader (Muthulakshmi, 2015). It stands for an objective assessment and a determination to take action. All administrative actions involve decision-making, which is essential to the administra-

tive process itself. Effective administrative decisions are crucially linked to the school's success. Instead of carrying out ordinary tasks, making decisions is their main role. The superintendent, for example, or a principal, for that matter, may evaluate a department head's or team leader's performance based in large part on the quality of the decisions they made (Glueck, 2006). Making decisions involves both individual and social phenomena and is a deliberate activity. According to literature, decision-making is the process of selecting from among possible courses of action to solve a problem or improve one's status in light of available opportunities] (Carlisle, 1979; Harrison, 1999; Harris, 1980). Decision-making should begin with the identification of the decision makers and stakeholders (Baker et al., 2001), in order to minimize potential disagreements over the problem definition, needs, goals, and criteria. Instead of carrying out ordinary tasks, making decisions is their main role. Making decisions is one of the most important tasks that school administrators perform on a daily basis. Effective decision-making is vital to a school's success (Lunenburg, 2010).

Citing back Glueck's (2006) shared idea that effective administrative decisions are crucially linked to the school's success is a good compass for this study. As such, this inquiry tries to explore the application of decision-making among administrators in Zamboanga Sibugay province. Decision-making is anchored on the following determinants such as facilities, process factors, human factors, operational factors and external factors to make it sensible for school's success -- much more, in maintaining performance standard. With dearth of studies of this kind in our local terrain, this study does not only serve to fill in the research gap but also contribute to existing literature.

2. METHODOLOGY

2.1. RESEARCH DESIGN

This study utilized the descriptive-quantitative method of research to identify sensible decision-making among HEI administrators in Zamboanga Sibugay province. It described the extent of decision-making among the aforesaid administrator along with its five determinants: facilities, process factors, human factors, operational factors and external factors.

2.2 LOCALE OF THE STUDY

This study was conducted in the province of Zamboanga Sibugay with focus on the administrators of HEIs (both public and private). There were 16 municipalities covered with various HEIs further covered giving the researcher with 28 administrators.

2.3. RESEARCH INSTRUMENT

In this study, the researchers utilized an adopted questionnaire from the study of Mituda (2015) entitled "Application of Decision-Making among HEI Administrators in Zamboanga del Sur."

2.4 DATA GATHERING PROCEDURES

The researcher had to write a formal communication to the school's division superintendent in Zamboanga Sibugay as to the conduct of the study. With permission granted, she had to proceed to meeting district supervisors in the province asking further permission to administer the instrument to HEI administrators (both public and private). One month was allotted to realize the purpose with consent secured from the study's respondents.

3. RESULTS AND DISCUSSION

The following tables show the determinants of sensible decision making that are practiced by administrators of

Higher Education Institutions in Zamboanga Sibugay. The determinants covered were facilities, process factors, human factors, operational factors, and external factors.

Table 1. Facilities as Determinant in Decision-Making to Maintain Performance Standard

| Statements | Mean | Interpretation | Weighted |
|--|------|------------------------|----------|
| 1. Designs facilities conducive to teaching learning process. | | Always applied | 5.33 |
| 2. Provides enough space for classroom and other curricular activities. | | Always Applied | 5.40 |
| 3. Develops location factors like lighting, ventilation and even environment. | | Always Applied | 5.37 |
| 4. Facilitates environmental factors that works to favor classroom activities. | | Always Applied | 5.16 |
| 5. Determines how smoothly teaching- learning works effectively. | | Always Applied | 5.29 |
| | | General Weighted Value | 5.29 |
| | | Always Applied | |

Numerical Scale Adjectival Equivalent

- 6-(5.17-6.00) - Always Applied (AA)
- 5-(4.34-5.16) - Almost Always Applied (AAA)
- 4-(3.51-4.33) - Often Applied (OA)
- 3-(2.68-3.50) - Sometimes Applied (SA)
- 2-(1.84-2.67) - Rarely Applied (RA)
- 1-(1.00-1.83) - Never Applied (NA)

Table 1 discloses the responses of the school administrators on facilities as determinant in decision-making to maintain performance standard. Given the five statements serving as indicators, it can be seen that the statement with the highest weighted mean is statement 2, "Provides enough space for classroom and other curricular activities", 5.40 interpreted as "always applied". All other statement indicators are having the same interpretation of "always applied". The general weighted value of 5.29 is indicative of the fact that generally

administrators of HEIs in Zamboanga Sibugay “always practise” sensible decision-making by considering facilities as determinant in making decision.

Table 2. Process Factors as Determinant in Decision-Making to Maintain Performance Standard

| Statements | Weighted Mean | Interpretation |
|--|---------------|----------------|
| 1. Stimulates learning process in discussing development in classroom. | 5.29 | Always Applied |
| 2. Instills the needs of intellectual growth and development in the process. | 5.23 | Always Applied |
| 3. Promotes a desire to attain growth. process and learn to the fullest. | 5.28 | Always Applied |
| 4. Endeavors to create a situation and condition of the process activities. | 5.24 | Always Applied |
| 5. Employs a means of constant influence. quality output of the process. | 5.18 | Always Applied |
| General Weighted Value | | 5.23 |
| Always Applied | | |

Table 2 shows the responses of the school administrators on process factors as determinant in decision-making to maintain performance standard. Given the five statements serving as indicators, it can be seen that the statement with the highest weighted mean is statement 1, “Stimulates learning process in discussing development in classroom”, 5.29 interpreted as “always applied. All other statement indicators are having the same interpretation of “always applied”. The general weighted value of 5.23 is indicative of the fact that generally administrators of HEIs in Zamboanga Sibugay “always practise” sensible decision-making by considering process factors as determinant in making decision.

Numerical Scale Adjectival Equivalent

- 6-(5.17-6.00) - Always Applied (AA)
- 5-(4.34-5.16) - Almost Always Applied (AAA)
- 4-(3.51-4.33) - Often Applied (OA)
- 3-(2.68-3.50) - Sometimes Applied (SA)
- 2-(1.84-2.67) - Rarely Applied (RA)
- 1-(1.00-1.83) - Never Applied (NA)

Table 3. Human Factors as Determinant in Decision-Making to Maintain Performance Standard

| Statements | Weighted Mean | Interpretation |
|---|---------------|----------------|
| 1. Develops a training activity that leads school improvement and enhancement. | 5.53 | Always Applied |
| 2. Utilizes experiences of teachers in all curricular, teaching and performing. | 5.52 | Always Applied |
| 3. Stimulates teachers to find alternative course of action in all programs. | 5.47 | Always Applied |
| 4. Attracts desirable outcome for positive action and implementation. | 5.43 | Always Applied |
| 5. Tests solutions before final action and implementation. | 5.45 | Always Applied |
| General Weighted Value | | 5.43 |
| <u>Numerical Scale Adjectival Equivalent</u> | | |
| 6-(5.17-6.00) - Always Applied (AA) | | |
| 5-(4.34-5.16) - Almost Always Applied (AAA) | | |
| 4-(3.51-4.33) - Often Applied (OA) | | |
| 3-(2.68-3.50) - Sometimes Applied (SA) | | |
| 2-(1.84-2.67) - Rarely Applied (RA) | | |
| 1-(1.00-1.83) - Never Applied (NA) | | |

Table 3 reveals the responses of the school administrators on human factors as determinant in decision-making to maintain performance standard. Given the five statements serving as indicators, it can be seen that the statement with the highest weighted mean is statement 1, “Develops a training activity that leads school improvement and enhancement”, 5.53 interpreted as “always applied. All other statement indicators are having the same interpretation of “always applied”. The general weighted value of 5.43 is indicative of the fact that generally administrators of HEIs in Zamboanga Sibugay “always practise” sensible decision-making by considering process factors as determinant in making decision.

Table 4. Operational Factors as Determinant in Decision-Making to Maintain Performance Standard

| Statements | Weighted Mean | Interpretation |
|------------|---------------|----------------|
|------------|---------------|----------------|

| | |
|--|------|
| 1. Establishes measures and criteria for operational learning activities. | 5.48 |
| 2. Develops operational learning factors to maintain motivation. | 5.36 |
| 3. Selects appropriate and timely operational recommendations for improvement. | 5.39 |
| 4. Stimulates teachers to come up with original unique and new ideas. | 5.43 |
| 5. Employs stimulating atmosphere to motivate teachers to be creative thinker. | 5.37 |
| General Weighted Value | 5.41 |
| Always Applied | |

| | |
|--|------|
| teaching from time to time. | |
| 3. Records teachers achievement and performance for their own purposes. | 5.41 |
| 4. Provides with the progress report of where the teachers are and work for higher learning. | 5.45 |
| 5. Maintains the external factors of teaching for the benefit of the learners. | 5.37 |
| General Weighted Value | 5.38 |
| Always Applied | |

| Numerical Scale | Adjectival Equivalent |
|-----------------|-----------------------------|
| 6-(5.17-6.00) | Always Applied (AA) |
| 5-(4.34-5.16) | Almost Always Applied (AAA) |
| 4-(3.51-4.33) | Often Applied (OA) |
| 3-(2.68-3.50) | Sometimes Applied (SA) |
| 2-(1.84-2.67) | Rarely Applied (RA) |
| 1-(1.00-1.83) | Never Applied (NA) |

| Numerical Scale | Adjectival Equivalent |
|-----------------|-----------------------------|
| 6-(5.17-6.00) | Always Applied (AA) |
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| 3-(2.68-3.50) | Sometimes Applied (SA) |
| 2-(1.84-2.67) | Rarely Applied (RA) |
| 1-(1.00-1.83) | Never Applied (NA) |

Table 4 reveals the responses of the school administrators on operational factors as determinant in decision-making to maintain performance standard. Given the five statements serving as indicators, it can be seen that the statement with the highest weighted mean is statement 1, "Establishes measures and criteria for operational learning activities", 5.48 interpreted as "always applied. All other statement indicators are having the same interpretation of "always applied". The general weighted value of 5.41 is indicative of the fact that generally administrators of HEIs in Zamboanga Sibugay "always practise" sensible decision-making by considering operational factors as determinant in making decision.

Table 5 bares the responses of the school administrators on external factors as determinant in decision-making to maintain performance standard. Given the five statements serving as indicators, it can be seen that the statement with the highest weighted mean is statement 1, "Provides with the progress report of where the teachers are and work for higher learning", 5.45 interpreted as "always applied. All other statement indicators are having the same interpretation of "always applied". The general weighted value of 5.38 is indicative of the fact that generally administrators of HEIs in Zamboanga Sibugay "always practise" sensible decision-making by considering external factors as determinant in making decision.

Table 5. External Factors as Determinant in Decision-Making to Maintain Performance Standard

| Statements | Weighted Mean |
|--|---------------|
| 1. Appraises external factors as to where they are in their goals. | 5.26 |
| 2. Informs teachers of the outcome of their | 5.40 |
| Always Applied | |

4. CONCLUSION

Based on the results of the study, this study concludes that administrators of Higher Education Institutions in Zamboanga Sibugay have always applied sensible decision making by considering the important determinants such as facilities, process factors, human factors, operational factors, and external factors. With high application of sensible decision-making among administrators of HEIs in Zamboanga Sibugay, this study further recommends the same study to other provinces in ZAMPEN region.

5. RECOMMENDATIONS

With high application of sensible decision-making among administrators of HEIs in Zamboanga Sibugay, this study further recommends the same study to other provinces in ZAMPEN region.

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