



Decision-making skills and leadership effectiveness among public school administrators in Tarragona District, Davao Oriental

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ABSTRACT

This study determined the influence of decision-making skills on leadership effectiveness among public school administrators in Tarragona District, Davao Oriental division. It employed a descriptive-correlational research method. Gathering data from 143 respondents, results revealed that female school administrators had (n=72) higher educational qualifications compared to their male counterparts (n=71). Most of the administrators were in their retirement age (54-60) years old. They had moderate levels of decision-making skills, specifically in rational, intuition, dependent, avoidant, and spontaneous decision-making. In terms of leadership effectiveness, the school administrators were categorized as high in instructional programs, financial resource management, and school community relations while moderate level in staff administration and student services. There was a strong positive correlation between decision-making skills and the leadership effectiveness of the administrators in terms of their educational attainment. The direct effect of decision-making skills and the leadership effectiveness of public school administrators was categorically small in size. Among the fit indices for decision-making and leadership inventory skills, only Joreskog-Sorbom's Fit Index (GFI) was the best-fit model. Parallel studies may be conducted by examining other aspects and the nature of variables related to decision-makingskills and leadership effectiveness so that further assessments on the reliability and validity of the data in this research could be ascertained.

Keywords: Davao Oriental, decision-making skills, leadership effectiveness, school administrators

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INTRODUCTION

Decision-making is an important and real aspect of organizational life (Sullivan, 2011). It is a fundamental element in organizational leadership (Selart, 2010). Leadership and decision-making are essential skills and tools in most organizations (Ejimabo, 2015). Consequently, decision-making and leadership are intimately intertwined to make an organization goal a success.

The work environment today is chaos which leads to abrupt management change. The information is not always complete and available and the decision becomes riskier, and uncertain (Ejimabo, 2015). The decision can be influenced by one's knowledge and values, which create a greater impact on the individual's choices (Dietrich, 2010). One of the key factors that constitute an individual's system of values is society, which makes decision-making more complex (Kaskaya, Calp, and Kuro, 2017). Thus, all decisions will be made by personal judgment even if some kinds of factors have been used to make the decision.

The important hallmark of leadership is decision-making (Westaby, Probst, and Lee, 2010). The success of the organization depends on the decisions of the leaders (Ejimabo, 2015a). Therefore, correct decisions are very helpful in organizational operations. Constant, clear, and quality leadership are also necessary for organizational success (Ejimabo, 2015b).

Leadership is the ability of managers and administrators to influence the behaviors of their employees in an organization (Arendt and Rosema, 2016). Effective leadership is also a successful leader. It has a great influence on the part of the employees by helping them accomplish organizational goals (Naile and Selesho, 2014). Further, leadership is multi-dimensional and sustains high performance (Lacerda, 2015).

Accordingly, a study revealed that school leadership has become a priority

in education policy agenda across the Organization for Economic Co-operation Development (OECD) (Mulford, 2003).

The OECD study was unique forum where the governments of 30 OECD democratic countries and partner countries played key roles in improving school outcomes by influencing through motivations and abilities of teachers, as well as the environment and climate they work. Effective school leadership is essential to improve the efficiency and equity of schools. School leadership practice is greatly influenced by changes in educational governance and school contexts (Mulford, 2003).

On the other hand, there were moves towards decentralization and autonomy coupled with greater accountability; new approaches to teaching and learning processes are increasingly varied student populations were changing leadership roles and responsibilities (Wilhelmena, 2011).

As a result of these trends and factors, school leadership has changed dramatically across OECD countries. It is now increasingly defined by a demanding set of roles including administrative and managerial tasks, financial and human resources, public relations, quality assurance, and leadership for improved teaching and learning. The quality of school leadership needs to be enhanced and it needs to be made sustainable (Pont et al., 2008).

Other findings were the No Child Left Behind Act (NCLB) (2002) which became a law, and school accountability which became a nationwide emphasis. The main facet of NCLB is Adequate Yearly Progress (AYP), which is a measure of student achievement on state-wide assessments from year to year. AYP holds each local school district and individual schools accountable for the academic success of all students. NCLB originally expected all students to reach proficiency by 2014. After congress experienced multiple delays in reauthorizing the law, the U.S.

Department of Education created an NCLB waiver system allowing states flexibility in exchange for initiating reforms (Mackey, 2016).

Today, school administrators have faced challenges in increasing major roles in leadership effectiveness. A good leader can develop a school's capacity. Enhancing student learning through the motivation of teachers, staff, and students is one way to good leadership (Hardman, 2011). Leadership is shown through followers, not the leaders (Malechwani, 2018). Leaders and managers' daily tasks are making and developing decisions. Whether the results of the decisions are either bad or good, communicate those decisions to the whole team for an immediate response, feedback, and resolution (Asaari and Razak, 2007). Consequently, the core of this study in the school system is to find and describe the characteristics of decision-making skills towards leadership effectiveness among public school administrators in the Tarragona District of Davao Oriental division. The researchers were challenged to bring this issue to the fore and to look into this aspect.

The relationship between decision-making skills and leadership effectiveness was recognized through the conduct of this study. This research aimed to find the direct effect of the school administrators' decision-making skills as they engaged in managerial tasks and related activities as part of their roles and functions in the school.

METHODOLOGY

Research design

This study used the descriptive correlational method. The descriptive method involves the collection of data to determine the current status of the subjects of the study concerning the variables under consideration (Gray, Iles, and Watson, 2011). Specifically, this sought to investigate the leadership effectiveness and decision-making skills of public school administrators. The correlation method was appropriate in this study as it sought to relate or find the extent or degree of relationship among variables. Quantitative survey research was used in this study

Table 1. Distribution of the respondents by school.

Name of school (Tarragona district)	Respondents (N)
1. A.S. Manjoorsaz Elem. School	3
2. Baisan ES	4
3. Cabagayan ES	14
4. Cuta ES	4
5. D. Andan ES	2
6. Dadong ES	5
7. Jovellar ES	11
8. Kamoning ES	6
9. Limot ES	9
10. L. Tamay ES	4
11. Lucatan ES	9
12. Maitum ES	9
13. Maganda ES	6
14. Maliongan ES	4
15. Nagas ES	4
16. Ompao ES	6
17. P. Basog ES	5
18. Princess Urduja ES	6
19. Talagot ES	4
20. Tarragona Central ES	23
21. Tubaon ES	4
Total	143

through the use of survey questionnaires to get a sense of behavior with intense precision and present the findings in an accurate way (Apuke, 2017).

Respondents

The respondents of this study were determined using Cochran’s sampling procedure. They were teachers in the Tarragona District, Davao Oriental Division. Table 1 shows the distribution of 143 teachers in the Tarragna District Davao Oriental Division.

Research instrument

This study adopted a standardized questionnaire from Scott and Bruce (1995)

and Ibukun, Oyewole, and Abe (2011) that was modified for the Philippine setting.

The decision-making skills and leadership effectiveness questionnaire used a Likert-type 5-point summated rating scale to measure the level of decision-making and leadership effectiveness of public school administrators. Both questionnaires were used to systematize through the same pattern and utilized an identical range of intervals, description ratings, and interpretation.

The instrument was validated by experts to ensure that all items were in the proper context. The pilot test was conducted to find out if it would pass the desired level of the instrument.

Table 2. Scale for determining the administrator’s decision-making skills.

Range interval	Descriptive rating	Interpretation
5	Always	This means that decision-making is always manifested.
4	Oftentimes	This means that decision-making skills are sometimes manifested.
3	Sometimes	This means that decision-making skills are sometimes manifested.
2	Seldom	This means that decision-making is rarely manifested.
1	Never	This means that decision-making skills are never manifested

Table 3. Scale for determining the administrator’s leadership skills.

Range interval	Descriptive rating	Interpretation
5	Always	The situation is always demonstrated by the school principal.
4	Oftentimes	The situation is oftentimes demonstrated by the school principal.
3	Sometimes	The situation is sometimes demonstrated by the school principal
2	Seldom	The situation is seldom demonstrated by the school principal.
1	Never	The situation is not demonstrated by the school principal

Collection of data

Permission to conduct the study was secured from the Schools Division Superintendent (SDS) through the recommendation of the Graduate School Head of Davao Oriental State College of Science and Technology. The respondents

were briefed and explained the purpose of the study and all the information given by the respondents was kept completely confidential. All instructions were clearly stated and explained by the researcher to obtain reliable and valid results. The survey was conducted in 2020.

Data gathering procedure

To determine the direct effect of decision-making skills and the leadership effectiveness of public school administrators, the study carried out the following steps:

Permission to conduct the study. The researcher submitted a letter to the Department of Education (DepEd) Tarragona District, Division of Davao Oriental.

Asking for permission to conduct the study. After getting the endorsement, letters were sent to the Principals of the different participating schools asking for the conduct of the survey to their teachers, as the respondents of the study. During the conduct of the study, the names of the respondents were not shown for reasons of security and confidentiality. The utmost and honest participation of the respondents was highly appreciated to have the information that would continue in completing the study.

Administration and Retrieval of the Research Instrument. Survey questionnaires were personally administered to the respondents with the assumption that they were thoughtful, and honest and worked independently when giving responses. The researcher retrieved the questionnaires with the help of a research assistant, each questionnaire was checked and audited if all the items were properly answered.

Collation and tabulation of data. After the retrieval, data were collated, tabulated, and subjected to testing using the statistical treatment for analysis.

Data analysis

The data gathered regarding the decision-making skills of the respondents served as the independent variable of this study, while the school administrator's leadership effectiveness was the dependent variable. The data collected from the independent variable was processed using the appropriate statistical tool in line with the objectives of the study. The analysis of data is anchored to the specific objectives of this study. There were seven specific objectives formulated and appropriate statistical tools were used.

To determine the socio-demographic profile of the respondents, frequency and percentage were used.

To determine the level of decision-making skills and school administrator leadership effectiveness, the mean of response and the standard deviation were generated. Multiple correspondence analyses (MCA) were also used. The information generated from the MCA process ranges from one (1) to five (5). In the interpretation of the output, Kent's (2015) membership categorization of the results was utilized, as shown in Table 4 below.

Table 4. Kent (2015) membership categorization interpretation.

Rater	Descriptive level
$0.0 \leq x_1 < .19$	Very low
$.20 \leq x_1 < .39$	Low
$.40 \leq x_1 < .59$	Moderate
$.60 \leq x_1 < .79$	High
$.80 \leq x_1 < 1.0$	Very high

Furthermore, to define the relationship between decision-making skills and school administrator leadership effectiveness, the Spearman rho correlation was used. The test of significance was also observed as the

basis of rejecting or accepting the formulated null hypothesis of this study. To interpret the results yielded from computation, a categorical criterion by Bartz (1986) was used for the correlation interpretation.

Table 5. Bartz (1986) categorical categorization interpretation.

Rater	Descriptive level
r = .80 to 1.0	Very high
r = .60 to .79	Strong
r = .40 to .59	Moderator
r = .20 to .39	Low
r = .19 to 0	Very low

To get the difference between the level of decision-making skills and leadership effectiveness among public school administrators, a non-parametric Kruskal and Wallis (1952) Test was used, and further interpretation was done using chi-square values for attribution of difference concerning age, gender, and educational qualification.

The extent of the direct effect of decision-making skills and school administrator leadership effectiveness is defined in the model using path analysis. The effect size was to be interpreted based on Cohen’s (1988) descriptive categories as presented in Table 6 below.

Table 6. Cohen (1988) Categorical Interpretation.

Rater	Descriptive level
0.21 to 0.50	Small
0.51 to 1.00	Medium
	Large

Moreover, the extent of influence of decision-making skills and school administrator leadership effectiveness was defined in the model using the structural equation modeling.

Ethical consideration

Proper protocols were observed during the data-gathering phase of this study. The researchers obtained authorization and approval from the school division Superintendent to conduct the study and collect data in the schools. Then, a list of the names of teachers and principals involved in the survey process was secured. A simple and brief explanation of the study was given to the school principals, who then helped select the teachers who met the criteria for respondents. The researchers provided informed consent to the respondents to ensure voluntary participation. The said consent discussed general information

about the study and sought permission to ask questions. The consent also gave the respondents adequate time to consider their decisions to participate in the research and noted that they may withdraw from participating at any time for any reason. They were also assured of the observance of confidentiality, careful data handling, and safekeeping of the data.

RESULTS AND DISCUSSION

Socio-demographic characteristics of the administrators

This demographic characteristic of administrators was measured descriptively to facilitate a categorical as well as numerical description to facilitate administrators’ profile auditing. The percentage was used and supported by a table to summarize the information accurately. The results of the process are provided in Table 7.

Table 7. Profile of public school administrators.

Educational qualification	Gender		Total	Percentage (%)
	Male	Female		
BEED with MA units	62	27	89	62
BEED MA Graduate	3	19	22	15
BSED MA Graduate	6	0	6	4
BEED with Doctoral Units	0	12	12	8
BEED Doctoral Graduate	0	14	14	10
Age Category				
33-39	19	4	23	16
40-46	4	9	13	9
47-53	4	28	32	22
54-60	32	22	54	38
61-65	12	9	21	15
Total Participants	71	72	143	100

Age

As viewed from Table 7, the majority of the administrators were under the age bracket of 54 to 60. This implied that the opportunity of becoming a school administrator depends on the age factor which is why many were old, which means that the older school administrators were already long in the service. Similarly, since 65 is compulsory to age retirement, and, normally, many would reach old to become an administrator (Pricellas et al., 2016).

Gender

Table 7 showed the frequency distribution of the gender of respondents. The number of male (71) and female (72) respondents were almost the same. Female school administrators were ruled out against the female, male, and vice-versa. This implied that the respondents were already oriented and aware of

gender and development equality. Any gender has the right to hold a position (Pricellas et al., 2016).

Educational qualification

Most of the female respondents were inclined to higher educational degrees compared to male administrators. According to Hek, Kraaykamp, and Wolbers (2016), female administrators are inclined to higher educational qualifications as compared to male counterparts.

Finding related to general decision-making skills among public school administrator

The responses of the public school administrators regarding their level of decision-making skills were analyzed carefully to provide a level of measure among the five observed variables for decision-making skills. The corresponding measure yielded in the computation is summarized in Table 8.

Table 8. Mean value of the participants' responses to the decision-making skills among public school administrators.

Decision-making skills	Centroid coordinates			Categorical description
	Dimension		Mean	
	1	2		
Rational	.996	.041	.518	Moderate Level
Intuitive	.563	.470	.517	Moderate Level
Dependent	.956	.020	.488	Moderate Level
Avoidant	.520	.578	.549	Moderate Level
Spontaneous	.858	.008	.433	Moderate Level
General	.779	.223	.501	Moderate Level
Cronbach's Alpha	.922	.042	.989	Very High

In general, the corresponding mean level measure of the observed variables of decision-making skills has an average mean and is categorized as moderate level. The information generated from the data has a reliability of .989 or 98.9% based on Cronbach’s alpha.

Research revealed that decision-making skills can be understood as a habitual pattern that individuals use in decision-making. It can be understood as an individual’s characteristic mode of perceiving and responding to the decision-making task. Decision-making is the learned habitual response pattern exhibited by an individual when confronted with a decision situation. It is not a personality trait, but a habit-based propensity to react in a certain way in a specific decision context (Bavol and Orosova, 2015).

Another research found that decision-making was about satisfaction. This term was a combination of the words “satisfy” and “suffice.” Humans could not possibly obtain or process all the information needed to make fully rational decisions,

they instead sought to use the information that did not produce a satisfactory result or one that was “good enough.” Describing humans as being bound by their own “cognitive limits.” This is commonly known as the theory of bounded rationality (Cristofaro, 2017).

Findings related to general leadership effectiveness among public school administrators

Administrators’ leadership effectiveness skills have five observed variables. These are instructional management, student services, staff personnel administration, financial management, and school community relations. The instructional management, students’ services, and staff personnel administration belonged to a moderate level while school community relations and financial resource management got a high level of leadership effectiveness. The indicators are processed accordingly to provide a meaningful measure level for administrators’ leadership effectiveness skills. The results of the analysis are summarized in Table 9.

Table 9. The mean value of the participant’s responses to leadership among Public School administrators.

Administrators’ leadership effectiveness skills decision-making skills	Centroid coordinates			Categorical description
	Dimension		Mean	
	1	2		
Instructional management	0.65	0.36	0.50	Moderate Level
Student services	0.91	0.09	0.50	Moderate Level
Staff personnel administration	0.91	0.14	0.52	Moderate Level
Financial management	0.89	0.62	0.75	High Level
School community relations	0.87	0.61	0.74	High Level
General	0.85	0.36	0.61	High Level
Cronbach’s Alpha	0.94	0.35	0.99	Very High

In general, the level of leadership effectiveness of public school administrators in terms of school community relations and financial resource management is categorized as high while instructional management, student services, and staff administration are leveled as moderate. This information generated has a very high reliability based on Cronbach’s Alpha of 0.991.

Relationship of variables

The observed indicators of the decision-making skills and leadership effectiveness of public school administrators were analyzed and statistically processed accordingly to obtain the coefficient of relationship as well as the level of significance. The results are summarized in Table 10.

Table 10. Relationship between school administrators' decision-making skills and leadership effectiveness.

Spearman's rho		Decision-making skills
Leadership effectiveness	Correlation coefficient	.453
	Sig. (2-tailed)	.000
	N	143

The degree of relationship between decision-making skills and the leadership effectiveness of public school administrators is categorized as a positive moderate degree. This implied that as the level of decision-making skills goes high the leadership effectiveness would also go high. This relationship also attained a significant level, based on the yield probability from computation .000 less than the confidence level of 0.05.

Table 11. Relationship between the profile of the school administrator towards their decision-making and leadership skills.

Factors	Age	N	Mean rank	Chi-square	DF	Asymptotic significant
Leadership effectiveness	33-39	23	61.65	4.219	4	0.377
	40-46	13	73.19			
	47-53	32	81.77			
	54-60	54	70.95			
	61-67	21	70.40			
Decision-making skills	33-39	23	67.17	4.203	4	0.379
	40-46	13	78.54			
	47-53	32	80.94			
	54-60	54	69.61			
Gender leadership effectiveness	Male	71	73.61	0.271	1	0.602
	Female	72	70.42			
Decision-making skills	Male	71	68.61	1.431	4	0.231
	Female	72	75.35			
Educational qualification						
Leadership effectiveness	BEED with Masteral units	89	67.62	15.030	4	0.004
	BEED Master Graduate	22	73.93			
	BSED Master Graduate	6	102.50			
	BEED with Doctoral Units	12	55.42			
	BEED Doctoral Graduate	14	97.96			
	BEED with MA units	89	67.33			
	BEED Master Graduate	22	80.73			
Decision-making skills	BSED Master Graduate	6	79.33	4.939	4	0.293
	BEED with Doctoral Units	12	74.58			
	BEED Doctoral Graduates	14	82.64			

The data that corresponds to decision-making skills, leadership effectiveness, and public-school administrators' profiles is observed and statistically processed to obtain the measure of significant difference. The grouping is done accordingly concerning age, gender, and educational attainment. The result of the comparison is summarized in matrix form in Table 8 above.

The comparison between decision-making skills and leadership effectiveness as grouped in terms of age generated a corresponding chi-square value respectively. Looking at the asymptotic significance of each chi-square value indicates that there is no significant difference.

The comparison between decision-making skills and leadership effectiveness is grouped according to gender. The chi-square value for decision-making skills and leadership effectiveness generated a corresponding value respectively. The two values of chi-square generate two a symptotic significances, both of which are greater than the confidence level of 0.05. It suggests strongly that a significant difference does not exist.

The comparison between decision-making skills and leadership effectiveness is grouped according to educational attainment. The asymptotic significance under this comparison is 0.004 for decision-making skills and 0.29 for leadership effectiveness. The corresponding chi-square is 15.03 and 4.94, respectively. This information strongly suggests that a significant difference exists, based on the asymptotic significance obtained from decision-making skills, which is 0.004 less than the confidence level of 0.05 compared to leadership effectiveness (0.293) greater than the confidence level of 0.05.

In general, the information suggests that there was no significant difference between the decision-making

skills and leadership effectiveness of public school administrators when they were grouped according to age and gender. However, when they were grouped according to educational attainment, it makes a significant difference.

Age was not related uniformly to the various ways that people involved others when making decisions (Delaney et al., 2015). Hence, the findings suggest that obtaining advice from others is important across the lifespan and not just among older people. Another notable discussion was the expected relationship between leaders' age and their behavior. Results showed that there was no significant difference when it came to leadership effectiveness. In today's organizations, the followers of worked teams are of different ages and thus the heterogeneity of teams were increased. Followers have different needs and values (Boerrigter, 2015).

Concerning gender, the results showed that the absence of gender-related in the risky decision-making and inhibition domains among highly educated Israeli participants made no significant difference in decision-making. Between men and women in the risky decision and inhibition areas in an experimental situation, results supported the notion that there was no reason to assume that either gender is superior to the other in decision-making (Kertzman et al., 2018). Other findings that meta-analysis contributed to a recent debate in the literature regarding gender advantages in leadership effectiveness by showing that when all leadership contexts are considered together, there was no significant gender difference in leadership effectiveness. More importantly, this study answered a call in the literature to examine the influence of contextual moderators developed from role congruity theory and some additional theoretical frameworks (Paustian-Underdahl et al., 2014). The leader's level of education produced a significant effect on followers'

perceptions of decision-making skills and leadership effectiveness. Significant differences were found among educational level groups for individualized consideration; those leaders who had earned an advanced degree exhibited the highest rating level in this subscale (Barbuto et al., 2007).

The effects of administrators’ decision-making skills towards leadership effectiveness among public school administrators

Below is Figure 1 representing the prediction level of the decision-making among school administrators toward leadership effectiveness.

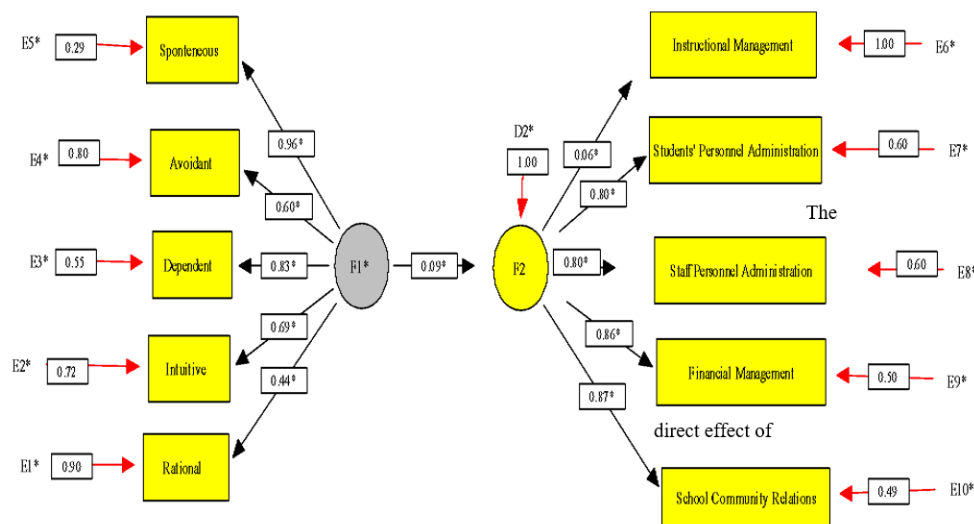


Figure 1. Prediction levels of decision-making and leadership skills.

The direct effect of decision-making skills and the leadership effectiveness of public school administrators are depicted in Figure 1. It can be observed that the numbers at the right and left of Figure 1 represent the errors that cannot be represented on each corresponding observed variable. The numbers in the column before the latent factor (F1-decision-making skills) are factor loading ranges from 0.44 to 0.96.

In general, the direct effect of decision-making skills and the leadership effectiveness of public school administrators is a size 0.09, which is categorically small in size.

Best fit model of decision-making skills and the leadership effectiveness among public school administrators using the structural equation model

The first index of fit is χ^2 (chi-square) whose value is 56.76 with a significant level, which does not conform to the accepted level of best fit. All other indexes such as Joreskog-Sorbom’s fit index (AGFI), Standard RMR, Root Mean-Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), Bentler-Bonett Normed Fit Index (NFI) do not conform to the accepted level, except Joreskog-Sorbom’s Fit Index (GFI).

Table 12. Fit indices for decision-making skills and leadership inventory skills.

Fit	Model	Acceptable level	Interpretation
χ^2	56.76	Non-Significant	Not the best model fit
GFI	.932	Between .90 & 95	Best model fit
AGFI	.883	Between .90 & 95	Not the best model fit
SRMR	.218	Less than .05	Not a good model fit
RMSEA	.098	Between .05 & .08	Not closed fit
CFI	.915	Greater than .95	Not the best model fit
NFI	.897	Close to .90 or .95	Not the best model fit
Cronbach’s Alpha	.787	0.65	Reliable model
RC rho	.875	0.65	Reliable model

In general, it could be concluded that the model does not fit best for the data used in the study. This assertion is supported by the two reliabilities test such as Cronbach's alpha (0.787) and Reliability Coefficient rho (0.875) which are high and very high.

CONCLUSION

Decision-making is a skill, and skills can be improved (Ahmed and Omotunde, 2012). The longer the school administrator engaged in decision-making, the more knowledge, and familiarity of the principles, skills, and tools that lead to effective decision-making and this probably improves their confidence. Improving decision-making is very beneficial on the part of the administrator, teacher, school as well as the people around. It is, therefore, necessary to understand the skills that can aid good decision-making. The finding of this research is quite favorable that the school administrator's decision-making skills categorically belonged to a moderate level of effectiveness. From the findings, the selected teachers of elementary schools in Tarragona District appeared to have the same views in their assessment of the principal decision-making.

On the other hand, leadership and decision-making cannot be separated. One hallmark of leadership is decision-making. In so far as leadership skills are concerned, school administrators have proven effectiveness in their leadership skills in instructional programs, financial resource management, student progress, staff administration, and school community relations. It also demonstrated that the decision-making skills and leadership effectiveness of public school administrators appeared to have a strong correlation in terms of their educational qualifications.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations

are hereby offered for consideration. Although most of the school administrators are academically qualified, they must pursue higher education, especially on the part of male administrators for them to be more competitive more importantly now that we are now in the era of globalization. A 21st-century teacher is more effective in their teaching if the school administrator is knowledgeable and understanding enough in different areas and programs of the Department of Education.

Some factors in the socio-demographic profile like training, school accomplishment, length of service, and skills such as Information Computer Technology and any technical assistance of an administrator will greatly recommend knowing if they truly exemplify competence and excellence in the service.

Parallel studies are also recommended by examining other factors and the nature of variables related to decision-making and leadership skills for further assessments of the reliability and validity of the data in the research.

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