

School Heads' Decision – Making Styles And Educational Leadership: Their Influence On School Culture

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Abstract

This study investigated the influence of school heads' decision-making styles and educational leadership on school culture, as perceived by teachers in the Schools Division of Iloilo City, Philippines. Utilizing a descriptive-correlational design and stratified random sampling, 350 teachers assessed their school heads' decision-making styles, educational leadership levels, and the prevailing school culture. Findings revealed a predominance of the Planner decision-making style among school heads, with no significant variations observed across teacher demographics. The level of educational leadership was generally perceived as very satisfactory, although differences emerged based on school level and teacher experience. While the dominant school culture wasn't explicitly identified, significant variations were found based on school level and length of service. Importantly, both decision-making styles and educational leadership were found to significantly influence school culture, highlighting the crucial role of school heads in shaping a positive and effective learning environment. The study underscores the importance of context-specific leadership approaches and collaborative decision-making in fostering a conducive school culture.

Keywords: Decision-Making Styles, Educational Leadership, School Culture, Teacher Perception, Philippines

1. Introduction

The survival and progress of any organization hinge on its performance, a concept intricately tied to leadership effectiveness and decision-making prowess. Organizational performance serves as a barometer for success, reflecting both accomplishments and the dynamic nature of organizational life cycles. While success is contingent upon leaders' ability to empower their teams to reach their full potential, decision-making, a skill honed through intuition, logic, or a combination of both, is central to achieving organizational goals (Nuri Gökhan Torlak, et al., 2021). Effective leadership is critical, particularly in navigating new challenges. It encompasses the art of guiding individuals toward collective objectives through communication and influence. A strong organizational culture, in turn, fosters the traits essential for success. Research has demonstrated that companies with healthy cultures are significantly more likely to experience both revenue and stock growth, yet many organizations struggle to cultivate the necessary culture (only 31% of HR leaders believe their organizations have the culture they need). This phenomenon resonates within the context of public schools, where school heads' decision-making styles and educational leadership are crucial in driving institutional performance. The symbiotic relationship between these leadership facets and school culture is widely acknowledged, underscoring the importance of investigating this dynamic. This study, therefore, aims to explore the interplay of school heads' decision-making styles, educational leadership, and their subsequent influence on school culture.

Statement of the Problem

1. What is the decision – making style of school heads as assessed by teachers when taken as a whole and when classified according to educational attainment, position, school level, length of service and school district?

2. What is the level of educational leadership of school heads as assessed by teachers when taken as a whole when classified according to educational attainment, position, school level, length of service and school district?
3. What is the school culture as assessed by teachers when taken as a whole when classified according to educational attainment, position, school level, length of service and school district?
4. Are there significant differences in the decision – making style of school heads as assessed by teachers when classified according to educational attainment, position, school level, length of service and school district?
5. Are there significant differences in the level of educational leadership of school heads as assessed by teachers when classified according to educational attainment, position, school level, length of service and school district?
6. Are there significant differences in the school culture as assessed by teachers when classified according to educational attainment, position, school level, length of service and school district?
7. Do the decision – making styles and educational leadership of school heads as assessed by teachers significantly influence the school culture?

Hypotheses

1. There are no significant differences in the decision – making style of school heads as assessed by teachers when classified according to educational attainment, position, school level, length of service and school district.
2. There are no significant differences in the level of educational leadership of school heads as assessed by teachers when classified according to educational attainment, position, school level, length of service and school district.
3. There are no significant differences in the school culture as assessed by teachers when classified according to educational attainment, position, school level, length of service and school district.
4. The decision – making styles and educational leadership of school heads as assessed by teachers do not significantly influence the school culture.

Theoretical Framework

This study is grounded in a multi-faceted theoretical framework that draws upon key concepts from various leadership and decision-making theories. Heider's Attribution Theory, as cited by Shayani Sengupta (2020), provides a foundational understanding of how individuals interpret and explain the causes of behavior. The theory posits that attributions can be classified as either internal (related to personal characteristics) or external (related to situational factors). Weiner's expansion of this theory introduces a three-stage process and key factors affecting attributions, such as ability, effort, and task difficulty. Fiedler's Contingency Theory (cited by CDET, 2023) further enriches this framework by emphasizing the situational context of leadership. It proposes that there is no single "best" leadership style; rather, a leader's effectiveness hinges on the interplay between their style and the favorableness of the situation. This theory underscores the importance of adaptability and situational awareness in leadership. Finally, the "trait theory" of leadership (cited by Bohan, 2019), while largely discredited, contributes to the understanding of decision-making in leadership. The association between decisiveness and "great leaders" persists, highlighting the role of decision-making in effective leadership. However, contemporary perspectives suggest that creating a culture conducive to good decision-making, rather than solely focusing on individual decisiveness, is crucial. Integrating these theoretical perspectives, this study aims to provide a comprehensive understanding of the relationship between school heads' decision-making styles, educational leadership, and their influence on school culture. It acknowledges the complex interplay of individual traits, situational factors, and the importance of fostering a decision-making culture within the school environment.

Conceptual Framework

This study operates under the fundamental premise that school heads' decision-making styles and educational leadership significantly impact school culture, as evaluated by teachers. It is hypothesized that these assessments will remain consistent across various teacher demographics, including educational attainment, position, school level, length of service, and school district. While teachers' educational attainment (Bachelor's, Master's, or

Doctorate) could potentially influence their perspectives, the researcher posits that this may not be a determining factor in their evaluations of decision-making styles, educational leadership, or school culture. Similarly, although teacher position (Teacher I-III, Master Teacher I-III) might seem like a significant determinant, the researcher hypothesizes that assessments may not differ significantly between higher and lower-ranking positions. The study also considers the potential impact of school level (elementary or secondary) on teacher assessments. Despite the differing environments and needs of these two levels, the common ground of being public schools with similar orientations might lead to comparable evaluations. Regarding length of service, while experienced teachers might possess a deeper understanding of school management, leadership, and culture, their assessments may not necessarily deviate from those of newer teachers. Finally, the researcher assumes that teacher assessments will not vary across different school districts, attributing this to the unifying influence of the Department of Education's guidelines and policies. However, the researcher acknowledges that these assumptions are based on observations and require empirical validation through the course of this study.

The relationships among these variables are shown in the schematic diagram below (Figure 1).

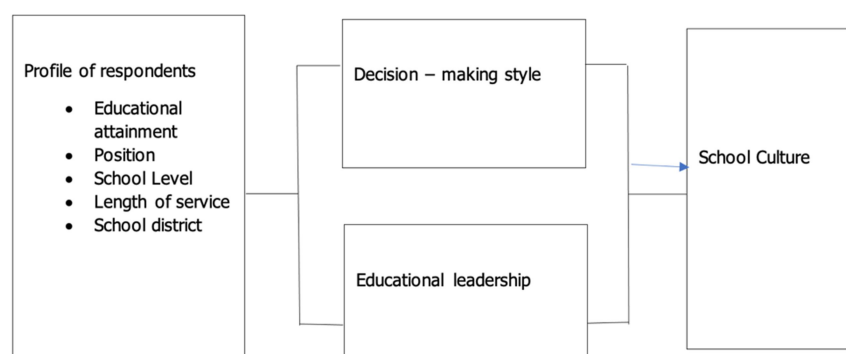


Fig 1. Schematic Diagram

Significance of the study

This investigation holds significant implications for various stakeholders. It offers DepEd officials data-driven insights to inform training and professional development initiatives for school heads. School heads themselves may gain valuable self-awareness and identify areas for growth in their decision-making and leadership styles, leading to improved school culture. Teachers can develop a deeper understanding of their school heads' actions and foster increased cooperation, positively impacting the school environment. Learners will indirectly benefit from a healthier school atmosphere, while parents can build stronger partnerships with school officials, confident in the school's commitment to their children's holistic development. For the researcher, this study serves not only as an academic requirement but also as a valuable learning experience, emphasizing the importance of honing decision-making and leadership skills for future roles. Finally, the findings will contribute to the body of knowledge in the field, inspiring further research and replication in diverse settings.

2. REVIEW OF RELATED LITERATURE AND STUDIES

On Decision – Making Styles

Decision-making, the process of selecting the optimal choice from various options, is influenced by the environment and exhibits distinct features such as rationality, process orientation, selectivity, purposefulness, commitment, and evaluative nature (Birt, 2023). In business, decision-making is a crucial element for successful operations, involving a series of steps to determine the best course of action, ideally based on objective facts and supported by data analysis tools. Understanding one's decision-making style is key for both individual and

organizational success. Scott identified two approaches to understanding decision-making styles: as a habitual pattern and as a characteristic mode of perceiving and responding to decision tasks. The London Business School Research Instrument categorizes decision-making styles into Advisor, Innovator, Planner, and Boss (London School of Business Decision-Making Styles, 2001), each characterized by a focus on either tasks or social aspects and tolerance for ambiguity. Decision-making is crucial in the educational context, as school leaders face increasing challenges and must navigate complex situations (Ejimabo, 2015). The process involves selecting the best option from available alternatives based on current circumstances (Li, 2008) and considering the interests of all stakeholders (Al Shra'ah, 2015; Ejimabo, 2015).

On Educational Leadership

Educational leadership, often synonymous with school leadership, plays a pivotal role in shaping student outcomes by cultivating a conducive learning environment for teachers and students (School of Education Online Program, retrieved Nov. 2023). This approach, closely aligned with transformational leadership, fosters positive change and empowers individuals to realize their full potential for collective benefit. Effective educational leadership, evident across all academic levels, encompasses leading by example, uniting and elevating others, building meaningful connections, embracing diverse perspectives, being solutions-oriented, inspiring a positive work culture, and demonstrating thought leadership. When educational leadership flourishes, educators excel, students thrive, and parents actively engage. The significance of educational leadership lies in its ability to empower schools to navigate challenges and pioneer innovative approaches to education, as exemplified by the rapid shift to online learning during the COVID-19 pandemic. Ultimately, leadership in education is indispensable for problem-solving and innovation within the classroom and the broader school community, requiring passion, dedication, and thought leadership to unite and empower all stakeholders for the benefit of every student.

On School Culture

School culture encompasses the intricate web of policies, interpersonal dynamics, attitudes, customs, and both formal and informal rules of behavior that shape the functioning and effectiveness of a school (Liderlik, 2019). While influenced by various factors, including history, community, stakeholders, and staff dynamics, school leadership plays a crucial role in molding and directing this culture. Culture, derived from the Latin "colere" meaning to cultivate or tend, represents the collective mindset and actions of an organization (Hofstede, 1997) and provides a framework for problem-solving (Grunert & Whitaker, 2015). It delves into the "why" behind actions, differentiating it from climate, which focuses on the "what" (Grunert & Whitaker, 2015). Understanding the "why," deeply tied to culture, is essential for long-term success, both personally and professionally (Senek, 2009). Organizational culture, often overlooked in complacent environments like schools, comprises shared values, attitudes, beliefs, and norms that define an organization's uniqueness (Brown, 2004; Davis, 2018). Subcultures within departments or teams can either support or hinder the overall mission (Cansoy, 2017). Culture, though invisible, binds the organization together and surfaces during times of change or challenge (Teasley, 2017). Schools, prone to traditionalism, can benefit from cultural awareness fostered through assessments and discussions (Davis, 2018; Grunert & Whitaker, 2015). School culture, shaped by beliefs, perceptions, relationships, and written and unwritten rules, impacts every aspect of a school's operation (Glossary of Education, 2013). It's a dynamic entity, evolving in response to societal influences and contextual factors (Hoy & Miskel, 1987; Lawton, 1987; Taylor, Mark & Monica, n.d.). A strong, positive school culture, grounded in shared visions, missions, and values, fosters academic achievement, healthy relationships, and a sense of community (Brown, 2004; Hoy & Miskel, 1987).

Related Studies

Previous research has shed light on the complex interplay between decision-making styles, leadership, and school culture. Torlak et al. (2021) found a positive link between participative decision-making and leadership performance, suggesting a potential shift away from autocratic behaviors. Similarly, studies have demonstrated the positive impact of transformational and democratic leadership styles on organizational performance (Hafiza Sadiya Iqbal et al., 2023). However, research also indicates variations in preferred decision-making styles among academic managers (Hafiza Sadiya Iqbal et al., 2023). The influence of decision-making styles on individual competencies and mental health has been explored (Grissom et al., 2023), highlighting the broader implications of

decision-making beyond organizational outcomes. Furthermore, the Wallace Foundation study underscores the profound impact effective school leaders can have on student learning, emphasizing the critical role of leadership in educational settings. Studies by Turan (retrieved 2023) and Bektas et al. highlight the positive relationship between leadership practices and school culture, suggesting that administrators play a pivotal role in shaping a shared culture that fosters collaboration and achievement of organizational goals. Littlejohn's research further supports this notion, emphasizing the statistically significant impact of leadership on school culture and identifying specific leadership practices that contribute to a positive school environment.

Research by Kwan & Lee-Wong (2020) establishes a connection between leadership practices and school culture, demonstrating the mediating effect of school leadership on the relationship between school structure and culture. This suggests that school leaders can influence school culture through their actions and behaviors. Bozkurt (2023) found a strong relationship between effective school leadership and positive school culture, while also noting the weak association with bureaucratic culture. This underscores the importance of developing school administrators' leadership skills to foster a positive and effective school environment. The review by Ayeda Al Shebli & Dr. Mohamed Alhosani (2022) highlights the role of school leadership in shaping culture, suggesting that future studies should delve deeper into specific leadership styles and their long-term impact. Finally, Santhiyappan Karunakaran, Mazuki Jusoh & Karuthan Chinna's research reveals a significant relationship between leadership, school culture, and student academic performance, further emphasizing the critical link between effective leadership and positive school outcomes.

In the local context, studies in the Philippines have echoed these findings. Haramain et al. (2022) found that analytical decision-making styles were particularly effective among educational leaders in the Bangsamoro region. Sebello's research further highlighted the prevalence of logical decision-making among both educational leaders and faculty members, contributing to harmonious achievement of organizational goals. Noorderhaven & Builtjens explored the influence of national culture on strategic decision processes, using data from the Philippines, and found that national culture significantly impacts decision-making. Finally, studies Pabalan (2020) and Jabonillo (2022) examined the relationship between school culture, leadership practices, and school effectiveness in the Philippines. While both studies identified connections between these factors, the precise impact of school culture and leadership on school effectiveness remains an area for further exploration. These studies collectively underscore the critical role of decision-making styles and educational leadership in shaping school culture and, ultimately, student outcomes. This current study aims to contribute to this body of knowledge by investigating the specific influence of school heads' decision-making styles and educational leadership on school culture as perceived by teachers in the Schools Division of Iloilo City, Philippines.

3. RESEARCH METHODOLOGY

This study employed a descriptive research design to capture a snapshot of the current situation and investigate the relationships between variables, as advocated by Ivy Panda (2021) and Polit and Beck (2017). The descriptive aspect elucidates the variables under scrutiny, while the correlational component examines the connections between them.

The study's participants were 350 randomly selected public school teachers from elementary and secondary schools within the Schools Division of Iloilo City for the 2023-2024 school year. Stratified random sampling ensured representation from both levels, with 205 teachers from elementary schools and 145 from secondary schools. To gauge the decision-making styles of school heads, the study adapted the London Business School Decision-Making Style Questionnaire. This 20-item instrument, based on the London Business School Research Instrument, identifies four distinct decision-making styles: Advisor, Innovator, Planner, and Boss (London School of Business Decision-Making Styles, 2001). Items 1-5 correspond to the Advisor style, 6-10 to the Innovator, 11-15 to the Planner, and 16-20 to the Boss.

Table 1. Distribution of respondents

School level	N	n	%
Elementary Schools	1160	205	58.60
Secondary Schools	1174	145	41.40
Total	2834	350	100.00

The data gathering instrument to determine the decision – making style of school heads was adopted from the London Business School Decision _ making Style Questionnaire. It consisted of 20 items that determined the decision-making style of the school heads as assessed by teachers. The decision-making styles is based on the London Business School Research Instrument which identifies four (4) decision styles as Advisor, Innovator, Planner and the Boss. Items 1-5 are characteristics of a school head with the advisor decision-making style, 6-10 is the innovator, 11-15 is the planner and 16-20 is the boss (London School of Business Decision-Making Styles, 2001). To determine the educational leadership of school heads, the questionnaire adopted from TALIS Principal Questionnaire was used. The interpretation of the rating for educational leadership was based on the Civil Service Commission Memorandum Circular No. 06, series of 2012 that sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies as follows:

Range	Adjectival Rating	Description/ Meaning of Rating
4.500 – 5.000	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. Employee achievement and contribution to the organization are of marked excellence.
3.500 – 4.499	Very Satisfactory	Performance exceed expectations. All goals, objectives and targets were achieved above the established standards.
2.000 – 3.499	Satisfactory	Performance met expectations, and/or one or more of the most critical goals were not met.
1.500 – 2.499	Unsatisfactory	Performance failed to meet expectations, and /or one or more of the most critical goals were not met.
Below – 1.499	Poor	Performance was consistently below expectations, and/ or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.

The school culture survey questionnaire was adopted from The School Leader’s Tool for Assessing and Improving School Culture by Christopher R. Wagner, December 2016. The Self - Assessment Culture Survey consists of items that determine the school culture as professional collaboration (items 1-5), affiliative collegiality (items 6-11) and self-determination (items 12-17). The items that gets the highest score is the culture of the school.

The data gathering instrument underwent a rigorous validation process involving five experts who assessed the accuracy of the items based on Good and Scates' criteria for Questionnaire Validation. Their feedback and suggestions were incorporated into the final questionnaire. To ensure reliability, the instrument was pilot-tested with 30 teachers (15 elementary, 15 secondary) not included in the main sample. Cronbach's alpha reliability coefficients were calculated, yielding high scores of .955 for decision-making style, .977 for educational leadership, and .981 for school culture, indicating strong instrument reliability. Following the pilot test, the final version of the instrument was prepared, reproduced, and distributed to the identified respondents. Necessary permissions were obtained from the Schools Division Superintendent, school principals, and the Dean of the Graduate School before data collection. Ethical guidelines for research involving human subjects were strictly adhered to throughout the study. The researcher personally administered and retrieved the instruments, ensuring a one-week completion period. Collected data was then tallied, processed, analyzed, and interpreted. Data analysis involved descriptive

and inferential statistics using SPSS software. Frequency counts, percentages, and ranks were used for profiling respondents. Mean scores were calculated to determine decision-making style, educational leadership, and school culture perceptions. T-tests were employed to assess differences based on position and school level, while One-way ANOVA examined differences based on educational attainment, length of service, and school district. Finally, Multiple Regression analysis was utilized to investigate the influence of decision-making style and educational leadership on school culture. All analyses were conducted with a significance level set at .05.

4. Results per Statement of the Problem (SoP)

SoP1. What is the decision – making style of school heads as assessed by teachers when taken as a whole and when classified according to educational attainment, position, school level, length of service and school district?

Rank	Behavior Statement	Mean	Interpretation
1	Ensures things run smoothly, like routine and systems	4.18	Planner style, prioritizing efficient operations
2	Feels happiest working with tried and tested methods	4.17	Preference for established approaches, aligns with Planner
3	Is more spontaneous than cool deliberation	4.06	Some level of adaptability, balances Planner with flexibility
...
20	Gets angry easily	2.76	Generally maintains composure, not associated with Boss style

Overall, the school heads' decision-making style leans heavily towards the Planner style. They emphasize smooth operations, rely on proven methods, and demonstrate a degree of adaptability while remaining composed under pressure. Further analysis based on educational attainment, position, school level, length of service, and school district would be needed to uncover any variations in decision-making styles within these subgroups. The current data only provides an overall picture.

SoP2. What is the level of educational leadership of school heads as assessed by teachers when taken as a whole when classified according to educational attainment, position, school level, length of service and school district?

Variable	Category	Mean (M)	Description
Overall	-	4.43	Very Satisfactory
Educational Attainment	Bachelor's Degree	4.44	Very Satisfactory
	Master's Degree	4.41	Very Satisfactory
	PhD/EdD Degree	4.35	Very Satisfactory
Position	Teacher I-III	4.42	Very Satisfactory
	Master Teacher I-IV	4.27	Very Satisfactory

School Level	Elementary	4.52	Outstanding
	Secondary	4.3	Very Satisfactory
Length of Service	1-10 Years	4.36	Very Satisfactory
	11-20 Years	4.4	Very Satisfactory
	21 & Above	4.53	Outstanding
School District	District 1	4.56	Outstanding
	District 2	4.15	Very Satisfactory
	District 3	4.45	Very Satisfactory
	District 4	4.3	Very Satisfactory
	District 5	4.35	Very Satisfactory
	District 6	4.4	Very Satisfactory

The assessment of teachers on the level of educational leadership of their school heads, both overall and across various classifications, is presented in the table. The overall mean score of 4.43 indicates that school heads are generally perceived as demonstrating "Very Satisfactory" educational leadership, effectively meeting expectations and achieving goals. However, certain groups, including elementary school teachers, teachers with extensive experience (21+ years), and those in District 1, rated the leadership as "Outstanding," suggesting potential variations in leadership styles or school contexts. The absence of significant differences based on teacher educational attainment, position, or school district (except District 1) points to a general consistency in leadership practices across these groups. The findings highlight the overall positive perception of school heads' leadership while acknowledging nuanced differences based on specific teacher characteristics and school contexts.

SoP3. What is the school culture as assessed by teachers when taken as a whole when classified according to position, school level, educational attainment, length of service and school district??

Category	Subgroup	Dominant School Culture	Mean (M)	Supporting Statement
Overall	-	Professional Collaboration	-	(Not explicitly stated in the provided text, needs further information from Table 10)
Educational Attainment	Bachelor's Degree	Professional Collaboration	4.42	"Teachers and staff work together to develop the school schedule."
	Master's & PhD/EdD Degrees	Affiliative Collegiality	4.91, 4.93	"When something is not working, teachers...predict and prevent rather than react."
Position	Teacher I-III & Master...	Affiliative Collegiality	4.96, 4.76	"When something is not working, teachers...predict and prevent rather than

				react."
School Level	Elementary	Self-determination	4.98	"Teachers and staff visit/talk/meet outside...to enjoy each other's company"
	Secondary	Professional Collaboration	4.97	"The student behavior code is a result of collaboration and consensus among staff"
Length of Service	1-10 & 11-20 Years	Professional Collaboration	4.43, 4.30	"Teachers work together to develop schedule" & "discuss instructional strategies"
	21 Years & Above	Self-determination	4.89	"Teachers and staff visit/talk/meet outside...to enjoy each other's company"
School District	District 1, 3, 4, & 6	Professional Collaboration	4.55	"Teachers work together to develop the school schedule."
	District 2	Affiliative Collegiality	4.85	"When something is not working, teachers...predict and prevent rather than react."
	District 5	Professional Collaboration	4.51	"Teachers and staff discuss instructional strategies..."

The table shows the perceived school culture by teachers, categorized based on different factors. We can observe that the dominant school culture overall is not explicitly stated in the provided text, requiring further information from Table 10. However, when teachers are classified based on educational attainment, those with a Bachelor's degree perceive a culture of Professional Collaboration, while those with Master's or PhD/EdD degrees lean towards Affiliative Collegiality. A similar trend is seen when categorizing by position, with both teachers and master teachers identifying Affiliative Collegiality as dominant. Interestingly, the perceived culture differs based on school level: elementary teachers see it as Self-determination, whereas secondary teachers perceive it as Professional Collaboration. The same pattern emerges when considering length of service, with teachers having 21+ years of experience identifying Self-determination, while those with less experience perceive Professional Collaboration. Lastly, when classified by school district, most districts perceive Professional Collaboration, except for District 2, which identifies Affiliative Collegiality.

SoP4. Are there significant differences in the decision – making style of school heads as assessed by teachers when classified according to position, school level, educational attainment, length of service and school district?

Variable	Test Statistic	p-value	Significant Difference?
Position	t-value = 0.110	0.913	No
School Level	t-value = 1.666	0.097	No
Educational Attainment	F-value = 1.045	0.353	No
Length of Service	F-value = 1.008	0.336	No
School District	F-value = 1.094	0.366	No

The results regarding the significance of differences in decision-making styles across various teacher classifications can be summarized as follows. Statistical tests revealed no significant differences in the perceived decision-making styles of school heads based on teacher position, school level, educational attainment, length of service, or school district. This indicates a consistent perception of school heads' decision-making styles among teachers, regardless of their individual characteristics or the context in which they work.

SoP5. Are there significant differences in the level of educational leadership of school heads as assessed by teachers when classified according to position, school level, educational attainment, length of service and school district?

Variable	Test Statistic	p-value	Significant Difference?
Position	t-value = 0.479	0.632	No
School Level	t-value = 4.183	0	Yes
Educational Attainment	F-value = 0.755	0.471	No
Length of Service	F-value = 4.459	0.012	Yes
School District	F-value = 0.948	0.461	No

The table presents the statistical analysis results on whether teachers' perceptions of school heads' educational leadership vary significantly across different teacher characteristics and school contexts. The analysis reveals that while teacher position, educational attainment, and school district do not significantly influence these perceptions, there are notable differences based on school level (elementary vs. secondary) and the length of teachers' service. This suggests that teachers in different school levels and with varying experience may have distinct expectations or experiences with leadership, highlighting the importance of contextualized leadership approaches.

SoP6. Are there significant differences in the school culture as assessed by teachers when classified according to position, school level, educational attainment, length of service and school district?

Variable	Test Statistic	p-value	Significant Difference?
Position	t-value = 1.180	0.239	No
School Level	t-value = 5.974	0	Yes
Educational Attainment	F-value = 1.181	0.308	No
Length of Service	F-value = 5.905	0.003	Yes
School District	F-value = 0.754	0.607	No

The table summarizes the statistical findings regarding variations in the perceived school culture among teachers based on their individual characteristics and school context. The analysis indicates that teachers' position, educational attainment, and school district do not lead to significant differences in their assessment of school culture. This suggests a general consensus among teachers in these categories about the prevailing culture within their schools. However, significant differences were identified based on school level and length of service. This implies that teachers in elementary and secondary schools may experience or perceive the school culture differently, possibly due to variations in organizational structures, student demographics, or teaching practices between the two levels. Similarly, the length of a teacher's service appears to influence their perception of school culture, potentially reflecting changes in the school environment or shifts in individual perspectives over time. These findings underscore the dynamic and multifaceted nature of school culture and highlight the importance of considering these factors when interpreting and addressing cultural dynamics within educational institutions.

SoP7. Do the decision – making styles and educational leadership of school heads as assessed by teachers significantly influence the school culture?

Predictor Variable	R ²	Beta (β)	p-value	Significant Influence?
Decision-Making Styles	0.418	0.11	0.015	Yes
Educational Leadership	0.418	0.594	0	Yes

The table presents the results of a multiple regression analysis, which investigated the combined influence of school heads' decision-making styles and educational leadership on school culture. The R² value of 0.418 indicates that these two predictor variables (decision-making styles and educational leadership) together explain 41.8% of the variance in school culture. This suggests a moderately strong relationship between these leadership aspects and the overall school environment. Furthermore, both decision-making styles and educational leadership were found to have a statistically significant influence on school culture, as evidenced by their p-values being less than 0.05. The beta coefficients (β) provide additional insights into the relative strength of each predictor. Educational leadership ($\beta = 0.594$) appears to have a stronger impact on school culture compared to decision-making styles ($\beta = 0.110$), although both contribute significantly. In conclusion, the analysis confirms that both the decision-making styles and educational leadership practices of school heads, as perceived by teachers, play a crucial role in shaping the school culture. This highlights the importance of school leaders cultivating effective leadership skills and adopting decision-making approaches that foster a positive and conducive learning environment.

5. CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the findings, it's evident that school heads' decision-making styles and educational leadership significantly shape school culture. A Planner style, emphasizing organization and established methods, emerged as dominant among school heads. Interestingly, no significant variations in decision-making styles were observed across different teacher demographics, suggesting a consistent approach by school heads regardless of teacher characteristics. The level of educational leadership was generally perceived as very satisfactory, with certain groups, notably elementary teachers and those with longer service, providing even higher ratings. This suggests that school heads are effectively fulfilling their leadership roles, though some contextual factors may influence perceptions. Regarding school culture, a dominant theme was not explicitly identified in the provided data, necessitating further analysis. However, it's clear that teachers' perceptions of school culture vary significantly based on school level and length of service, indicating the influence of contextual factors and individual experiences on how culture is perceived and understood.

The multiple regression analysis confirmed the significant influence of both decision-making styles and educational leadership on school culture, with educational leadership exhibiting a stronger impact. This underscores the critical role of school heads in cultivating a positive and productive school environment through their leadership practices and decision-making approaches.

Recommendations

Provide targeted professional development for school heads, focusing on enhancing decision-making skills and fostering a collaborative and empowering leadership style. Encourage school heads to adapt their leadership approaches based on the specific needs and characteristics of their school community, particularly considering differences between elementary and secondary levels. Promote ongoing dialogue and reflection on school culture among all stakeholders, including teachers, administrators, students, and parents. Utilize assessment tools and surveys to gain deeper insights into the prevailing culture and identify areas for improvement. Foster a culture of shared decision-making, empowering teachers and staff to participate in shaping school policies and practices. Provide ongoing support and professional development opportunities for teachers, recognizing their crucial role in creating a positive and effective school culture.

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