

Analysis of Principals Decision Making Styles on Teachers Performance in Selected Secondary Schools of Gharbia Governorate, Egypt

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Abstract

This study explored principals' decision-making styles on teachers' performance in secondary schools of Gharbia Governorate, Egypt. Specifically, this paper focused at assessing effect decision-making styles of school principals on teachers' performance in secondary schools. Design of the study was quantitative research design. Three research questions guided the study. Population of the study comprises of 251 teachers while simple random sampling technique was used to select 100 teachers as sample for this study. An instrument with 15 items questionnaire was used for data collection by the researchers. Face and content validity of the questionnaire was done with the assistance of 3 experts in the Department of Educational Studies, Universiti Utara Malaysia. The researchers used Cronbach Alpha method to determine the reliability of instrument. Alpha value of 0.87 was obtained. Data collected were analysed using descriptive of mean and standard deviation. Findings revealed principal rational and intuitive decision-making styles to have moderate effect on teachers' performance while avoidance decision making style indicated low effect on teacher performance. Further studies were recommended on job satisfaction and productivity of teachers in schools.

Key words

Decision making, school, teacher performance and Egypt

JEL Codes: I20, A21, A29

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1. Introduction and literature review

Decision making is a subjective characteristic which reflects how an individual defines, perceives problem, and chooses an alternative solution to it. The decision making is viewed in the form of identification of a stimulus for action, and end with specific commitment to action. Decision making aims at changing school or organizations, to prevent or solve a problem that influences the personnel (Colakkadioglu, 2013). Conversely, Aydin (2010) defines decision-making as a process of selecting the most suitable choice from among the probable alternatives to the solution of a problem. Forman and Selly (2002) posited decision making as a process of choosing between alternative courses of action in order to attain goals and objectives. Essentially, decision making is in the form of flexible behavior, which means that individuals may act and decide differently from each other in similar cases.

Fundamentally, many other scholars like Pacheco and Webber (2016) asserted that decision making is an action purposely taken from other alternatives in achieving school or organisation objective. While, Bamidele and Ella (2013) opined that decision making is an instrument to sustain school administration and achievement. In this study, the styles of decision making are rational, intuitive and avoidance styles. Scott and Bruce (1995) identified decision making styles with the following definitions: Rational decision-making involves logical methods when collecting information, determining alternatives, evaluations, and acting on the preferred decision. Intuitive decision-making style takes ideas and events together with their relations and interactions. Avoidant decision-making-style is the process at which decision maker is at the point of postponing the task or assigning the responsibility of making a decision choice to someone else.

In the aspect of teachers' performance, Tehseen and Hadi (2015) asserted that teachers' performance is dependent upon intrinsic and extrinsic motivation, if there is good management of teachers' in school, adequate infrastructure, school climate, teaching material and good school culture and supervision. There is likely tendency that the teacher performance will be high at work. Teacher satisfaction and performance lead to retention in the schools (Tehseen and Hadi, 2015). In this study teachers' performance is a uni-dimensional variable; more emphasis will be geared towards principal decision-making styles.

Similarly, the problem statement of this study focuses on school principals' who were leaders that mediates between the school and society. A critical role of principal is to good decisions and mobilizes the teaching and non-teaching staff towards achievement of school objectives. Joda and Olowoselu (2016) views principal position as a position of dominance and prestige accompanied by the ability to direct, motivate and to assist teachers and students in achieving specified purpose. However, school principal has onerous task and decision to make on daily basis for effective management of

school resources and students. Principal ensures satisfactory standards of the school climate and culture. As an administrator of a school, principal plays leading role in improving the quality of teaching and learning, constantly keeps in view the educational goals of the school and ensures the whole school activities are geared towards achievement of the educational goals. Certainly, principal do make many decisions which has effect on teachers in schools. These decision-making styles might be rational, intuitive and avoidance that postured as challenge to teachers' performance. It is against this backdrop that prompted the researchers to conduct an empirical study on principal decision-making styles on teachers' performance in selected secondary schools of Gharbia Governorate.

Essentially, the significance of principal decision making is geared towards assessing and evaluating teachers' performance in order to achieve the school objectives. In the aspect of literature review and past studies, adequate numbers of researchers found significant effect and correlation between decision making styles and other areas such as the following: Bamidele and Ella (2013) decision making and job satisfaction; Olcum and Titrek (2015) school administrators' decision making styles and job satisfaction of teachers; Pacheco and Webber (2010) participative decision making and job satisfaction; Irawanto (2015) Employee participation in decision making; Hariri (2011) decision making and teacher job satisfaction. Based on the research, it is concluded that there could be a significant effect between decision making styles and teachers' performance. In this context, the following research objectives and questions were raised.

1.1. Research objective

The research objective was to assess the effect decision-making styles of school principals on teachers' performance in secondary schools in Gharbia Governorate, Egypt: Specifically, the study sought to:

1. Assess the effect of principals' rational decision-making style on teachers' performance in secondary schools.
2. Assess the effect of principals' intuitive decision-making style on teachers' performance in secondary schools.
3. Assess the effect of principals' avoidance decision making style on teachers' performance in secondary schools.

1.2. Research questions

The following research questions guided the study:

1. What is the effect of principals' rational decision-making style on teachers' performance in secondary schools?
2. What is the effect of principals' intuitive decision-making style on teachers' performance in secondary schools?
3. What is the effect of principals' avoidance decision making style on teachers' performance in secondary schools?

2. Methodology of research

This study adopted quantitative research design using questionnaire method to establish the effects of the construct through its dimensions in the study. This design permits the use of questionnaire to gather information from sample and measure their opinions toward some issues. The population of the study comprises of 251 teachers from 8 selected secondary schools in Gharbia Governorate, Egypt. Simple random sampling technique was used to select 100 teachers as respondents. An instrument with 15 items questionnaire was used for data collection by the researchers. Face and content validity of the questionnaire were carryout with the assistance of three experts from the Department of Educational Science, Universiti Utara Malaysia. Fundamentally, Cronbach Alpha method was used to determine the reliability of the instrument. A reliability index of 0.87 was obtained which shows that the instrument was reliable.

Instrument for the study contained decision making styles Questionnaire (DMSQ) which contained 15 items. The researchers visited the sample schools with copies of questionnaires and administered to teachers. Respondents were asked to rate each item on a five-point Likert scale ranging from Strongly Agree (SA=5); Agree (A=4); Neutral (N=3); Disagree (DA=2) and Strongly Disagree (SD=1).

The researchers collected all the completed questionnaires in 2 months which ensured high rate of return and proceeded for data analyses. The data was computed using the SPSS (version 22). Inferentially, five-point Likert scale was collapsed in to 3 rating scale of 1-2.33 (Low); 2.34-3.67 (Moderate) and 3.68 - 5.00 (High) which was used to establish the effect level.

3. Empirical results

Table 1. Mean and standard deviation of principals' rational decision-making style on teachers' performance in secondary schools

S/N	Items	Mean	SD
1.	Principal double-checks information sources before making decision for teachers' performance	3.32	1.21
2.	Principal usually has a rational for making decision	3.10	1.09
3.	Principal makes appropriate decision for teachers' performance	2.73	0.60
4.	Principal seek teachers' advice to make right decision for teachers' performance	2.89	0.76
5.	Principal makes clear decision for teachers' performance	2.64	0.55

Note: 1-2.33 (Low); 2.34-3.67 (Moderate) and 3.68 - 5.00 (High)

Table 1 revealed that all items were moderately rated between 2.64-3.32 mean. It indicated that some principals' do used rational decision-making style in their daily activities in schools. While others inclined not to use it.

Table 2. Mean and standard deviation of principals' intuitive decision-making style on teachers' performance in secondary schools

S/N	Items	Mean	SD
1.	Principal makes decisions in a logical way for teachers' performance	2.88	0.65
2.	Principal considers various options in terms of school specific goals before making decision on teachers' performance	3.46	1.39
3.	Principal usually makes difficult decision on teachers' performance	2.45	.38
4.	Principal often inquire when it comes to make important decision for teachers' performance	3.42	1.36
5.	Principal makes quick decisions for teachers' performance	2.34	.31

Note: 1-2.33 (Low); 2.34-3.67 (Moderate) and 3.68 - 5.00 (High)

Table 2 revealed that all items were moderately rated between 2.34-3.46 mean. It indicated that some principals' do used intuitive decision-making style in their daily activities in schools, while others tend not to use it.

Table 3. Mean and standard deviation of principals' avoidance decision making style on teachers' performance in secondary schools

S/N	Items	Mean	SD
1.	Principal often needs the assistance of other teachers' before making important decisions	2.14	0.22
2.	Principal avoid another teachers' input in making important decision on teachers' performance	2.26	0.24
3.	Principal avoids making important decisions until the pressure is on	2.31	0.26
4.	Principal postpones decision making often on teachers' performances	2.18	0.23
5.	Principal makes important decisions at the last minute	2.32	0.27

Note: 1-2.33 (Low); 2.34-3.67 (Moderate) and 3.68 - 5.00 (High)

Table 3 revealed that all items were moderately rated between 2.41-2.32 mean. It indicated that some principals' do use avoidance decision making style in their daily activities in schools, while others do not use it.

4. Findings and discussions

The data on Table 1 showed that all items had their mean values ranging from 2.64 to 3.32 and were between moderate values. This indicated that the respondents accepted that principals used rational decision-making style in assessing teachers' performance in schools. The table showed that the standard deviation of the items ranged from 0.55 to 1.21

which means that the respondents were not too far from their options base on their responses. Discussing on the finding, the study revealed a moderation effect on principal rational decision-making style on teachers' performance. However, the result is valid because it is in line with study of Bamidele and Ella (2013) whose finding revealed a positive and significant relationship between decision making and teacher job satisfaction. This implies that principal's rational decision making is moderately using to assess teachers' performance in schools.

Table 2 showed that all the 5 items had their mean values ranging between 2.34-3.46 mean which indicated that the respondents opined that principals explored intuitive decision-making style to assessed teachers' performance in schools. The table showed that the standard deviation of the items ranged from 0.31 to 1.39 which means that the respondents were similar in their opinion base on their responses. Finding revealed that there is a moderate effect of principal's intuitive decision making on teachers' performance. This means that most principals used intuitive decision making to make decision based on teachers' performance. This finding has justified the submission of Olcum and Titrek (2015) as their finding revealed principal decision making to have positive relationship on teachers' job satisfaction in schools. This implies that principals tend to use intuitive decision making to assess teachers' performance in schools.

Table 3 revealed that all the items had their mean values ranging from 2.41-2.32 were between the low effect values. This indicated principals' do not use avoidant decision-making style in assessing teachers' performance in schools. The table also revealed standard deviation of the 5 items ranged from 0.22 to 0.27 which means that the respondents were close in their responses accordingly. Finding revealed low effect of principal avoidance decision making on teachers' performance. This implies that principal's avoidance decision making have no effect on teachers' performance in schools. This finding laid credence on the finding of Olcum and Titrek (2015) as they found negative effect of avoidance decision making and teacher job satisfaction.

5. Conclusions and recommendations

Having surveyed the extent to which effect of decision making styles of principals has exercised some influence on teacher performance in public school, one may veritably have concluded in line with what has so far been discussed that principal decision making has moderate effect on teachers' performance in school management. Similarly, principals are encouraging to minimize the use of avoidance decision making style as it has low effect on teacher performance in their schools. It is clear from the findings that, teachers of selected secondary schools in Gharbia Governorate appeared to be on the same views in their assessment on effect of principal decision-making style on teachers' performance respectively. Further study was recommended on teacher job satisfaction and productivity respectively.

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