

# Decision-making practices and instructional leadership styles of school administrators in Maddela I and II districts: Their correlation with organization development practices

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## ***Abstract***

This study was conducted to assess the decision-making practices and instructional leadership styles of elementary school administrators in Maddela I and II districts and its correlation with organization development practices. This research investigation utilized the quantitative research design that involves the use of computational, statistical, and mathematical tools to derive results. The school principals were considered as respondents of the study and they were chosen through scientific sampling procedure. A total of 32 school administrators within the two districts were taken as respondents of the study. To countercheck the perception on decision-making practices, instructional leadership styles and organization development practices of the administrator-respondents, 96 teachers were also considered as respondents. Data were gathered through a questionnaire or checklist and were treated using appropriate statistical tools and procedures, and hypotheses were tested at 0.05 level of significance. It was found out that the administrator respondents have a very good decision making practices and instructional leadership styles, and excellent along organization development practices. There is a very high positive correlation between the perceived decision making practices. Instructional leadership styles, and organization development practices of the respondents. A training design was developed to enhance the decision-making practices and instructional leadership styles, and organization development practices of the respondents.

**Keywords:** decision-making practices, instructional leadership styles, organization development practices

## **Decision-making practices and instructional leadership styles of school administrators in Maddela I and II districts: Their correlation with organization development practices**

### **1. Introduction**

Global education is the linchpin of progress. About twenty (20) percent school-aged children around the world will not reach fourth grade and fail to learn basic skills like literacy and numeracy which resulted to high dropout and repetition rates due to problems in poverty, conflict, gender inequality, language, and disability (Hallinger, 2009). Higher education is often regarded as the unquestionable gateway to a better future but universities and colleges lack the ability to train students the needed skills crucial to the 21st century demand. The progression of globalization is changing the face of the planet. They are now faced with a variety of global connections in distant events and decisions that impact both locally and nationally. The present world is being reformed by the forces of globalization that brought challenges to educational leaders on how to sustain quality education amidst these challenges.

The researcher as a school administrator strongly believes that education in their time has become the foundation of development and intelligence, the primary ingredient in the wealth of the nation. To actualize this concept, the school leaders are faced with the responsibility of facilitating the acquisition of knowledge and information and development of skills, attitudes and values. As the key to the evaluation process, the educators should possess some qualities if they hope to be successful in educating the young to become responsible and productive members of society. It is a classical knowledge that organizational excellence begins with the performance of people. It is what people do or do not do that ultimately determines what the organization can or cannot become. It is the member's dedication and commitment to organizational purposes that makes the necessary contribution to the attainment of the institutional goals. The performance of people is the true benchmark of organizational performance (Martirez, 2000).

In the school setting, performance and productivity lie on the quality of leadership capabilities of school administrators, the decisions they make every day in managing the affairs of the school as an organization and effective approaches of handling of teachers and staff is very important (Goldring, 2012). The organization development practices of school administrator will always determine the effectiveness of the school as a whole. The school head should choose between what is sound and what is silly in modern school management. A competent school manager should discuss competently the organizational goals to his subordinates and encourage participative approach in the process of the organizational decision making. The school administrator be able to set off the process of osmosis by which the staff becomes infused with the same professional spirit (Castro, 2016).

Principals who do not accept the possibility of failure routinely elicit personal bests from the students in their schools (Korsgaard et al., 2005). Every administrator should be skillful in decision-making and in solving problems. According to McDermott (2012), there are countless educational problems needing solutions. Defining the problem, forming tentative plans, considering some solutions in the light of available data from various points of view and previous experiences, weighing the facts carefully, suspending one's judgment, experimental verifications of the tentative plan, the course to follow, implementing decisions, and critical appraising of the results are some of the conceptual skills to consider (Ibasco, 2000). Decision-making is an essential part in the administration of any educational institution, it is, in fact, the prime task of a school administrator. When a school administrator plans, organizes, directs, controls and implements, he is continuously making a myriad of decisions to attain educational objectives.

Several behavior issues influence the decision-making process of an administrator. Some touch only certain

features of the process, while others sway the whole process. Decision-making process may have an impact in the organizations that must be understood and fully appreciated. Four individual behavioral factors-values, character, preference for risk, and probable for disagreement have a significant effect on the decision-making process. The effective way to probability increase in the success of management decision is to foresee and forestall the adverse consequence that decision often produced. This concept is applicable to instructional leaders often make decisions in managing schools towards the development of the organization as a whole (Halliger, 2018). According to Duggan (2019), good instructional leadership ensures that educational programs make the desired impact. An effective leader inspires action and takes an optimistic view of the future. She also sets a good example by being honest, having integrity and treating people fairly. She supports and appreciates subordinates and confidently inspires the team to achieve instructional goals. Additionally, good two-way communication enables leaders to solicit ideas for improvement, make informed decisive decisions and keep an educational organization on track. Without these characteristics, an instructional leader tends to fail.

According to Adams (2019), school leadership comes in many forms and among the most influential in promoting student success and positive school culture are those educators who serve as instructional leaders. It has been said that great leaders do not set out to be leaders, they set out to make a difference; and that is particularly true when it comes to instructional leadership. Adams further stressed that student achievement is directly related to the effectiveness of the classroom teacher; but the million-dollar question is, "How does a teacher become effective?" The golden rule in any leadership position is to develop and nurture positive relationships. Perhaps Ghandi said it best, "I suppose leadership at one time meant muscles, but today it means getting along with people." People do not want to collaborate with someone who is negative, confrontational, or critical, and successful instructional leaders quickly learn that principle. First and foremost, they work to establish positive relationships with colleagues so learning and growth are possible. Instructional leaders also provide clarity, support, and resources for teachers to identify "the point" in their instruction and in their students' learning, thereby increasing effective teaching and sustain the practice of organization development within the academe.

### *1.1 Objectives*

The main purpose of this research study is to assess the decision-making practices and instructional leadership styles of school administrators in Maddela I and II Districts and its correlation with their instructional leadership styles. Specifically, it sought to answer the following questions:

- What is the level of the decision-making skills as perceived by the school administrator and teacher-respondents of Maddella I and II districts along adaptive, innovative, routine, and participative dimensions?
- What is the perception of the respondents on the instructional leadership styles school administrators along the dimensions of directing, coaching, supervising, and delegating?
- What is the perception of the respondents of their organization development practices along people, structure, strategy, change management, technology, empowerment, work ethics, goal setting, products and services, and quality of work life?
- Is there a significant correlation between the perceived decision-making skills and instructional leadership styles of the respondents?
- Is there a significant correlation between the perceived decision-making skills and organization development practices of the respondents?

- Is there a significant correlation between the perceived instructional leadership styles and organization development practices of the respondents?
- Based from the results of the study, what Organization Development (OD) intervention could be developed to sustain and or enhance the decision-making practices, instructional leadership styles, and organization development practices of the respondents?

## 2. Review of Literature

In general, decision making among other qualities and functions of a leader offers an ongoing creativity and important new insights into leadership and management activities in all organizational operations. Organization is undoubtedly a systemic network that is both complex and dynamic in nature. In organizations, tough quality and sound decision making are the major element and essence of leadership. In this regard and for effectiveness, a leader must have self confidence in order to gather and process information and solve problems. For them a person riddled with self-doubt would never be able to take the necessary actions nor command the respect of others. Leaders must know what decisions to make and keep the interest of all stakeholders involved. Followers will be less committed to the team if the leader doubts their decisions. They must show followers that they are able to acknowledge when they are wrong and move forward to a better solution (Hsiung, 2012).

Anent the above, bad policy and inconsistency in decisions making are among the major challenges in organizational systems and have created many unresolved problems among leaders and their employees in our current workplace and entire society. The inability of some leaders in developing good policy standards, knowledge, basis, protocols, environments, and skill that incorporate support and optimal decision design for their organizations is troubling. Another significant problem is the lack of knowledge on how to design positive decision environment, healthy communication skills, and essential tools for leadership decision making in the entire organization. Many leadership practitioners and scholars believed that any organization faced with negative policy and decisions by its leadership and management will continue to fail, their people will be often left to ponder the cause, and that organization would be unproductive in their business while giving way to employees to break the circle for both job performance and goal accomplishment.

Leaders are stuck with decision making. It is their job to make decisions that are in the best interest of the whole organization. They must consider the good of many, not of a few. This is a big responsibility and very often people do not appreciate their efforts. In fact, many times people get angry at them because of the decisions they make to help them. School administrators by virtue and nature of their job are leaders and decision makers. According to Germaine (2009), there are job related scenarios where school administrators acting as a leader will manifest the following kinds of decision making which is also applied in any type of organizations. Decision-making is an integral part in the administration of any government organization. It is, in fact, the primary function of an administrator. When an administrator plans, organizes, directs, control and implements, he is continuously making a myriad of decisions to attain organizational objectives.

The concept of instructional leadership emerged and developed in the United States within the effective school movement of the 1980s. The research resulting from this movement revealed that a principal is critical to success in children's learning within poor urban elementary schools (Edmonds, 2009). This research revealed that the personality characteristics of the ideal principal are strong mindedness, directness, top-down management and charisma. During the 1990s, a strong instructional leadership model was still at the center of the educational leadership discussion, because of its effectiveness in the schools. However, since then this concept has been criticized for focusing too much on the individual principal's heroic role (Hallinger, 2009). As a result, the scholars started to explore leadership models to supplement these critics and point out the distributed nature of instructional leadership, such as transformational leadership, teacher leadership, shared leadership, and distributed leadership, all of which understand educational leadership as broader perspectives practice that includes school communities. Moreover, the accountability movement of the 21st century sheds new light on instructional leadership, since this

paradigm puts more emphasis on the learning outcomes for students (Spillane et al., 2014).

As we forward in the 21<sup>st</sup> century, educational administrators occupy a role with varied demands. They are expected to work actively to transform, restructure, and redefine schools and the processes and persons therein (Goldring, 2012). School administrators today according to Murphy (2012) are being forced to clarify roles and responsibilities they inhabit in a state of turmoil, where political, social, economic and demographic changes are introducing unparalleled opportunities, unexpected crisis, and seemingly intractable problems. Moreover, one major emphasis in the educational arena in the early 21<sup>st</sup> century has been the continuing demand for greater accountability to increase student performance. National and division expectations require schools to ensure that all students achieve mastery of curriculum objectives, and local schools focus on implementing those requirements to the best of their ability. As a result, leading instructional efforts in a school has evolved into a primary role for school principals (Stronge, 2015).

According to Lynch (2015), the principal's role as instructional leader is deeply involved with setting the school's direction. The "mission" dimension focuses on the principal's role in cooperating with staff, ensuring the school continuously runs on clear, measurable, and time-based goals that result in the academic progress of students. Principals are responsible for communicating goals, which should be widely known and supported throughout the school. The process of goal development is not considered; its importance is less critical than meeting performance outcomes. This is a weakness in the model. The research simply accepts that goals should be set by the principal, in collaboration with staff, to achieve effectiveness. Ensuring that the staff incorporates performance goals into their daily routines is crucial in instructional leadership. Vague, ill-defined goals must be put aside, in favor of clear a dividing line between academically focused efforts and "teaching to the test."

On the other hand, the supervising style of instructional leaders was described by Elmore (2010), as dramatically different role of the school principal as instructional leader has been described as one that must focus on building a vital community of learners. It also requires shared decision-making and, in a sense, getting back to basics. It will require the leveraging of time, the support of ongoing professional development for staff members, creating a climate of integrity, using resources to support a diverse educational game plan and, lastly, plenty of room for inquiry and improvement. For principals to truly thrive in the role of instructional leader, they will have to work to liberate themselves from being mired in the bureaucratic aspects of teaching. They will have to redouble their efforts in improving learning and teaching methods. When successfully implemented, instructional teaching and learning allows students as well as teachers to create a more meaningful learning environment. Ultimately, it enables them to better control their destiny.

A supervising instructional leader according to Duggan (2015), ensures that educational programs make the desired impact. An effective leader inspires action and takes an optimistic view of the future. She also sets a good example by being honest, having integrity and treating people fairly. She supports and appreciates subordinates and confidently inspires the team to achieve instructional goals. A good supervising instructional leader knows her organization's strengths and weaknesses. She makes effective use of available resources to plan and hire to staff initiatives. This includes using human resources, technology and other tools to create compelling instructional programs with clear objectives, descriptive content and comprehensive evaluation programs. This characteristic allows the leader to foster creativity and innovation while running an efficient organization. In today's highly turbulent world, the new rule is that there are no permanent rules. The 21<sup>st</sup> century world is volatile, unpredictable and ambiguous. In such an environment, adaptability, creativity and speed are the pathways to survival and success.

According to Abadesco (2015), organizations, therefore need to be constantly self-transforming, even to the extent of creating new rules for effectiveness and success. Predicting the future has become irrelevant in a rapidly-changing and chaotic environment. Instead, preparing the organization to be able to adapt and respond to unpredictable and random events is the key to survival and sustainable growth. Preparing the organization for an uncertain future entail making decisions today for consequences of unforeseeable events. This is especially true

for successful organizations which are most imperiled by the complacency and arrogance which success often breeds. Rapid growth also brings special dangers, one of which is getting blinded by the obsession of more growth.

Bartlett (2017), opined that if the change is correctly implemented, individuals and groups should move toward more effective performance. Concerted, planned, and evaluated efforts to improve effectiveness have great potential for success. According to French and Bell (2008), the objectives of the organization development program will depend upon the organizational problems of the individual agency. He summarized these objectives as follows: (1) to increase the level of trust and support among organizational members; (2) to increase the incidence of confrontation of organizational problems both within groups and among groups, in contrast to 'sweeping problems under the rugs'; (3) to create an environment in which authority of assigned role is augmented by authority based on knowledge and skills; (4) to increase the openness of communications laterally, vertically, and diagonally; (5) to increase the level of personal enthusiasm and satisfaction in the organization; (6) to find synergistic solutions to problems with greater frequency; and; (7) to increase the level of self and group responsibility in planning and implementation.

Cumming and associates (2017), identified the following features of organization development: (1) it applies to an entire system and is based on behavioral science knowledge and practice, including micro-concepts such as leadership, group dynamics, and work designs; (2) it is also concerned with planned change, it is not in the formal sense typically associated with business planning or technological innovation nor in the deterministic sense often associated with organization evolution; (3) it involves both the creation and the subsequent reinforcement of change. It moves beyond the initial efforts to implement a change program to a longer-term concern for stabilizing and institutionalizing new activities within the organization; (4) it encompasses strategy, structure, and process change that include changes both in the grouping of people to perform task and in methods of communication and solving problems to support the changes in strategy; and (5) it is oriented to improving organizational effectiveness. This involves two major assumptions. First, an effective organization is able to solve its own problems and focus its attention and resources on achieving key goals. Second, an effective organization has both high performance, including quality products and services, high productivity, and continuous improvement, and a high quality of work life.

In line with the above concept, OD experts agree that in order to develop any organization, there is a need of comprehensive planning and implementation of continuous improvement programs for the organization with the support and commitment of leaders and other government units to maximize performance in a changing environment. In the language of organizational learning theory, only an individual knows what is happening inside his mind when trying to learn something and inside the working place, the jobholder knows best how to improve a certain task. Transformation learning theory as a factor for organization development is defined as the process of transformation wherein people in organization are able to question existing values and assumptions about themselves and their jobs in order to acquire new insight and make fresh decisions (McNamara, 2015). It asserts that people in organizations should not be bound by past assumptions and decisions in order to improve continuously. It also equates learning with change like people who have learning skills and who can change along with their environment.

In a nutshell, OD continues to grow. Some of the first-generation contributors include Chris Argyris (learning and action science), Warren Bennis (tied executive leadership to strategic change), Edger Schein (process approach), and Robert Tannenbaum (sensitize OD to the personal dimension of participant's lives). Second Generation contributors include Warner Burke (makes OD a professional field), Larry Greiner (power and evolution), Edward Lawler III, (extended OD to reward systems and employee involvement), Newton Margulies and Anthony Raia (values underlying OD), and Peter Vaill and Craig Lundberg (developing OD as a practical science). Newer generation contributors include Dave Brown (action research and developmental organizations), Thomas Cummings (sociotechnical systems) self-designing organizations, and trans-organizational development), Max Elden (political aspects of OD), and Jerry Porras (puts OD on a sound research and a conceptual base).

### 3. Methodology

This study will make use of the descriptive method of research employing a structured questionnaire as the main data-gathering tool. This method was adopted since the study intends to describe certain phenomena, and it involved fact finding or information gathering with analytical interpretation. The descriptive method was defined by Creswell (2012) as one which involves the collection of data in order to test the hypothesis and to answer questions on the status of the respondents under study. This method was utilized because according to Kerlinger (1993), it is a kind of measure with other measures and preferred for interpretation of the same measure. This method of research is designed to gather information or condition existing at a particular place and time.

Best scholarly characterized descriptive research as one which involves hypothesis formulation and testing; uses the logical methods of randomization so that error maybe estimated when referring to population characteristics from observation samples; describes variables and procedures accurately and completely; and is non-experimental for they deal with relationship between non-manipulated variables in a natural setting. This research investigation will be conducted in Maddela I and II Districts of DepEd- Division of Quirino for school year 2018-2019. The researcher will employ purposive sampling technique to select the school administrator respondents with a total of 32 school administrators representing 100 percent of the total population. Moreover, three (3) teachers were also selected as respondents from the school where the administrator respondents were assigned comprising of 96 teacher-respondents. To gather salient data for the study, the following instruments will be used:

**Decision Making Practices Questionnaire.** This is a 40-item questionnaire that will measure the decision-making practices of the respondents along routine, adaptive, innovative, and participative. The said questionnaire was used by Dalloran (2002) with 0.90122 as reliability coefficient. The instrument was scaled and respondents were offered five options to select from.

**Instructional Leadership Styles Survey Questionnaire.** This questionnaire contains 50 statements about principal's leadership behavior that determine the respondents' instructional leadership style. This was developed, validated, and used by Canivel (2010) in her master's thesis at the University of the Philippines. The questionnaire has 0.74 reliability coefficient.

**Organization Development Practices Questionnaire.** This is a 60-item questionnaire which was developed and validated by Seligson (2000) with a computed reliability of 0.88. Said research instrument was utilized by Mortera (2017) in her study. The dimensions of organization development practices under this survey questionnaire are people, structure, strategy, change management, technology, empowerment, work ethics, goal setting, products and services, and quality of work life.

### 4. Discussion of Results

What is the level of decision making skills as perceive by the school administrator and teacher- respondents of Maddella I and II districts along adaptive, innovative, routine, and participative dimensions?

In order to illustrate the decision making skills of the administrator-respondents as perceived by them and their teachers, the mean was computed. Results are reflected in the following table. It can be seen in table 2 that the administrator respondents have a very good decision making skills as shown by 4.14 computed grand mean. The perception of both administrator and teacher respondents show that the former have an excellent decision making skills along routine (4.85) and participative (4.21); and very good along innovative (4.02) and adaptive (3.48) decision making skills.

Adaptive Decision Making. It is reflected in table 2 that the administrator respondents have a very good adaptive decision making practices as shown by 3.48 computed area mean. above findings could be interpreted to mean that they always modify better strategies and processes practiced by other sectors, take actions and

makes decisions as called for by circumstances, and always encourage subordinates to think of creative ways in doing their jobs more effectively and efficiently for the serving the public by acting and deciding on the merits of circumstances and events. Moreover, the respondents perceived that they tend to modify established procedures in taking actions and in solving organizational problems as long as it works more effectively than the former approaches, and often make decisions willingly even in times of emergency/unusual situations and to take full responsibility of the consequences by practicing flexibility in making decisions.

**Table 2**

*Mean and qualitative description of the respondents' decision making skills*

Decision Making	Mean	Qualitative Description
Adaptive	3.48	Very Good
Innovative	4.02	Very Good
Routine	4.85	Excellent
Participative	4.21	Excellent
Grand Mean	4.14	Very Good

It is also worthy to note, that the school administrators sometimes approve/sign official documents that address urgent needs even if they may not pass through prescribed procedures, readily approve/ sign willingly vouches and other official transactions needed to address emergency situations despite the absence of some necessary documents, and sometimes initiate action and make decisions not necessarily following prescribed procedures provided they effectively address the welfare of the organization and the clientele.

**Innovative Decision Making.** Data in table 2 show that school administrators have a very good innovative decision making as shown by 4.02 computed area mean. The above results could be interpreted to mean that they always tend to develop creative alternative solutions to unusual organizational problems, develop and initiate alternative strategies for work improvement, keep on finding better ways in solving problems and in making decisions, and always initiate the improvement and updating of organizational plans and strategies to meet and serve better the needs customers/clientele. Moreover, they often allow subordinates to make their own decisions and initiate innovative process in doing their tasks if they effectively contribute to the realization of organizational goals and objectives, forward or give sound suggestions to higher management concerning better approaches and strategies for policy improvement to serve better the needs of customers/clientele by seeking more effective strategies for the realization of organizational goals and objectives, and often seek to eradicate or modify less effective traditional management systems to improve organizational health. The same group of respondents perceived that they sometimes initiate activities following procedures not prescribed by standards but serve the purpose more effectively, and adopt strategies that are more effective in solving problems although they may not necessarily adhere to prescribed procedures and guidelines.

**Routine Decision Making.** It can be seen in table 2 that the respondents have an excellent routine decision making practice as shown by 4.85 computed area mean. The above results could be interpreted to mean that the school administrators under investigation always make actions/decisions only on matters specifically provided and defined by official policies and procedures, sign official documents and transactions only when they religiously pass through prescribed organizational procedures, always refrain from approving/signing vouchers and other transactions even if only a single minor supporting document is lacking, and avoid making actions and decisions not allowed by existing laws and regulations. Moreover, they often spearhead the planning and implementation of the activities of the organization based on its vision, mission, goals and objectives, exhort employees to strictly adhere to office policies and procedures in making decisions and in performing their task, often require employees to strictly observe organizational norms and conduct such as wearing of I.D and office uniforms, and discourage employees from making actions and decisions that contract office norms and policies but to consult office guidelines and policies when making actions and decisions.

**Participative Decision Making.** Data in table 2 show that the respondents have an excellent participative decision making as shown by 4.21 computed area mean. The above results could be interpreted to mean that they



always encourage the participation and involvement of all employees in planning and making critical and overall decisions for organization, develop ways to motivate and inspire employees to participate actively in problem solving and decision making, enjoin subordinates' participation in the resolution of organizational problems, and listen to the suggestion/comments of subordinates and adopt them for the improvement of the management system of the office/organization. Moreover, the same group of respondents often take into consideration the comments and reactions of oppositionist although they seem to affect the smooth flow of the decision making process, consult and take into consideration employees' opinions before taking final action on organizational concerns, find time to get the opinions of others even in times of emergency before making any decision/action, and see to it that all the suggestions of subordinates are considered before coming up with a final decision.

Furthermore, managerial decision making is also critical for managers because a false move can ruin the organization and the people in it in any time at all. It is therefore necessary for them to not decide at a time when they cannot think straight or are emotionally stressed. As much as possible, they should refrain from making impulsive decisions as these may be wrong and mistakes will follow. Wrong decisions mean failure to achieve company goals. Failure to achieve company goals means wasted resources such as money, company bills, manpower and time. No amount of proper time management strategies can save wasted time. Wrong decisions can be avoided if the facts are complete, analysis has been made and more people get involved to give their opinions on the matter.

What is the perception of respondents on the instructional leadership styles of school administrators along the dimensions of directing, coaching, supervising, and delegating?

**Table 3**

*Mean and qualitative description of the respondents' instructional leadership style*

Instructional Leadership	Mean	Qualitative Description
Directing	3.62	Very Good
Coaching	4.72	Excellent
Supervising	4.68	Excellent
Delegating	4.21	Very Good
Grand Mean	4.23	Very Good

It can be seen in table 3 that the respondents have a very good instructional leadership styles as shown by 4.23 computed grand mean. The respondents have an excellent instructional leadership styles along coaching (4.72) and supervising (4.68); and very good along directing (3.62) and delegating (4.21) as styles of instructional leaders. The above findings are supported by Duggan (2015) by asserting that an experienced principal is responsible for three "p's" in the school: the people, the program, and the plant. It sounded too simple; yet, in retrospect, he may have been right. However, experience has also taught us the complexity of each one of those categories. There are managerial and instructional issues to be dealt with in all categories. For example, when ordering new desks, one will be concerned about their maintenance and repair (managerial) and, as well, about their functionality in grouping arrangements for instructional purposes (instructional). Effective principals are managers and instructional leaders - both roles are essential.

**Directing.** It can be seen in table 3 that the respondents under study have a very good directing style in instructional leadership as shown by 3.62 computed area mean. The above result could be interpreted to mean that the respondents always take full charge when emergencies arise, listen to their subordinates, always maintain definite standards of performance, always retain the final decision making authority within the department, and have supported their faculty and staff when parents were involved. The same table shows that they often tell their teachers that a procedure is not working correctly, sometimes agree with their faculty and staff that they have the right to determine their own organizational objectives, and consider suggestions made by their faculty and staff. Furthermore, the same table shows that the respondents seldom allow new faculty to make any decisions and implement the latest fads without knowledge, seldom direct or threaten their faculty and staff

in order to achieve the organizational goals/ objectives, and coercion is seldom used to motivate their subordinates.

**Coaching.** It can be seen in table 3 that administrator respondents have an excellent coaching style of instructional leadership as shown by 4.72 computed area mean. The above findings could be interpreted to mean that the school administrators under investigation always enjoy coaching their faculty and staff on new task and procedure by sharing leadership power with their associates, let their subordinates know what is expected of them by inspiring enthusiasm for a project, allow faculty to vote whenever a major decision has to be made, and asked faculty and staff ideas and inputs on upcoming plans and projects. Moreover, the school administrators under investigation often tell faculty and staff what is to be done and how it is to be done, closely monitor them if they are performing correctly by seeing that the work is coordinated through interaction with faculty and staffs, and often act as spokesman of the department. It is also noted that the school administrators seldom agree that faculty and staff seek mainly security, and sometimes tell the faculty and staff not to make a mistake and to take note of it.

**Supervising.** It is also reflected table 3 that the school administrators under investigation have an excellent supervising style of instructional leadership as shown by 4.68 computed area mean. The above findings could be interpreted to mean that the respondents are always knowledgeable about instructional strategies, and have time enjoying reading articles, books and journal about training, leadership and psychology. The respondents always work with their subordinate to resolve issues, listen to both sides of the story before making a decision, evaluate situations carefully before taking action, and are committed to developing the strength of their department. Moreover, they call a meeting to get the faculty and staff's advice when things go wrong and need to create a strategy to keep a project or process running on schedule, and always encourage them to participate in decision making. Moreover, the same group of respondents often agree that each individual is responsible for defining their job, assign duties during planning period, and remain calm when uncertain things come. Furthermore, they 'often' ask their faculty and staff about their vision of where they see their task going and allow them to use this vision when appropriate and set priorities under their guidance.

**Delegating.** Data in table 3 show that the respondents have a very delegating style of instructional leadership as shown by 4.21 computed area mean. The above result could be interpreted to mean that the principal-respondents under study always concur with my faculty and staff that they will exercise self-direction if they are committed to the objectives, and want to create an environment where the employees take ownership of the projects, they always maintain definite standards of performance, and enjoy seeing their faculty and staffs knows how to use creativity and ingenuity to solve organizational problems and are always willing to make changes and they always take full charge of a situation when emergencies arise. Moreover, the same findings show that the respondents often delegate responsibility and find it easy to carry out several complicated tasks at the same time. They often delegate tasks in order to implement a new procedure or process, and treat all their subordinates as equals and hold them accountable with their actions. When delegating style is done effectively, delegation can increase the degree to which teachers and others in the school community are invested in the success of the school.

What is the perception of the respondents of their organization development practices along people, structure, strategy, change management, technology, empowerment, work ethics, goal setting, products and services, and quality of work life?

It can be seen in table 4 that the respondents have an excellent manifestation of organization development practices as shown by 4.52 computed grand mean. The table above further reflects that the respondents have an excellent organization development along the dimensions of people (4.57), strategy (4.62), technology (4.75), empowerment (4.56), work ethics (4.38), goal setting (4.52), products and services (4.46), and quality of worklife (4.68). Moreover, they are very good along structure (4.34), and change management (4.32) as dimensions of organization development practices.

**Table 4***Mean and qualitative description of the respondents' organization development practices*

Organization Development Practices	Mean	Qualitative Description
People	4.57	Excellent
Structure	4.34	Very Good
Strategy	4.62	Excellent
Change Management	4.32	Very Good
Technology	4.75	Excellent
Empowerment	4.56	Excellent
Work Ethics	4.38	Excellent
Goal Setting	4.52	Excellent
Products and Services	4.46	Excellent
Quality of Worklife	4.68	Excellent
Grand Mean	4.52	Excellent

**People.** It is reflected in table 4 that the respondents under study have an excellent organization development practices along the dimensions of people as shown by 4.57 computed area mean. This could be interpreted to mean that people are always recognized for the contribution and work well done; the management culture always develops employees' trust by personal involvement and viability; there are no barriers among internal departments; employee participation in problem identification and solving the same is always practiced and encourage; and employees always feel confident that management will act upon employee initiatives. However, the same group of respondents perceived that customer or clientele satisfaction measures are sometimes set and published.

**Structure.** Data on the above table reflect that the respondents have very good organization development practices along structure as shown by 4.34 computed area mean. This could be interpreted to mean that relevant and required trainings for all employees are always prepared and implemented; teamwork is encouraged and practiced in their organization; employees always know the mission statement and quality policy; and target setting with measurement of performance is always a normal practice. Moreover, management often deals promptly with issues for improvement according to reserves available, and management communication to all employees are often regular and updated.

**Strategy.** The respondents under study perceive that they have excellent development practices along strategy as shown by 4.62 computed area mean. The above result only shows that the respondents always believe that the people is the reason they exist and the key consideration in carrying out day to day service; people throughout the organization are always encouraged to listen actively to each other and to voice their ideas and problems; the customer or clientele is the person or area to whom they are always providing services; and individuals always demonstrate commitment to clientele by getting it right the first time. Furthermore, the respondents show that opportunity is often given to individuals and teams to make changes at the level where it is most practical, and management often conducts regular survey to determine customer's product and service expectations.

**Change Management.** Data in the same reflects that the respondents under study have very good organization development practices along change management as shown by 4.32 computed area mean. This is manifested when respectable persons are always assigned to be in charge of the process of change; changes that are instituted in the organization always have good reasons and justification; and trainings are always provided for the development of values and behavior. In addition, people with credibility within the organizations are often involved in any change, and symbols or evidences of change in the organization are established. However, the same table reveals that transition-management teams are sometimes created to manage change.

**Technology.** It is reflected in table 4 that the respondents considered in this study have excellent organization development practices along technology as shown by 4.75 computed area mean. The above finding is manifested when organizational chart is always used by management to help employees understand process capability and what suggestions they might make to improve the overall operation of the process; when decisions

are always made based on sound data with good input from any level; and when management always implements preliminary control to eliminate problems caused by poor inputs. Similarly, the same group of respondents reveal that systems and procedures are often up-to-date and reflect best practices with today's technology; work often increasingly relies on knowledge rather than physical efforts; and everyone in the organization often shares the visions of quality.

**Empowerment.** It can be seen in table 4 that the respondents under study have excellent organization development practices along empowerment as shown 4.56 computed area mean. The above result could be interpreted to mean that employees in the organization are always empowered to make them responsible and dependable; duties and some functions are always delegated with full trust and confidence if they leave their departments; opportunities for retraining and re-educating are always provided in order to empower people; and results are always desired when work and task are assigned. In addition, the same group of respondents reveal that partners in management are often allowed to make decisions without making a second check, and transparency in transactions and decisions are often practiced in order to sustain empowerment. Furthermore, she stressed that the purpose of empowerment is not about involving more people in decision-making processes of the organization, but it is to find ways to better utilize employees' thoughts and make the best possible decision. The purpose of empowerment is not to organize and develop of teams but it is increasing the competence to create new ideas and solve problems through the interaction and synergy of team members.

**Work Ethics.** As presented in table 4, the respondents considered in this study have an excellent work ethics as an organization development practice as shown by 4.38 computed area mean. The above result could be interpreted to mean that the respondents always perform and discharge their duties with the highest degree of excellence and professionalism; they are always extending prompt, courteous, and adequate service to the public; members of their organization are acting with justness and sincerity and does not discriminate anyone; and they always uphold the public interest and avoid wastage in public funds and revenues. However, the same group of respondents perceived that members of this organization are sometimes tempted to commit direct and indirect corruption, and they sometimes dispense or extend undue forces on account of their patronage.

**Goal Setting.** It is reflected in table 4 that the respondents have an excellent goal setting as one of the dimensions of organization development practices as indicated by 4.52 computed area. The above result is manifested when the respondents perceived that frequent consultations are always conducted with the members of the organization in order to create a sense of belongingness to reach goals more efficiently; environmental scanning is always done before making a plan; plans always have a monitoring and evaluating schemes; and plans of action are always prepared for the attainment of visions. The same group of respondents perceived that members of the organization are often consulted during the planning stage, and contingency measures are often implemented to support plans if strategies fail. The organization that makes it a priority to develop quality, effective goals will succeed in its performance management, in its mission in general, and in developing its employees' skills and confidence. Goal setting, given high priority and approached consistently throughout the organization, is the mechanism by which the organization delivers results against its strategy. Improved shareholder value, greater profitability, and increased revenue, inspired innovation— none of these can be realized without an organized process that deconstructs strategies and cascades relevant and measurable elements of those strategies appropriately through the workforce.

**Products and Services.** Data in table 4 show that the respondents have excellent organization development practices along products and services as evidenced by 4.46 computed area mean. The above-cited findings indicate that the respondents under study perceive that management believes that success is always dependent on the skills, knowledge and motivation of individuals; management always select organizational structure to respond to specific conditions that the organization faces; and people are always grouped together on the basis of the function they perform or equipment they use. On one hand, the same group of respondents perceived that management often reviews, refines, and improves the quality of service to meet the changing expectations of their customer; management always develops new methods of production from the external environment; and

services often directly involve the customer or clientele in the production process.

**Quality of Work Life.** Data in the same table show that the respondents under study have excellent quality of work life as shown by 4.68 computed area mean. The above manifestation is observed because employees always feel energetic, happy, healthy, and have a good physical working condition; members of the organization are always given opportunities for personal and professional growth; employees of the organization are always given autonomy to perform designated task; and members of this organization are always satisfied with their work and life. Moreover, the same table shows that members in this organization are often given responsibility and trust to perform other tasks, and employees are often involved in the decision-making of the organization.

Is there a significant correlation between the perceived decision-making practices and instructional leadership styles of the respondents?

It can be gleaned from the table below that there is a very high positive correlation between the perceived decision making practices and instructional leadership styles of the respondents as shown in the computed r-value of 0.783 which is very much higher than the critical r-value of 0.174 at 126 degrees of freedom with 61.31 percent as coefficient of determination. Hence, the null hypothesis that there is no significant relationship between the perceived decision making practices and instructional leadership styles of the respondents is rejected.

**Table 5**

*Correlation coefficient between the perceived decision making practices and instructional leadership styles*

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Decision Making Practices vs Instructional Leadership Styles	0.783 ( <i>Very high positive correlation</i> )	0.174	61.31%	Very Significant
Degrees of Freedom: 126		Alpha Level: 0.05		

It can be inferred from the above table that perceived decision making practices can predict instructional leadership styles at about 61.31 percent. The rest of the characteristics of instructional leadership styles can only be predicted by factors other than the perceived decision making practices of the respondents. In other words, 61.31 percent of the variance of instructional leadership styles can be explained by the variance of perceived decision making practices of the respondents. Furthermore, 38.69 percent of the variance of instructional leadership styles can be explained by the variance of other variables. This is known as the coefficient of alienation. Moreover, instructional leadership in every school setting is exercised when stakeholders guided with objectives and purpose, cooperate with each other, harmonize institutional, political, psychological and other resources so as to achieved educational goals. There is a remarkable clarity that the central issue in contemporary leadership is participation in the process of making decision. The correlation between school leadership and making sound decisions shows the complexities of modern organizations requiring careful selection of decision-making processes in academic organization. There may be situations where an autocratic style is most effective and other situation call for highly participatory methods for greatest effectiveness. The major challenge for instructional leaders and other organization managers is to analyze the contingencies in each situation, handle it effectively, and develop sound and viable decisions.

Is there a significant correlation between the perceived decision-making practices and organization development practices of the respondents?

It can be gleaned from the table above that there is a very high positive correlation between the perceived decision making practices and organization development practices of the respondents as shown in the computed r-value of 0.875 which is very much higher than the critical r-value of 0.174 at 126 degrees of freedom with

76.56 percent as coefficient of determination. Hence, the null hypothesis that there is no significant relationship between the perceived decision making practices and organization development practices of the respondents is rejected.

**Table 6**

*Correlation coefficient between the perceived decision making practices and organization development practices*

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Decision Making Practices vs Organization Development Practices	0.875 ( <i>Very high positive correlation</i> )	0.174	76.56%	Very Significant
Degrees of Freedom: 126		Alpha Level: 0.05		

It can be inferred from the above table that perceived decision making practices can predict organization development practices at about 76.56 percent. The rest of the characteristics of organization development practices can only be predicted by factors other than the perceived decision making practices of the respondents. In other words, 76.56 percent of the variance of organization development practices styles can be explained by the variance of perceived decision making practices of the respondents. Furthermore, 23.44 percent of the variance of instructional leadership styles can be explained by the variance of other variables. This is known as the coefficient of alienation.

Is there a significant correlation between the perceived instructional leadership styles and organization development practices of the respondents?

It can be gleaned from the table above that there is a very high positive correlation between the perceived instructional leadership styles and organization development practices of the respondents as shown in the computed r-value of 0.795 which is very much higher than the critical r-value of 0.174 at 126 degrees of freedom with 63.20 percent as coefficient of determination. Hence, the null hypothesis that there is no significant relationship between the perceived instructional leadership styles and organization development practices of the respondents is rejected.

**Table 7**

*Correlation between the perceived instructional leadership styles and organization development practices*

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Instructional Leadership Styles vs Organization Development Practices	0.795 ( <i>Very high positive correlation</i> )	0.174	63.20%	Very Significant
Degrees of Freedom: 126		Alpha Level: 0.05		

It can be inferred from the above table that perceived instructional leadership styles can predict organization development practices at about 63.20 percent. The rest of the characteristics of organization development practices can only be predicted by factors other than the perceived instructional leadership styles of the respondents. In other words, 63.20 percent of the variance of organization development practices styles can be explained by the variance of perceived instructional leadership styles of the respondents. Furthermore, 36.80 percent of the variance of instructional leadership styles can be explained by the variance of other variables. This is known as the coefficient of alienation.

## 5. Conclusions

Based on the foregoing significant findings, hereunder are the conclusions.

- The administrator respondents have a very good decision making skills.
- The instructional leadership styles of the administrators are very good.
- The perceived organization development practices of the respondents are excellent.
- There is a very high positive correlation between the perceived decision making skills, instructional leadership styles, and organization development practices of the respondents.
- A training design was developed to enhance the decision making skills, instructional leadership styles, and organization development practices of the respondents.

### 5.1 Recommendations

The following recommendations hence are offered:

- The respondents' level of decision making skills can still be enhanced since their innovative and adaptive decision making practices are only very good. To enhance their decision making practices, the intervention developed by the researcher should be implemented among the school administrators.
- The respondents are encouraged to utilize the different instructional leadership styles in managing the affairs of their school considering the situations, capability and behavioral background of their teachers, and the commitment of other stakeholders to the goals and objectives of the school.
- There is a need to sustain the organization development practices of the respondents along the dimensions of people, strategy, technology, empowerment, work ethics, goal setting, products and services, and quality of work life. However, enhancement of practices along the dimensions of structure and change management needs special attention by the stakeholders.
- The OD intervention program to enhance the decision making skills instructional leadership styles, and organization development practices be proposed for public elementary school administrators and be integrated as a regular activity of the Department of Education-Division of Quirino.
- Strengths and weaknesses identified from the dimensions of the main variables considered in this research study could serve as basis for developing criteria for the selection of school heads/administrators to man key positions in managing the affairs of the Department of Education in the division of Quirino.
- Further studies on decision making skills, instructional leadership styles, and organization development practices maybe conducted in other DepEd divisions in the region using the same instrument, purposely to cross validate and enhance the veracity of the data gathered through the research instruments used in this study and its probable correlation with other research variables.
- Future researchers in organization development and planning are encouraged to conduct an in-depth investigation using triangulation and immersion method along factors that have significant effect on the variables considered in this research study.

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