



THE DECISION-MAKING STYLES OF ELEMENTARY TEACHERS OF NAGUILIAN DISTRICT, DIVISION OF ISABELA: THEIR RELATIONSHIP TO JOB PERFORMANCE

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ABSTRACT

This study examined the decision-making styles of elementary teachers in the Naguilian District, Division of Isabela, and determined their relationship to job performance. Specifically, it described the respondents' profile in terms of age and sex, identified their preferred programmed and non-programmed decision-making styles, determined the types of actions they commonly employed in decision making, examined differences in decision-making preferences and actions when grouped according to profile, assessed their job performance ratings, and identified the problems that affected their decision-making practices. The study used a combination of descriptive and analytical research methods. A total of 122 public elementary school teachers were selected from 162 teachers through cluster and simple random sampling. Data were gathered using a questionnaire and were analyzed using frequency and percentage distribution, weighted mean, t-test, chi-square test, and Pearson product-moment correlation. Findings revealed that both programmed and non-programmed decision-making styles were practiced only once in a while. Corrective action was the most preferred action taken in decision making, indicating a stronger tendency toward reactive rather than proactive responses. Age showed no significant difference in teachers' decision-making preferences, while sex had a significant relationship with their decision-making styles. Likewise, no significant difference was found in the actions taken by respondents when grouped according to age and sex. Most teachers obtained very satisfactory job performance ratings, while some were rated outstanding. Moreover, no significant relationship existed between decision-making preferences and job performance. Personal financial problems, family affairs, and

lack of financial support for projects were the most common factors affecting teachers' decision-making practices.

Keywords: *decision-making styles, elementary teachers, job performance, programmed decision making, non-programmed decision making*

INTRODUCTION

Human life is full of challenges. In the daily existence of an individual, situations arise where one is treated with joy or sadness, with ease or difficulty, or with comfort or inconvenience. Given the special gifts of free will and reason, a person is challenged to choose and to decide upon a situation that he encounters. The person's choice, eventually, will lead him to the success or failure of his actions. Deciding to take actions may be difficult or easy depending upon the nature of a certain situation, upon the mental preparedness of an individual, or upon the availability and accessibility of certain things that would be needed in taking actions. For some smart people, decision making perhaps would be easy. And yet, certain actions would bring them disappointments due to impulsive reactions or lapses in judgment. On the one side, other people take time to take actions, thinking twice or more before letting a decision go.

Taking actions and decision making by people vary in style and pace. Sometimes, taking action is usually done by a lone individual, that is if the action taken benefits the person. Other times, a decision is made by a couple such as a husband and wife planning to build their ideal home. In some instances, a decision is also made by a group in the likes of a basketball team. Aside from single or group decision making, organizations or institutions can also make decisions of its own.

Like the Department of Education, a large bureaucratic organization; this organization lies a hierarchy of positions and functions whereby decisions are made by the organization itself, by a team of department, or by individuals themselves. The failure or success of any decision made by any one of them may affect one or all members of the organization.

Decision making is like problem solving. In the Department of Education, problems may arise any time, in any day. When a problem comes in, a decision is required to eliminate it. Cuyno and Garcia (2003) define problem as "An obstacle, condition or phenomenon which stands in the way of achieving an objective such as lack of funds, personnel, equipment, management support, time, receptivity of people." A problem is then perceived to be something that is unwanted or undesirable that crops up in the midst of activity implementation. Cuyno and Garcia further define problem as "Any deviation from an expected desired result."

The researcher, as a teacher working in the Department of Education, experiences problems and hindrances in the performance of his job. He observed these experiences from colleagues in the school system. These problems do not only affect the researcher but also the whole school system: superiors, co-teachers and students. It is in this

instance that decision making is not only needed, but the skill of making good decisions must be developed, enhanced, and treasured as a vital tool in eliminating disturbing and undesirable work situations.

With these observations, the researcher is stricken with challenge, inspiration and curiosity in dealing with factors that affect the decision-making abilities of superiors and co-worker/teachers in the school district where they belong. In the light of this topic, the researcher is confident that the output arising from this endeavour would benefit in the development of elementary school teachers.

Research Questions

This study sought to identify the preferences and factors that affect the decision making of elementary school teachers of Naguilian, Isabela. In order to fulfil the foregoing purpose, it is aimed to answer the following specific questions:

1. What is the profile of respondents in terms of:
 - a. sex and
 - b. age?
2. What is the commonly preferred decision-making style of respondents in terms of:
 - a. Programmed Decision making style
 - b. Non-programmed Decision-making Style
3. Is there a significant difference in the decision-making preferences of respondents when grouped according to profile?
4. What are types of actions taken by respondents in their decision making?
5. Is there a significant difference in the actions taken by the respondents when grouped according to profile?
6. What is the job performance rating of the respondents for period 2004 to 2005?
7. Is there a significant relationship in the job performance and the decision-making preferences of the respondents?
8. What are the perceived problems that affect, or are encountered by the respondents that affect their decision making?

METHODOLOGY

Research Design

Combination of descriptive and analytical methods were applied in this study. It used descriptive because data were presented in tables which were yielded through direct observations with the questionnaire as a tool. It also applied the analytical approach because it studied the data part by part in order to get valid findings in understanding the whole, given parameter. Both descriptive and analytical methods have undergone appropriate statistical treatments for more accurate conclusions.

Locale of the Study

This study covered all the public elementary schools of the District of Naguilian in the Province of Isabela. Naguilian has 23 public elementary schools supervised and administered by the Department of Education. These schools were strategically located along barangays where pupil population is dense. The municipality of Naguilian is skirted by the Cagayan River. It is within the second congressional district of the province of Isabela. Naguilian is located in the heart of the province. It is bounded in the North by the municipality of Gamu, in the East by the municipality of Benito Soliven, in the South by the municipality of Reina Mercedes and in the West by the municipality of Burgos. To date, the school district of Naguilian has a teacher-pupil ratio of 1:25.

Selection and Description of Respondents

The respondents of this investigation were the teachers of the public elementary schools of Naguilian District in the province of Isabela. The total number of elementary school teachers in Naguilian, Isabela is 162 and this excluded the Principals, Head Teachers and Teachers-in-Charge. In the selection of respondents, a combination of two sampling procedures was applied using cluster-simple random sampling procedures. The researcher thought of these procedures in order to get a fair representation of respondents in the whole district, with the idea that all teachers were given the equal chance to participate in the study. First, the process of cluster sampling was applied. The researcher divided the district into four areas, following and using the actual and traditional geographical divisions of the district. All four districts cover a respective number of elementary and primary schools. A list of all teachers in every area were then prepared. In selecting the respondents in every area, a simple random sampling was applied, particularly the fishbowl technique. The four areas therefore are the primary sample and the teacher-participants or respondents in every area were the secondary samples. To obtain an adequate sample, the researcher used the sampling formula provided by Barrios-Sanchez (1986), applying an error (e) of .05. Using the formula, the researcher yielded at a least 122 samples out of the 162 population of the district. Using ratio and proportion, the 122 samples were distributed in the four areas.

Table below shows the breakdown of respondents from the whole district per area.

Table 1
Distribution of Respondents

| Schools According to Area | School Type | Population (as primary cluster sample) | Respondents as secondary random sample/fishbowl (ratio proportion/area) | Percent |
|---------------------------|-------------|--|---|---------|
| Area I | | | | |
| 1. Naguilian Central | C/S | 34 | 35 | 28.40 |
| 2. San Roque | E/S | 8 | | |

| | | | | |
|------------------|-----|-----|-----|--------|
| 3. Nam-ay | P/S | 2 | | |
| 4. Magsaysay | P/S | 2 | | |
| | | 46 | | |
| Area II | | | | |
| 1. Minanga | E/S | 6 | 27 | 22.22 |
| 2. Minallo | E/S | 15 | | |
| 3. Palattao | E/S | 12 | | |
| 4. Mansibang | E/S | 3 | | |
| | | 36 | | |
| Area III | | | | |
| 1. Burgos | E/S | 8 | 31 | 25.31 |
| 2. San Manuel | E/S | 9 | | |
| 3. Surcoc | E/S | 7 | | |
| 4. Sunlife | E/S | 7 | | |
| 5. Tomines | E/S | 2 | | |
| 6. Rizal | E/S | 2 | | |
| 7. Villapaz | E/S | 6 | | |
| | | 41 | | |
| Area IV | | | | |
| 1. Aguinaldo | E/S | 3 | 29 | 24.07 |
| 2. Bagong Sicut | E/S | 6 | | |
| 3. Cabaruan | E/S | 6 | | |
| 4. Flores | E/S | 4 | | |
| 5. La Union | E/S | 5 | | |
| 6. Manaring | E/S | 2 | | |
| 7. Rang-ayan | E/S | 3 | | |
| 8. Sta. Victoria | E/S | 3 | | |
| 9. Sto. Tomas | E/S | 4 | | |
| 10. Quinalabasa | E/S | 3 | | |
| | | 38 | | |
| | | 162 | 122 | 100.00 |

Data Gathering Procedure

The first step made by the researcher in the process of gathering pertinent data was to request the Schools Division Superintendent for his approval and support through a request letter. The Superintendent's formal and official approval was made as basis in visiting schools within the district for the distribution, administration and retrieval of the questionnaires.

The method of distribution, administration and retrieval of data was based on the sampling technique that was applied by the researcher. Having identified four cluster areas, the researcher visited one area a day, which was successfully done every 1:00 to 4:00 in the afternoon. This schedule was approved by the district supervisor allowing the researcher to personally meet and visit the target respondents during official time.

In the distribution of the questionnaire, the researcher personally supervised the proper filling-up of the questionnaires, taking into account that, (1) all respondents have understood the instructions, (2) no question was left unanswered, (3) all answers to the questionnaire were accomplished with truth and sincerity, and (4) all target respondents have participated. Furthermore, the researcher assisted every respondent in their needs particularly in the interpretation of the purpose and filling-up of the questionnaire. Personal and informal interviews were applied for any information that the researcher needed in clarifying and interpreting related matters.

Statistical Treatment of Data

All observations that were gathered for this study have undergone statistical treatment. The statistical treatments enabled the researcher to look for support and in finding the answers to all problems. It also allowed the writer to use these tests in finding appropriate conclusions and recommendations.

Frequency and Percentage Distribution. This answers the statement of the problem on profile of the respondents

Weighted Mean. This was used to answer the problem on the preferred decision-making style.

Pearson Product-Moment Coefficient Of Correlation (r). This was used to examine the relationship between decision making preferences and job performance.

T-test (t) and the Chi Square Test. This was used to analyze significant differences in actions taken by the respondents.

RESULTS AND DISCUSSION

1. Profile of Respondents

a. Age

Table 2
Frequency and Percentage Distribution of Respondents According to Age

| Age Category | Frequency | Percentage |
|--------------|-----------|------------|
| 61-65 | 8 | 6.56 |
| 56-60 | 16 | 13.11 |
| 51-55 | 11 | 9.01 |
| 46-50 | 16 | 13.11 |
| 41-45 | 13 | 10.66 |
| 36-40 | 17 | 13.93 |
| 31-35 | 20 | 16.40 |
| 26-30 | 14 | 11.48 |

| | | |
|-------|-----|--------|
| 21-25 | 7 | 5.74 |
| Total | 122 | 100.00 |

Table 2 presents the age distribution of the respondents, which ranges from 21 to 65 years old. The table exhibits a trimodal pattern when plotted on a normal curve. Three distinct peaks are observed: the first in the 56–60 age range, with a frequency of 16 or 13.11 percent of the total respondents, the second in the 46–50 age range, also with a frequency of 16 or 13.11 percentage, and the third and highest peak in the 31–35 age range, with a frequency of 20 or 16.40 percent. The most represented age group is 31–35, while the youngest age group is 21–25 and has the lowest frequency, with only seven or 5.74 percentage.

Developmental psychologist Hurlock (1982) classifies individuals aged 40–50 as being in the middle-age phase and those aged 51–60 in late adulthood. Given this framework, the mean age of 42.63 years places the majority of respondents within the middle-age phase. This finding implies that a substantial portion of the respondents are either approaching or already in midlife, with an almost equal division between those in earlier and later life stages. This may have significant implications for their perspectives, experiences, decision making and potential needs, particularly in areas such as career stability, financial planning, and health considerations.

b. Sex

Table 3
Frequency and Percentage Distribution of Respondents According to Sex

| Sex | Frequency | Percentage |
|--------|-----------|------------|
| Male | 15 | 12.30 |
| Female | 107 | 87.70 |
| Total | 122 | 100.00 |

Table 3 presents the gender distribution of the respondents. It could be gleaned from the table that, of the 122 respondents, there are 107 or 87.70 percent females, and only 15 or 12.30 percent males. This finding is an indication that the teachers in the elementary education of Naguilian District in the province of Isabela are dominated by women or female teacher.

2. Commonly preferred decision-making style of respondents in terms of:
a. Programmed Decision Making Style

Table 4
Preferred Programmed Decision-Making Styles of the Respondents

| Programmed Decision Making | Weighted Average | Adjectival Rating |
|--|------------------|-------------------|
| 1. Problems that need my decision making are those that are frequent | 2.26 | Once in a while |

| | | |
|---|------|-----------------|
| 2. Problems that need my decision making are those that are repetitive | 2.43 | Once in a while |
| 3. Problems that need my decision making are routine and periodic | 2.93 | Quite Regularly |
| 4. I am certain of the cause-and-effect relationship of the problems I encounter. | 2.23 | Once in a while |
| 5. I am dependent on policies when I apply decision making. | 2.25 | Once in a while |
| 6. I have a set of rules which I follow when I apply decision making | 1.94 | Once in a while |
| 7. Definite procedures are important in decision making. | 1.77 | Not at All |
| 8. Decisions are treated without expending unnecessary organizational resources on them. | 2.69 | Quite Regularly |
| 9. I believe that decision making should be made through the structure of the organization that develops specific procedures for handling them. | 1.87 | Once in a while |
| Overall Weighted Average | 2.26 | Once in a while |

Table 4 presents the preferred programmed decision-making styles of the respondents. The overall weighted average of 2.26, which corresponds to the adjectival rating of "Once in a while," suggests that the respondents do not consistently rely on programmed decision-making approaches. Among the individual indicators, the highest-rated item is "Problems that need my decision making are routine and periodic" (2.93, "Quite Regularly"), indicating that respondents sometimes encounter routine decisions but do not always rely on structured decision-making methods. Similarly, the statement "Decisions are treated without expending unnecessary organizational resources on them" has a weighted average of 2.69 ("Quite Regularly"), implying that respondents recognize the importance of efficiency in decision making.

On the other hand, the lowest-rated statement is "Definite procedures are important in decision making," with a weighted average of 1.77 ("Not at all"). This suggests that respondents do not rigidly adhere to predefined procedures when making decisions. Other items, such as "I have a set of rules which I follow when I apply decision making" (1.94, "Once in a while") and "I believe that decision making should be made through the structure of the organization that develops specific procedures for handling them" (1.87, "Once in a while"), further reinforce the idea that structured, policy-driven decision making is not a dominant approach among the respondents.

The findings indicate that the respondents rely more on situational and flexible decision making rather than structured, rule-based approaches. This suggests a preference for adaptive and case-by-case decision making rather than rigid adherence to policies and established procedures. While this flexibility can be beneficial in dynamic

environments requiring quick and context-specific decisions, it may also present challenges in ensuring consistency and efficiency, particularly in organizational settings that demand standardized decision-making processes. Organizations may need to assess whether a more structured approach would improve decision making efficiency or whether the current flexible approach is more suited to their operational environment.

Garofalo's (1995) perspective aligns with this notion by underscoring the pivotal role of courage in decision-making. He asserts that the most critical ingredient in any decision is not knowledge or judgment, but rather the willingness to take a risk and stand by one's choice. Even in adaptive decision-making, where case-by-case assessments are preferred, courage becomes essential—without it, decisions may be delayed to the point where any choice made is ineffective. The ability to make a decision and adhere to it is strengthened when decision-makers exhibit confidence and resilience, ensuring that their choices, whether structured or flexible, lead to meaningful outcomes.

Hence, organizations must choose between strict policies for efficiency or flexibility that fosters action. Success comes from balancing adaptability with structure, ensuring both responsiveness and commitment.

b. Non-programmed decision-Making Style

Table 5
Preferred Non-Programmed Decision-Making Styles of the Respondents

| Non-Programmed Decision making | Weighted Average | Adjectival Rating |
|--|------------------|-------------------|
| 1. There is necessity for creativity in my decision making | 1.97 | Once in a while |
| 2. I believe that intuition helps in my decision making | 2.69 | Quite Regularly |
| 3. I have a strong tolerance for ambiguous situations | 2.78 | Quite Regularly |
| 4. Problems I encountered are always new | 2.14 | Once in a while |
| 5. Problems that I encounter are always uncertain regarding their cause-and-effect relationship | 2.44 | Once in a while |
| 6. I use my value judgment when applying decision making | 2.01 | Once in a while |
| 7. Ideally, decision making is the main concern of top management | 2.07 | Not at All |
| 8. The collective judgment of the group is superior to that of the individual decision maker because of a wider range of viewpoints. | 1.78 | Not at All |
| 9. Group decision is more likely to be accepted as a result of the | 1.75 | Not at All |

| | | |
|--|------|-----------------|
| participation of those affected by its consequences. | | |
| Overall Weighted Average | 2.18 | Once in a while |

The table 5 presents data on preferred non-programmed decision-making styles, illustrating the frequency and extent to which respondents rely on various decision-making approaches. The overall weighted average of 2.18 corresponds to an adjectival rating of "Once in a while," indicating that non-programmed decision-making styles are not consistently employed by respondents.

Among the individual decision-making aspects, the highest-rated factor is "having a strong tolerance for ambiguous situations" with a weighted average of 2.78, suggesting that respondents quite regularly navigate uncertainty when making decisions. Similarly, "intuition in decision making" follows closely with a weighted average of 2.69, indicating that respondents frequently rely on their instincts. These findings imply that while structured decision-making approaches may be preferred, there is still a moderate tendency to embrace uncertainty and rely on intuitive judgments.

On the other hand, the necessity for creativity in decision making (1.97), encountering new problems (2.14), and problems with uncertain cause-and-effect relationships (2.44) are all rated around "Once in a while." This suggests that while decision-makers occasionally face novel and uncertain situations, they do not frequently encounter such challenges. Additionally, the application of value judgment in decision making (2.01) follows the same pattern, reinforcing the idea that decision making may not always be based on personal beliefs or subjective evaluations. Interestingly, the lowest-rated aspects involve group decision making. The belief that "the collective judgment of the group is superior to that of an individual" is rated at 1.78, while "group decision making leading to better acceptance" has an even lower rating of 1.75, both categorized as "Not at all." These findings indicate that respondents do not favor group decision making processes and instead may lean toward individualistic approaches. Moreover, the notion that decision making is primarily the concern of top management received a weighted average of 2.07, also rated as "Not at all." This suggests that respondents do not strongly perceive decision making as an exclusive function of top leadership, potentially indicating a more distributed approach to decision making responsibilities within the organization.

Overall, the findings imply that while respondents occasionally engage in non-programmed decision-making styles, they do not frequently rely on creativity, value judgment, or group participation in their decision processes. Instead, they appear to navigate decision making with a moderate level of intuition and tolerance for ambiguity, favoring individual decision making over collective approaches.

Respondents occasionally use non-programmed decision-making but rely more on intuition and ambiguity tolerance than creativity or group input.

Middlemist and Hitt (1988), drawing from Carl Jung, argue that personality influences decision-making at two key stages: perceiving information and judging alternatives. This contrasts with Garofalo's focus on courage as the main driver.

Recognizing these influences helps balance structured evaluation, intuition, and decisive action.

3. Test of Significant Difference on Decision making Preferences of Respondents and their Profile Age

Table 6
The Computed T-Values of the Respondents' Age and Their Decision-making Preferences

| Variables | Level of Significance | Degree of Freedom | Computed Value | Tabular Value | Decision/ Rule |
|--|-----------------------|------------------------|----------------|---------------|----------------|
| Mean of Age and Mean of Programmed Decision Preference | 0.05 | $(n_1+n_2) - 1$ 143 | 1.114 | 1.655 | Retain Ho |
| Mean of Age and Mean of Non-Programmed Decision Preference | 0.05 | $(n_1+n_2) - 1$ 143 | 1.283 | 1.655 | Retain Ho |
| Test Statistics: t-test between two means | | | | | |

Table 6 presents the computed t-values examining if there is difference between the respondents' age and their decision-making preferences, both for programmed and non-programmed decision making. The statistical test used is the t-test for the difference between two means, with a significance level of 0.05 and a degree of freedom of 143. The computed t-values for both decision making preferences are compared against the critical (tabular) value of 1.655 to determine whether to reject or retain the null hypothesis (Ho).

For the relationship between age and programmed decision-making preference, the computed t-value is 1.114, which is lower than the tabular value of 1.655. Since the computed value does not exceed the critical threshold, the null hypothesis is retained. This indicates that there is no significant relationship between the respondents' age and their preference for programmed decision making. In other words, age does not play a decisive role in whether individuals prefer structured and rule-based decision-making processes. Likewise, for the relationship between age and non-programmed decision-making preference, the computed t-value is 1.283, also lower than the tabular value of 1.655. As a result, the null hypothesis is again retained, suggesting that there is no significant relationship between age and the preference for non-programmed decision making. This implies that regardless of age, individuals do not significantly differ in their inclination toward intuitive, creative, or flexible decision-making approaches.

The overall findings suggest that age does not significantly influence decision making preferences, whether programmed or non-programmed. This implies that decision making styles may be shaped more by other factors, such as experience, job roles, or organizational culture, rather than age alone. Organizations aiming to develop

decision making strategies should consider other factors beyond age demographics to enhance their decision-making processes effectively.

However, Macapobre, et.al. (2004) reinforce this notion by highlighting how decision-making is a fundamental aspect of teaching, with educators facing daily choices that shape students' learning experiences, classroom management, and curriculum implementation. In the Philippines, elementary school teachers navigate unique challenges such as government policies, socio-economic conditions, cultural expectations, and school leadership dynamics—all of which significantly impact their decision-making processes. This aligns with the idea that external influences, rather than age, play a crucial role in shaping how decisions are made. For educators and professionals alike, this perspective suggests that fostering effective decision-making requires addressing contextual elements, such as institutional frameworks, leadership styles, and situational pressures, rather than focusing solely on individual attributes like age. Organizations, therefore, may benefit from strategies that build decision-making competency through training, mentorship, and structural support rather than demographic assumptions.

4. Test of Significant Relationship on Decision making Preferences of Respondents and their Profile Sex

Table 7
The Computed T-Values of the Respondents' Sex and their Decision-making Preferences

| Variables | Level of Significance | Degree of Freedom | Computed Value | Tabular Value | Decision/ Rule |
|--|-----------------------|-------------------|----------------|---------------|----------------|
| Sex (row) Programmed and Non- Programmed Decision preferences (columns) | 0.05 | (R-1) (C-1) 1 | 3.962 | 3.84 | Reject Ho |
| Test Statistics: Chi-square on a Contingency Table | | | | | |

The table presents the computed t-values examining the relationship between the respondents' sex and their decision-making preferences, using a chi-square test on a contingency table. The level of significance is set at 0.05, with a degree of freedom of the computed chi-square value is 3.962, which exceeds the tabular value of 3.84. Since the computed value is greater than the critical threshold, the null hypothesis (Ho) is rejected.

This result indicates a significant relationship between the respondents' sex and their decision-making preferences. In other words, decision making styles—whether programmed (structured and rule-based) or non-programmed (intuitive and flexible)—vary significantly depending on the respondent's sex. This suggests that males and females may have distinct approaches to decision making, potentially influenced by social, cultural, or psychological factors.

The implication of this finding is that organizations should consider gender differences when designing decision making frameworks, training programs, and leadership development strategies. Understanding these differences can help foster a more inclusive and effective decision-making environment that leverages diverse perspectives. Moreover, organizations may explore how gender-based preferences influence team dynamics, leadership styles, and problem-solving approaches to optimize decision making outcomes.

However, in the study by Mostert & Gulseven (2020) supports this notion by demonstrating that emotion-neutrality is positively associated with all aspects of decision-making except acuity. While maintaining emotional neutrality can significantly influence decision-making processes, female respondents, particularly those in the education sector, perceive themselves as less emotion-neutral. This indicates that female teachers are more likely to make emotionally driven decisions, which can impact leadership dynamics, team interactions, and strategic choices.

Organizations may benefit from exploring how gender influences decision-making tendencies—such as the role of emotional considerations in leadership, collaboration, and individual decision styles. By integrating tailored training programs and leadership development strategies, organizations can optimize decision-making outcomes, ensuring that both emotion-neutral and emotionally guided decision-making approaches contribute to more balanced, effective, and adaptive strategies. Recognizing these differences allows organizations to cultivate environments where decision-making strengths, rather than limitations, define leadership and operational success.

However, in the study by Jayuma & Baguio (2025), it further highlights the significance of decision-making in the education sector, revealing that teachers consistently demonstrated high levels of decision-making practices, with their individual commitment remaining very strong.

Moreover, the research found a significant relationship between teachers' decision-making practices and their level of dedication, indicating that effective decision-making directly influences commitment in public elementary schools. The various aspects of decision-making practices were also found to strongly impact teachers' professional engagement.

Integrating these findings, organizations—particularly educational institutions—should recognize the importance of balancing reactive and proactive decision-making approaches. While addressing immediate challenges is crucial, promoting training programs that enhance preventive decision-making skills can help professionals anticipate problems before they occur. School administrators should implement strategic initiatives that equip teachers with decision-making frameworks emphasizing both responsive and forward-thinking strategies.

Additionally, encouraging teachers to participate actively in these programs can further strengthen their commitment, ensuring sustained professional growth and improved decision-making effectiveness.

Ultimately, cultivating a decision-making culture that values both immediate problem resolution and long-term preventive strategies can lead to better organizational performance and individual professional development. By fostering a more comprehensive approach, institutions can optimize efficiency while supporting the continued engagement and commitment of their personnel.

5. Types of Action Taken by Respondents

Table 8
The Preferred Actions Taken by Respondents in Their Decision-making Practices

| Preferred Actions Taken | Weighted Average | Adjectival Rating |
|-------------------------|------------------|-------------------|
| 1. Interim Action | 2.43 | Once in a While |
| 2. Adaptive Action | 2.29 | Quite Regularly |
| 3. Corrective Action | 4.04 | Most of the Time |
| 4. Preventive Action | 3.34 | Sometimes |
| 5. Contingency Action | 2.11 | Once in a While |

Table 8 presents the computed t-values examining the relationship between the respondents' sex and their decision-making preferences, using a chi-square test on a contingency table. The level of significance is set at 0.05, with a degree of freedom of 1. The computed chi-square value is 3.962, which exceeds the tabular value of 3.84. Since the computed value is greater than the critical threshold, the null hypothesis (H_0) is rejected. This result indicates a significant relationship between the respondents' sex and their decision-making preferences. In other words, decision making styles—whether programmed (structured and rule-based) or non-programmed (intuitive and flexible)—vary significantly depending on the respondent's sex. This suggests that males and females may have distinct approaches to decision making, potentially influenced by social, cultural, or psychological factors.

Finding tells that organizations should consider gender differences when designing decision making frameworks, training programs, and leadership development strategies. Understanding these differences can help foster a more inclusive and effective decision-making environment that leverages diverse perspectives. Additionally, organizations may explore how gender-based preferences influence team dynamics, leadership styles, and problem-solving approaches to optimize decision making outcomes.

The table also presents data on the preferred actions taken by respondents in their decision-making practices, highlighting the frequency with which each type of action is employed. The overall findings suggest that respondents tend to favour corrective and preventive measures over interim or contingency actions when making decisions. Among the decision-making actions, corrective action received the highest weighted average of 4.04, rated as "Most of the Time." This indicates that respondents frequently take measures to address problems after they have occurred, focusing on fixing issues rather than preventing them in advance. Following this, preventive action has a weighted average of 3.34, rated as "Sometimes." This suggests that while respondents

acknowledge the importance of proactive measures to avoid potential problems, they do not always prioritize them in their decision-making process.

On the other hand, adaptive action, which involves adjusting strategies to fit changing circumstances, has a weighted average of 2.29 and is rated as "Quite Regularly." This suggests that respondents often modify their approaches based on situational demands, demonstrating a moderate level of flexibility in their decision making. However, interim action (2.43) and contingency action (2.11) are both rated "Once in a While," indicating that respondents do not frequently resort to temporary solutions or backup plans when making decisions. The implications of these findings suggest that while decision-makers prioritize fixing problems once they arise, there is less emphasis on proactive strategies such as prevention and contingency planning. Organizations may benefit from encouraging a more balanced approach by fostering a culture of forward-thinking decision making. Emphasizing preventive and contingency measures can help reduce recurring issues, improve efficiency, and enhance overall decision-making effectiveness.

However, in the study by Jayuma & Baguio (2025), it further highlights the significance of decision-making in the education sector, revealing that teachers consistently demonstrated high levels of decision-making practices, with their individual commitment remaining very strong. Moreover, the research found a significant relationship between teachers' decision-making practices and their level of dedication, indicating that effective decision-making directly influences commitment in public elementary schools. The various aspects of decision-making practices were also found to strongly impact teachers' professional engagement.

Integrating these findings, organizations—particularly educational institutions—should recognize the importance of balancing reactive and proactive decision-making approaches. While addressing immediate challenges is crucial, promoting training programs that enhance preventive decision-making skills can help professionals anticipate problems before they occur. School administrators should implement strategic initiatives that equip teachers with decision-making frameworks emphasizing both responsive and forward-thinking strategies. Additionally, encouraging teachers to participate actively in these programs can further strengthen their commitment, ensuring sustained professional growth and improved decision-making effectiveness.

Table 9
The Obtained T-value of the Actions Taken by the Respondents in Their Decision Making Against Their Age and Sex

| Variables | Level of Significance | Degree of Freedom | Obtained Value | Tabular Value | Decision Rule | Interpretation |
|---------------------------|-----------------------|-------------------|----------------|---------------|---------------|---------------------------------|
| Actions Taken in Decision | 0.05 | $(n_1+n_2) - 1$ | 1.021 | 1.655 | Retain H_0 | No significant Difference Exist |

| | | | | | | |
|---|------|-----------------|-------|-------|-----------|---------------------------------|
| Making Vs. Age | | | | | | |
| Actions Taken by Male Vs. Actions Taken by Female | 0.05 | $(n_1+n_2) - 1$ | 0.989 | 1.655 | Retain Ho | No significant Difference Exist |
| Test Statistic: T-test of two independent Means | | | | | | |

Table 9 presents the obtained t-values analysing the relationship between the actions taken by respondents in their decision-making practices and their age and sex. The statistical test used is the t-test for two independent means, with a significance level of 0.05 and a degree of freedom of $(n_1+n_2) - 1$. The computed t-values are compared against the critical (tabular) value of 1.655 to determine whether to retain or reject the null hypothesis (Ho). For the relationship between actions taken in decision making and age, the obtained t-value is 1.021, which is lower than the tabular value of 1.655. Since the computed value does not exceed the critical threshold, the null hypothesis is retained, indicating that no significant difference exists between the decision-making actions of respondents based on age. This suggests that regardless of age, individuals tend to take similar approaches when making decisions, implying that other factors—such as experience, training, or organizational influence—may have a stronger impact on decision making actions than age alone.

Likewise, when comparing the actions taken by male and female respondents, the obtained t-value is 0.989, which is also lower than the tabular value. As a result, the null hypothesis is again retained, meaning that there is no significant difference in decision making actions between males and females. This implies that both genders exhibit similar decision making behaviors, suggesting that sex does not play a decisive role in determining how individuals respond to decision making situations.

The findings suggest that age and sex do not significantly impact decision-making actions, indicating that organizations should prioritize factors such as training, experience, and situational variables when assessing or improving decision-making processes. Since decision-making behaviors do not consistently align with demographic characteristics, leadership and management strategies should focus on competency-building programs and environmental influences that enhance decision-making effectiveness rather than relying on age- or gender-based assumptions.

However, the study by Aloka and Bojuwe (2013) presents a nuanced perspective, showing that decision-making behaviors in school disciplinary panels differ based on gender, age, and experience. Male members tend to take more risks in their decisions, while female members exhibit more caution. Similarly, younger and less experienced panel members lean toward riskier decision-making, whereas older and more experienced individuals adopt a more careful approach. These findings suggest that schools should strive for a balanced composition of disciplinary panels to ensure a diversity of perspectives in handling student behavior.

Integrating both perspectives, organizations should acknowledge that while age and sex may influence decision-making tendencies in specific contexts, these demographic factors do not dictate overall decision-making actions. Instead, fostering skill development, experience-based learning, and situational awareness should be the focus of leadership strategies. In educational and organizational settings, embracing diverse decision-making styles and ensuring proper training can create a more dynamic, effective, and balanced approach to decision-making, ultimately leading to better outcomes.

Table 10
Results of the Performance Evaluation of Teacher - Respondents of Naguilian District, CY 2004-2005

| Adjectival Rating | Numerical Rating | Frequency | Percentage |
|-------------------|------------------|-----------|------------|
| Outstanding | 9.300-10.000 | 23 | 18.85 |
| Very Satisfactory | 7.500-9.229 | 99 | 81.15 |
| Fair | 4.700-7.499 | 0 | 0 |
| Unsatisfactory | 2.900-4.699 | 0 | 0 |
| Needs Improvement | 2.000-2.899 | 0 | 0 |

Table 10 reflects the results of the performance evaluation of teachers in the Naguilian District for the school year 2004-2005, categorizing their ratings into different adjectival levels based on numerical scores.

The data reveal that the majority of teachers performed at high levels, with no respondents falling into the lower performance categories. The majority of teachers, 99 out of 122 or 81.15 percent, received a "Very Satisfactory" rating, with numerical scores ranging from 7.500 to 9.229. This indicates that most educators demonstrated strong competence in their teaching performance, meeting and often exceeding expectations. Additionally, 23 teachers or 18.85 percent achieved an "Outstanding" rating, scoring between 9.300 and 10.000, signifying exceptional performance and excellence in their teaching practices. Notably, none of the teachers were rated as "Fair," "Unsatisfactory," or "Needs Improvement," which suggests that all educators in the district met at least the Very Satisfactory standard.

Findings suggest that the teachers in the Naguilian District have maintained a high level of instructional effectiveness, with most of them performing at commendable levels. The absence of low ratings indicates a strong teaching workforce, potentially reflecting effective training, professional development, and support systems within the district. However, the fact that a smaller percentage of teachers achieved the "Outstanding" category suggests that while performance is strong overall, there is room for further growth and excellence.

To build on these results, professional development programs, mentoring, and continuous performance enhancement strategies may be encouraged to help more teachers transition from "Very Satisfactory" to "Outstanding." Additionally, recognizing and

rewarding outstanding performers may serve as motivation for other educators to strive for higher levels of achievement. Maintaining this high standard will be crucial in ensuring continued quality education for students in the district.

The performance evaluation of teachers in Naguilian District highlights the need for professional development programs, mentoring, and continuous performance enhancement strategies to help more educators transition from "Very Satisfactory" to "Outstanding." Recognizing and rewarding outstanding performers can also serve as motivation, fostering a culture of excellence and commitment to high-quality education for students in the district.

However, in the study by Almazan and Quinco-Almazan (2024) in Zambales provides valuable insight into how leadership styles and decision-making abilities influence teacher job satisfaction. Their findings show that school heads who practice servant leadership and demonstrate strong decision-making skills contribute to higher levels of teacher satisfaction. This underscores the critical role of leadership in shaping a positive work environment and supporting educators in their professional growth.

By integrating these findings, schools can enhance their teacher development initiatives through leadership-driven support systems. School heads should be encouraged to adopt servant leadership principles, ensuring that teachers receive the guidance, mentorship, and decision-making support needed to excel. Additionally, structured training programs that reinforce effective decision-making and problem-solving skills can empower teachers to perform at higher levels, ultimately improving their satisfaction and commitment to their roles.

Table 11
The Computed T-value of the Respondents' Decision Making Preferences and Their Job Performance

| Variables | Level of Significance | Degree of Freedom | Computed Value | Tabular Value | Decision Rule |
|---|-----------------------|------------------------|----------------|---------------|---------------|
| Mean of Job Performance Ratings and Mean of Programmed Decision Preference | 0.05 | $(n_1+n_2) - 1$ 143 | 1.492 | 1.655 | Retain H_0 |
| Mean of Job Performance Ratings and Mean of Non-Programmed Decision-Making Preference | 0.05 | $(n_1+n_2) - 1$ 143 | 1.401 | 1.655 | Retain H_0 |
| Test Statistics: T-test of two independent Means | | | | | |

Table 11 shows the computed t-values analysing the relationship between respondents' decision-making preferences (both programmed and non-programmed) and their job performance ratings. The statistical test used is the t-test for two independent

means, with a 0.05 level of significance and 143 degrees of freedom. The computed t-values are compared against the critical (tabular) value of 1.655 to determine whether to reject or retain the null hypothesis (H_0).

For the relationship between job performance ratings and programmed decision-making preference, the computed t-value is 1.492, which is lower than the tabular value of 1.655. Since the computed value does not exceed the critical threshold, the null hypothesis is retained, indicating that there is no significant relationship between programmed decision-making preferences and job performance. This suggests that structured, rule-based decision making does not necessarily lead to higher or lower job performance among the respondents. Likewise, for the relationship between job performance ratings and non-programmed decision-making preference, the computed t-value is 1.401, also below the critical value. As a result, the null hypothesis is again retained, meaning that non-programmed decision-making styles—such as intuitive or flexible approaches—do not significantly impact job performance either. This suggests that whether a teacher relies on structured or flexible decision-making processes, their overall job performance remains unaffected.

Findings suggest that decision making preferences alone do not determine job performance among the teachers in the Naguilian District. Other factors—such as experience, teaching methods, professional training, work environment, and student engagement—may have a more significant influence on their effectiveness. Given that neither programmed nor non-programmed decision-making styles show a strong link to job performance, educational institutions may benefit from focusing on other aspects, such as continuous professional development, mentorship programs, and performance-based incentives to further enhance teacher effectiveness.

Additionally, the findings imply that a diverse range of decision-making styles can be equally effective in the workplace, reinforcing the idea that flexibility in approach may be beneficial. Rather than favoring one style over another, institutions may encourage teachers to adapt their decision-making approach based on the specific challenges they encounter, ultimately fostering a more dynamic and responsive teaching environment.

A crucial aspect of teacher effectiveness is involvement in school decision-making, as supported by Mohammad & Bano (2020). Their research indicates that educators who actively participate in decision-making processes experience improved job satisfaction. This involvement fosters teamwork and collaboration, which enhances overall effectiveness. Additionally, it strengthens teachers' connection to the institution, increasing their commitment and dedication to their work.

Similarly, the findings of Robles, et.al. (2020) reinforce this perspective, demonstrating that teachers express higher career satisfaction when their views and contributions are recognized in institutional decision-making. These decisions directly or indirectly impact their daily responsibilities, making their work environment more engaging and supportive. Together, these findings imply that institutions should promote adaptability in decision-making approaches, rather than prioritizing one style over another. A diverse range of decision-making preferences can be equally effective in the

workplace, suggesting that flexibility and responsiveness to situational demands may be more beneficial. Schools can enhance teacher performance by investing in continuous professional development, mentorship programs, and performance-based incentives. Furthermore, fostering a collaborative environment where educators actively participate in decision-making can boost their motivation and satisfaction, ultimately leading to a more dynamic and effective teaching workforce.

Table 12
An Ordinal Presentation of the Respondents' Perceived Problems Affecting Their Decision-Making Practices

| Perceived Problems | Frequency | Percentage | Rank |
|---|-----------|------------|------|
| 1. Financial Problems (personal) | 29 | 23.77 | 1 |
| 2. Family Affairs (Domestic) | 22 | 18.03 | 2 |
| 3. Lack of Financial Support to a project | 18 | 14.76 | 3 |
| 4. Emotional Problems | 16 | 13.11 | 4 |
| 5. Lack of Materials and Equipment to support a project | 13 | 10.65 | 5 |
| 6. Lack of Manpower to assist and support a project | 10 | 8.20 | 6 |
| 7. Political Interference | 7 | 5.74 | 7 |
| 8. Unnecessary interference of officemates to a project | 3 | 2.46 | 8 |
| 9. Community Pressure | 2 | 1.64 | 9 |
| 10. Not familiar with the project being undertaken | 2 | 1.64 | 10 |
| Number of Responses | 122 | 100.00 | |

Table 12 presents the perceived problems affecting the respondents' decision-making practices, ranked based on frequency and percentage. The findings highlight the most common challenges that impact how respondents make decisions, particularly in their professional environment. The most frequently cited problem is personal financial issues, with 29 or 23.77 percent of the respondents ranking it as the top concern. This suggests that financial struggles significantly affect decision making, likely causing stress and limiting choices. Following closely are family affairs (domestic issues), reported by 22 or 18.03 percent of the respondents, indicating that personal and family responsibilities also play a major role in shaping decision making behaviors. The third most common issue is the lack of financial support for projects with 18 or 14.76 percent of the respondents, followed by emotional problems with 16 or 13.11 percent of the respondents. This suggests that beyond personal financial constraints, the unavailability of funding for professional initiatives hinders effective decision making. Additionally, emotional difficulties may cloud judgment, making it harder for respondents to approach decision making objectively.

Further down the list, lack of materials and equipment with 10.65 percent and lack of manpower with 8.20 percent suggest that inadequate resources and human support are challenges in executing well-informed decisions. Meanwhile, political interference with 5.74 percent and unnecessary officemate interference with 2.46 percent indicate that external pressures from colleagues or authorities can also disrupt decision making autonomy. The least cited problems, community pressure with 1.64 percent and lack of familiarity with a project with 1.64 percent, suggest that external societal expectations and lack of expertise are not major concerns for most respondents.

The findings suggest that personal and financial struggles, along with resource constraints, are the biggest obstacles in decision making. This highlights the need for better financial literacy programs, workplace support systems, and funding mechanisms to ease financial and resource-related burdens. Additionally, mental health and well-being programs could help address emotional problems that hinder sound decision making. From an organizational perspective, improving access to materials, manpower, and financial resources can enhance decision making efficiency. Furthermore, minimizing external interference, whether political or workplace-related, can help ensure that decisions are made based on objective assessments rather than external pressures.

Leadership and administrative support also play a crucial role in shaping teachers' decision-making freedom. According to Almazan and Quinco-Almazan (2024), school principals and administrators influence how much autonomy teachers have in institutional decision-making. Supportive leadership fosters collaboration, engagement, and participation in policies, curriculum development, and problem-solving initiatives. In contrast, rigid and authoritarian leadership styles may restrict teachers' ability to make flexible and innovative decisions.

Another key factor, as highlighted by Hatmanto & Rahmawati (2023), is student diversity and classroom dynamics. Teachers must continually adjust their decisions to accommodate students' unique learning styles, behavioral challenges, and diverse backgrounds. With inclusive education policies becoming more prevalent, educators need to develop adaptable strategies that cater to a broad range of student needs, reinforcing the demand for flexible decision-making processes.

Meanwhile, Closa & Sarmiento (2023) emphasize that workload and time constraints further impact teachers' decision-making capabilities. Public-school teachers in the Philippines frequently handle large class sizes and extensive administrative responsibilities, limiting the time available for thoughtful decision-making. As a result, decision fatigue may lead educators to rely on routine or rushed choices, potentially compromising the quality of instruction and student engagement.

Together, these findings suggest that overcoming personal, financial, institutional, and environmental obstacles can lead to more confident and effective decision-making among teachers. Schools should invest in mental health programs, workload management strategies, and initiatives that encourage teacher autonomy and collaboration. By fostering a supportive and resource-rich environment, educators can

navigate complex decisions with greater confidence and efficiency, ultimately enhancing their overall productivity and effectiveness.

Hence, addressing these challenges can lead to more effective and confident decision-making among respondents, improving their performance and productivity in both personal and professional contexts.

Conclusions

The study concludes that while decision making preferences vary among teachers, they do not significantly affect job performance. Age does not play a role in decision making tendencies, but gender differences are evident. Teachers prefer flexible decision-making approaches over rigid structures, and they tend to work individually rather than relying on group decisions. While their decision-making skills contribute to problem resolution, the dominant reliance on corrective actions suggests a reactive rather than proactive approach.

Additionally, personal financial concerns and family responsibilities significantly impact decision making, indicating that external stressors play a critical role in shaping teachers' professional choices. Despite these challenges, the strong job performance of teachers suggests that they are able to navigate these difficulties effectively.

Recommendations

In the light of the findings of this study, the following recommendations are offered:

1. It is important for the researcher to inform the respondents and both the division and district school offices about the results of this undertaking. It is believed that in self-discovery, a person would be able to improve himself and what skill to develop.
2. It is recommended that the Department of Education should conduct a regular skills development seminar for all teachers giving focus to organizational behaviour and career development, most particularly on topics such as problem solving, decision making, human and financial resource management.
3. The supervisor of the school district is encouraged to organize small discussion groups or quality circles. It is believed that group decision making, being democratic and consensual, would create an atmosphere of bonding, cooperation, camaraderie and quality outputs.
4. The art of delegation must be properly practiced by immediate superiors. This will allow the subordinates to practice independent and autonomous decision-making skills.
5. Periodic review of strategic plans should be initiated in order to minimize the occurrence of problems that may hinder the respondents in their decision making. Group dynamics is encouraged to be done on a regular basis to determine solutions to address hindrances to decision making.
6. Creativity among respondents is encouraged to fully utilize the available resources that aid them in their decision-making practice.

7. A more in-depth analysis on the decision making and problem-solving practices relative to the cultural and anthropological atmosphere of the respondents and their environment such as its relationships to customs, traditions and superstitious beliefs.
8. A study on decision making practices and styles in relation to organizational climate, culture and values.
9. A comparative analysis on the decision-making preferences of respondents in their workplace and in their homes.
10. A study on the effects of an authoritarian or democratic form of leadership of superiors on the decision-making practices of their subordinates.

Compliance with Ethical Standards

This study was conducted in accordance with the fundamental ethical principles of educational research, particularly respect for persons, beneficence, voluntary participation, confidentiality, and integrity in data handling. Prior to the conduct of the study, permission was secured from the Schools Division Superintendent and the concerned school authorities to administer the research instrument to the teacher-respondents in the public elementary schools of Naguilian District.

Participation of the respondents was voluntary. The teacher-respondents were properly informed about the purpose of the study, the nature of their participation, and the use of the data gathered. They were assured that their responses would be used strictly for academic and research purposes only. No respondent was forced or coerced to participate, and they were given adequate guidance in answering the questionnaire to ensure clarity and accuracy of responses.

Confidentiality and anonymity were observed throughout the study. The identities of the respondents were not disclosed in any part of the research, and all information gathered was treated with strict confidentiality. The data were analyzed and presented in aggregate form only to protect the privacy of the participants. Furthermore, the study avoided any form of harm, bias, or misrepresentation in the interpretation of the findings. The researcher likewise ensured honesty, objectivity, and proper acknowledgment of all sources and contributions relevant to the completion of the study.

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