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Enhancing the Decision Making Competencies of School Heads in Lemery District, Division of Batangas

Ryan Benedict M. Reyes

Philippine Normal University

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**ENHANCING THE DECISION MAKING COMPETENCIES
OF SCHOOL HEADS IN LEMERY DISTRICT,
DIVISION OF BATANGAS**

RYAN BENEDICT M. REYES

College of Graduate Studies
and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

April 2017

APPROVAL SHEET

This thesis entitled **“ENHANCING THE DECISION MAKING COMPETENCIES OF SCHOOL HEADS IN LEMERY DISTRICT, DIVISION OF BATANGAS”** prepared and submitted by **MR. RYAN BENEDICT M. REYES** in partial fulfillment of the requirements for the degree of Master of Arts in Education, with specialization in Educational Management has been examined and is hereby recommended for Oral Examination.

ADELINA H. VELASCO, MA.

Adviser

DANILO K. VILLENA, Ph.D.

Adviser

Approved in partial fulfillment of the requirements for the degree of Master of Arts in Education with specialization in Educational Management by the Oral Examination Committee.

TERESITA T. RUNGDUIN, Ph.D.

Chairperson

INERO V. ANCHO, Ph.D.

Member

RENE R. BELECINA, Ph.D.

Member

JOSE M. OCAMPO JR., Ph.D.

Member

Accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education with specialization in Educational Management.

ZENAIDA Q. REYES, Ph.D.

Dean

College of Graduate Studies and
Teacher Education Research

Date

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Above all, to Almighty God, for granting all the blessings needed in the completion of this work.

R.M.R.

DEDICATION

This humble piece of work

is sincerely dedicated

to his family.

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ABSTRACT

Name: Ryan Benedict M. Reyes

Title: Enhancing the Decision Making Competencies of School Heads in Lemery District, Division of Batangas

Key Concepts: decision making, competencies, school heads, decision making models, stages in decision making

Degree: Master of Arts in Education

Specialization: Educational Management

Advisers: Danilo K. Villena, Ph.D.
Adelina H. Velasco, M.A.

An assessment of the decision making competence of public elementary school heads in Lemery District, Division of Batangas was conducted using a descriptive survey research technique. A total of 24 school heads from 24 public elementary schools and 115 teachers from a total of 344 teachers assigned among the 24 complete elementary schools during school year 2013 - 2014 served as the study respondents. A researcher - made questionnaire survey which was validated by experts was used as the study's primary data gathering instrument. This was complimented by interview and focused group discussions whose data served as support to quantitative data obtained from the questionnaire survey. Data from quantitative tool were analyzed

through statistical means which included weighted mean, ranking, t - test, frequency and percentage while data from qualitative means were used to support the analysis of quantitative data.

The study revealed that the school heads demonstrated strong competence in decision making as perceived by the teachers and the school heads themselves. There were indicators that the school heads were found out to have performed some effective strategies to strengthen those found to be their weaknesses in decision making. However, while teachers and school heads perceived the school heads as being competent in decision making, their perceptions appeared as to be significantly different. Findings of the study served as basis in designing an action plan that may be used to enhance the decision making competence of the school heads.

As a matter of recommendation, there is a need for the school heads to strengthen their competence in decision making through attendance to trainings and post graduate level courses. Both school heads and teachers should maintain their collaborative relationship in solving problems wisely. The school heads should sustain their strengths in decision making by applying the strategies in the steps in the rational decision making model. The school heads need to show further competence in developing alternatives by being sensitive to problems and applying the best solution. The school heads can use the action plan as a reference in order to enhance their decision making competence. Another study that applies other decision

making models such as intuitive, decision making grid, and Vroom-Jago decision model should be conducted in both elementary and secondary schools.

Chapter I

THE PROBLEM AND ITS BACKGROUND

Introduction

The role of the school heads is to ensure that they provide an effective and high quality of education to their pupils. Luck (2009) opines that in fulfilling their leadership roles, they have to make decisions everyday. These decisions which are both large and small bind the school to commitments and outcomes for the holistic development of pupils. Moreover, they try to make effective decisions because they know that they are accountable to the target clientele who are the pupils.

One of the main objectives of Philippine education today is global competitiveness. Schools are required to produce learners who are globally competitive. In order to attain this objective, school heads who play very important roles in the educational system are needed. They have variety of roles to perform and certain characteristics. They have the responsibility of managing and supervising their teachers. Being the team leaders, they propel and inspire the teachers and other members of the organization toward the achievement of goals. They set the direction in terms of what the school should become over a target period of time. Their competence leads to high performance and excellent outcomes. Thus, competence is always seen

in relation to outputs as Thrupp and Willmott (2003) assert.

As stated in Section 17, paragraph 2 of the Education Act of the Philippines known as Batas Pambansa Blg. 232 (1982), the school administrators shall be accountable for the efficient and effective administration and management of the school. Likewise, pursuant to Section 6.1, Rule VI of Republic Act No. 9155 entitled Governance of Basic Education Act of 2001, Bilbao, et al (2006) cite that all public elementary and secondary schools must have school heads to perform the administrative and instructional supervisory functions. Thus, in the words of Bathan (2004), being the leaders, the school heads envision what their school will best become considering the present realities, challenges, and opportunities. They consequently motivate, inspire, and influence teachers on what to do and on what they desire to happen. They give enthusiastic cooperation and discuss the strategic actions clearly with their teachers in order to get things done.

The performance and achievement of an elementary school lie in the hands of school heads. Being a school head requires not only having and developing skilled personnel, but also creating the working conditions in which teachers fully commit their time and dedication. Therefore, they need to integrate and apply the knowledge and analytical approaches in one of their functions which is decision making. Decision making therefore plays a major role in the school heads' responsibilities for the strategic management of a school organization. This is an important part of the school heads' job

since decision making deals with problems. Arbinoya (2003) emphasizes that a decision made by school heads could either lead to success or failure of any organization. The art of decision making is the center of doing it. The fact that the school heads are problem solvers, they are expected to respond in situations when conflicts arise. There are varied problems that arise in schools. The school heads should therefore exercise care in employing the appropriate type of decision making, so it is also necessary that they learn how to establish priorities.

School heads make decisions affecting the institution daily and communicate these decisions to their teachers. There is no guarantee that they always make the right decision. By using a rational, intelligent, and systematic approach, they see making wise decisions as their central task because they choose deliberately what is to be done.

Interestingly, school heads make decisions as individuals. As Daft (2002) explains, they make decisions often as part of a group, hence, whenever they make decisions, they have to strive to be as effective as possible. Indeed, they choose the people whom they believe could be of great help in solving their problems in the right time.

In making decisions, the involvement and participation of the teachers is needed. The school heads can organize a working committee by grade level, by subject teachers, by department, or in informal coalition. One way of ensuring effectiveness therefore is to follow the procedure in the process of

making decisions. Guidelines will help carry out this process.

School heads are the leaders in their school. They transform the school's vision into reality. They motivate their teachers in achieving their goals through the manner of giving directions (DfES:2004). It is through decisions that they act in order to attain their objectives, aims, and plans. If there are no decisions to be made, there will be no actions and no results.

The researcher got interested in conducting this study and inspired by how school heads make decisions. Based from his observations in schools nowadays, school heads often encounter complex situations and problems everyday. Consequently, they are forced to make decisions either by dividing the tasks among their teachers or by seeking the advice of higher authorities and co-school heads. Moreover, comments are often heard from teachers regarding the strategies that their school heads apply in making decisions. Sometimes, the decisions are effective; sometimes, not. They make decisions for every grade level so as to apply the proper solutions that will lead to the attainment of the targets. Nevertheless, there are school heads who ignore the existing problems thus, conflicts occur. In this case, the school heads need to apply competencies in deciding and solving problems at the same time. Both are of vital importance in the performance of managerial skills. In view of these, the researcher intends to gain insights on how school heads decide in their schools for efficient and effective management in the district under study.

This research will therefore be of primary importance to the school heads especially those who are newly appointed in the position. The readings and findings in this study will be of great help in gaining useful information on the systematic steps and strategies in making decisions so that they will make their leadership successful. Their success in making decisions is the success of the teachers which will be transmitted to the pupils who are the recipients of effective and efficient instruction.

Conceptual Framework

Making a decision is an important competency of school heads. One of the functions of school heads is making decisions. Greenbank (2010) stresses that it requires action to make choices from given options. Hence, this action of the school heads contribute a corresponding effect to the organization. In decision making, the school heads make decisions that influence the staff by virtue of their designation. It is further defined as an intelligent choice of action from making among options so that desired result could be achieved. Planning is therefore important. It involves a choice on what, who, when, and how to do. The process in planning is considered to be on going as a result of the dynamic and changing nature of society.

Stages in the rational decision making

The school personnel especially the school heads give importance to

rational and logical decision making. In view of this, Stoner, Freeman, and Gilbert, Jr. (2001) assert that school heads who analyze their choices listed and predict possible problems that may occur are practicing the rational model of decision making. These authors present a systematic procedure that guides school heads in analyzing options and selecting the most appropriate one.

The first stage deals with investigating the problem. An in-depth analysis has three factors: identification of the situation, diagnosis, and defining the goals. Identification of the situation based on school's aims aids the school head in getting rid of confusion. In diagnosing the reasons, the school heads sometimes rely on intuition to identify them. He identifies all data in order to have a clear view of the problem. When the problem has been understood fully and the reasons listed and analyzed, the school heads will make a wise decision which they think is the best solution.

The second stage shows developing alternatives. The school heads need to develop several options. They involve the teachers in every step to be done. The third phase is evaluating alternatives and selecting the best one available. Once a set of alternatives have been developed, the school heads analyze each of them. They are guided by three key questions. These are: (1) Is this choice practical? Does it suit the school's legal and ethical obligations? School heads need to predict outcomes if the teachers did not succeed in doing the solutions fully. (2) Will the choice solve the problem? To answer this,

school heads need to answer two more questions. First, Is the choice congruent to the school's aims? Second, Will the school heads succeed in this choice? Third, What might be the result that will lead to the school's improvement? Knowing that a school is composed of several personnel, the school heads are expected to predict outcomes. Alternatives with negative consequences are eliminated; and positive consequences are usually selected.

The fourth phase is implementing and monitoring the decision. After choosing the best option, the school heads make plans in order to meet the requirements in doing the choices. After these steps had been done, the real action will be started. The school heads will conduct a follow up if actions are having good effects. They find out if steps are congruent to the plan and if people are performing to expectations. Making a decision is therefore a continuous process that requires patience in interacting with teachers until the problem is solved.

Stoner, Freeman, and Gilbert, Jr. (2001) stress that in making decisions, school heads need to weigh alternatives. They need to classify the problems in terms of certainty (highly predictable), through risk, to uncertainty (highly unpredictable). For certainty, the objective is to have exact and real data about the result that is expected. Problems occur whenever an alternative's outcome with certainty cannot be predicted. Hence the school heads predict the probable result of a chosen choice. When the school heads are uncertain, they are not yet sure of the possible results.

This literature shows relevance to the present study because it dealt with the stages in the decision making process that school heads follow. The steps discussed by the authors provided the researcher with several information about the processes to be done and the strategies to be employed by the school heads in decision making.

Factors that influence the decisions of a decision maker

Decision making, being a cognitive process of adding and retrieving information from the brain's memory pushes one to explore which factors influence the decisions of a decision maker. These factors are personal values, status and power, and social factors. The decision makers make decisions consistent to their values. New school heads make decisions based on their personal values that are shaped by professional experience. School heads hold a powerful position to make the major decisions. They consider the needs of school, strategic goals, and anticipate results before making any decision. With regard to social factors, decision makers refer to chances of agreement and disagreement of others who are likely to be influenced by the decision.

This topic is related to the present study in the sense that it gave background to the researcher regarding the factors that influence the decisions of a decision maker. In this way, the school heads will be able to consider the factors when making decisions in their schools.

Elements of the decision situation

Corollary to these factors, Certo (2000) explains that there are five elements of the decision situation that school heads need to consider in decision making. These are the persons who make the choice, the aims to be achieved, the important choices, sequence of choices, and selection of best solution. The first element is composed of individuals or groups who actually select from the options. There are decision makers who are receptive, exploitative, hoarding, and marketing. They rely heavily on suggestions from other organization members. Basically, they want others to make their decisions for them. Decision makers who are exploitative build their schools on others' ideas and typically hog all the credit themselves, extending little or none to the originators of the ideas.

The goals that decision makers seek to attain are the other elements of the decision situation. These goals are most often the organizational goals. The decision comprises two relevant choices. An effective choice is easy to apply. Alternatives that will not solve an existing problem or cannot be implemented are irrelevant and should be excluded from the decision making situation.

The school heads need to sequence the choices from the most effective to the least effective. The process can be subjective, objective, or some combination of the two. Past experience of the decision maker is an example an objective process.

The last element of the decision situation is the actual choice between available alternatives. This choice establishes the decision. Typically, managers choose the alternative that maximizes long-term return for the organization.

This topic is of significance to the researcher because it dealt about the elements of the decision situation. Knowing these elements is of great importance to the school heads because they will be guided in making decisions. They will exercise care in making decisions in order to prevent problems in their schools.

Key resources to reach the high performance level

In order to succeed in decision making, the school heads need to consider the four key resources so as to reach the high performance level. These are cognitive competencies, information about the performance of the organization, power and authority, and rewards for high performance. The cognitive competencies include basic knowledge of techniques to be applied in working together as a group, leading the group, and evaluating strategies and desired outcomes.

The performance of a school comprises data about student performance, budget, and location. Curriculum and instruction, staffing and personnel, resource allocation, and budgeting fall under power and authority. Intrinsic and extrinsic rewards such as salary adjustments, professional development opportunities, performance-based pay, group or team-based

rewards, and public recognition for their accomplishments are included in rewards for high performance.

The four key resources so as to reach the high performance level served as the guide of the researcher in constructing the questionnaire. The researcher had the end in mind that every item in the steps will be geared toward the attainment of high performance level among the teachers and pupils.

Skills in solving problems

In line with these, Daft (2002) adds that in decision making, problems are identified and ways of solving them are planned. The school heads exert effort before and after doing the actual choice. They apply the key components of time management skills such as checking one best choice from different options.

Decision making is not easy because conflicts are difficult to manage. The difficulty lies in choosing the best that will yield the best result. The school heads also need to accept the consequences. To succeed further in making a decision, the school heads have to be aware that decision making pervades the entire administrative process. It is needed in planning, organizing, stimulating, and evaluating. A plan cannot be said to exist until a decision has been made. It is also important in the process stage of organizing on who to assign to a certain responsibility and on what facilities are deemed necessary. In the process of stimulating, decision making is also

involved. School heads have to decide on what strategies they are going to use to stimulate the people along with them in the workplace to attain maximum fulfilment in every individual. Evaluating also involves decisions concerning the extent to which plans are being affected or have been achieved. Decisions related to evaluation are reviewing plans and objectives, obtaining data regarding inputs, processes, and outputs; interpreting the data obtained; drawing implications for future planning; and reporting results.

This topic shows relationship to the present study in as much as it focused on the skills in solving problems which are of primary importance to the school heads is decision making. The skills were also included in the items in the questionnaire.

Decision making styles

Daft (2002) suggests that an important competency in decision making is to apply the four major decision making styles such as directive, analytical, conceptual, and behavioral. The directive style is preferred by school heads who employ easy solutions to problems. They make decisions at once and do not need lots of information and use only one or two alternatives. They depend on existing rules for making decisions why they are efficient and rational.

The school heads who employ the analytical style deal with difficult solutions from several data gathered. They are cautious in choosing

alternatives based from existing information. School heads who use the conceptual style also like to consider a broad amount of information. However, they are socially oriented than those with an analytical style and like to talk to others about the problem and possible alternatives for solving it. They consider many broad alternatives, rely on information from both people and systems, and like to solve problems creatively.

The school heads who follow the behavioral style have a deep concern for other people. They talk to people face to face to know how they feel about the problem. Hence, they can study the effect of a given decision upon them. Their major concern is the personal development of their subordinates for the achievement of their goals.

To summarize, these related literature show great significance to the present study. They provided the researcher with varied information regarding decision making. The concepts on the meaning of words, phrases, elements, and models of decision making enriched the researcher's knowledge in going through the process. The competencies of school heads will aid the researcher in decision making as a person and as a future school head.

As Kumar (2010) defines, deciding means choosing and making a decision. It is planning to choose from alternatives. In this connection, Greenbank (2010) stresses that for the school heads to succeed in making decisions effectively, they have to employ logical and comprehensive approach using the rational decision making model. This involves a systematic

procedure which starts formulating aims. The next step is thorough collection of information to the needed solution. Then, varied alternatives are listed and analyzed fully in order to make the right choice.

This study is anchored on the rational model of decision making postulated by Stoner, Freeman, and Gilbert, Jr. (2001). The researcher was guided by the steps shown in this model by these proponents. They stress that school heads who employ this model of decision making think creatively by analyzing the alternatives and the possible consequences of their choice. They emphasize the four-step process in decision making. These steps help school heads in listing down the advantages and disadvantages of courses of action and selecting the most applicable option in order to arrive at the best results. These stages are investigating the situation, developing alternatives, evaluating alternatives and selecting the best one available, and lastly, implementing and monitoring the decision.

The first stage deals with investigating the situation. In this stage, the school heads define the problem, identify decision objectives, and diagnose causes. They conduct an in-depth study consisting of the following factors: identification of the problem, diagnoses, and analyzing the aims. In defining the conflict, the school heads think in terms of organizational objectives. In diagnosing the causes, they rely on intuition to identify them. They often put the details together until they arrive at an understanding of stage is to select the solution that will solve the problem.

In the second stage, the school heads are advised to develop alternatives. They seek creative alternatives but do not evaluate yet. They develop several alternatives first before making major decisions. They have to be creative by involving teachers in suggesting several options.

The third stage is evaluating alternatives and selecting the best one available. After a set of options or choices has been developed, the school heads evaluate each alternative by asking three questions; First, is this alternative attainable? Does it meet all the school heads' legal and ethical obligations? School heads need to predict the results if teachers were not able to perform the necessary procedure correctly. Second, is the option a good answer? In response to this, the school heads need to ask these questions: Will the objectives be achieved? Will the option lead to success? Third, what are the predictable results for the benefit of the school? Schools are nurseries for children, hence school heads need to determine the effect of change in one aspect with other aspects of the school system. Alternatives with negative consequences are eliminated and positive consequences are selected.

The fourth step is implementing and monitoring the decision. After choosing the most likely correct option, the school heads think of ways and means in order to meet the needs of solving the conflict. Acting out an option is more complicated than directing. When the best possible steps had been done, assessment begins. The steps undertaken to act out the solution need

to be assessed. They need to find out if things are working according to the plan and if teachers are performing the expectations. Decision making therefore is a cyclical process. Follow-up has to be made.

As DuBrin (2009) puts it, school heads work through the classical/behavioral decision making model when faced with a major decision. The classical decision model views the school heads' environment as certain and stable and the school heads are rational. In the behavioral decision model, the school heads act only according to their perception in a given situation.

Corollary to these, Kumar (2010) presents the four steps in rational and logical decision making. They are the following: (1) Identify and define decision making stimuli and decision making objective; (2) Make choices; (3) Analyze decision alternatives and choose the most appropriate option; and (4) Act out the decision to evaluate the outcomes.

In the first step, the stimuli is felt. It could be a problem situation that hinders the chance to perform an activity. The decision maker feels his problem after analyzing it. He has to gather enough data or supporting evidence in order to understand the problem very well. In this way, he can therefore identify the urgency of the problem and the underlying factors that cause the problem.

In the second step, possible solutions that are congruent to the problem should be listed. The decision maker has to consider the degree of

difficulty of the problem. He has to spend more time and effort in the options for the most difficult problem.

In the third step, every listed option or alternative is assessed and analyzed to determine its importance to the situation. The option which meets these characteristics should be chosen.

In the fourth step, the most appropriate alternative is acted out and its result is assessed if effective. If the school heads and teachers work together in acting out the decision, they are interested.

The discussion of this model is enriched by Boundless (2016) which defines rational decision making as a multi-step process for making choice between alternatives. The process of rational decision making favors logic, objectivity, and analysis over subjectivity and insight. The approach follows a sequential and formal path of activities. The path includes formulating goal/s, 2. identifying the criteria for making the decision, 3. identifying alternatives, 4. performing analysis, and 5. making a final decision. In connection with this model, the researcher applied the four steps in decision making, showing the rational model of decision making. The model is useful in making decisions of both a personal and organizational nature.

Figure I shows the stages in the decision making process. At the middle, the decision making competence of the school heads was sought.

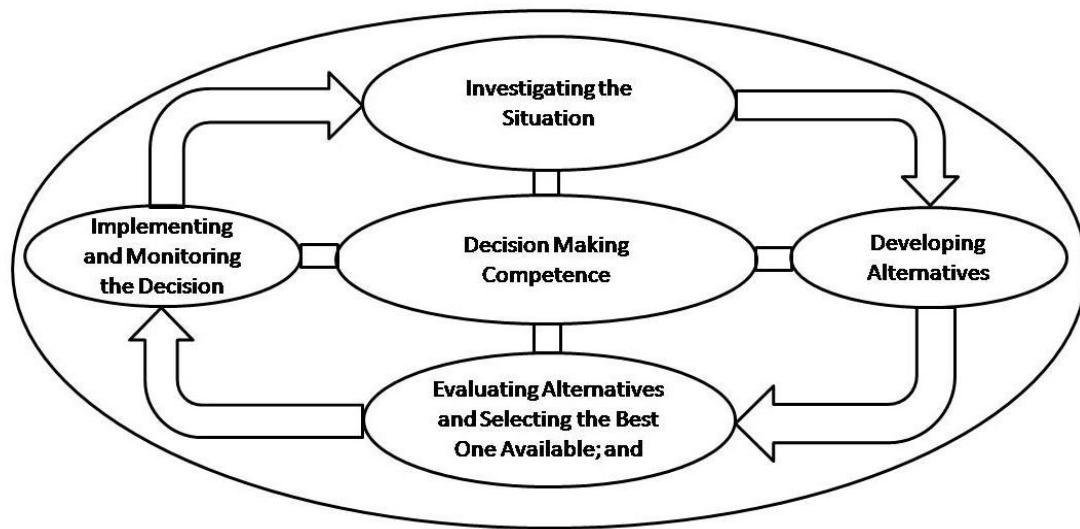


Figure I

Conceptual Paradigm

After applying the aforementioned steps, the researcher is confident that the school heads will have the ability to make good decisions that are valuable for their career and job performance. Also the said steps works in two ways, because it does not only assist the school heads but it can also serve as a basis for the development of the action plan that would enhance the decision making competencies of the school heads. The process also provide a venue for them to be more rational and objective in their dealings for all the possible concerns that will confront them in the future.

As school managers they are knowledgeable and skilled professionals, they make key decisions that cannot be carried out unless they have the

knowledge of their own, responsibility and authority.

After the assessing the competencies of the school heads, the researcher prepared an action plan in order to enhance the competencies that need to be improved.

Statement of the Problem

This investigation was made in order to assess the public elementary school heads' decision making competencies in Lemery District, Division of Batangas during the school year 2013 – 2014 according to the rational model of decision making.

This study sought answers to the following specific questions:

1. How do the respondents describe decision making competence of school heads in terms of the following stages:
 - 1.1 investigating the situation;
 - 1.2 developing alternatives;
 - 1.3 evaluating alternatives and selecting the best one available; and
 - 1.4 implementing and monitoring the decision?
2. What are the strengths and weaknesses in relation to their decision making competence?
3. Is there a significant difference in the perception of the school heads and teachers?

4. What action plan maybe developed to enhance the decision making competence among school heads?

Hypothesis of the Study

The perception of the school heads themselves and that of their teachers on the decision making competencies of the school heads do not show significant difference.

Significance of the Study

This study is vital and worthy of inquiry to the school administrators, teachers, and other stakeholders in improving their respective schools. They will be able to promote effective school management through an acceptable, desirable, and objective decision making which they will acquire from the readings and findings in this study.

In particular, the result of this study will provide school administrators adequate knowledge and insight on decision making competence that may lead to the improvement of their school. After reading the steps in decision making and the other significant information in decision making together with the findings in related studies, he believes strongly that the school heads will learn a lot which they can apply in everyday living. Through the significant topics discussed by the authors, the school heads will improve their strategies which will gain positive results in the exercise of

their leadership roles.

To the teachers, their morale will be raised for they will be inspired to perform their duties and responsibilities as the efficient and effective decision making is felt by them. They will be very supportive to their school heads in attaining the philosophy, mission, vision, and goals of the school.

In return, the pupils who are the direct recipients of effective management and performance of the teachers who are honed by the school heads will gain knowledge, understanding, desirable attitudes, habits, skills, and competencies transmitted to them.

To the other researchers, the readings and findings of this study will provide sufficient background information for their own research. The topics included in this study will serve as their basis for framing their own questions and at the same time, think of additional problems that are observed and experienced by the school heads in their respective schools. They will be guided accordingly by the research method, constructing an instrument, procedure in gathering data, treating gathered data, and interpreting results of their own study.

Scope and Delimitation of the Study

This investigation focuses on how the public elementary school heads in Lemery District, Division of Batangas demonstrate their decision making competence during the year 2013 – 2014 as perceived by themselves

and by their teachers. The scope of the study was limited only to the assessment of the decision making competencies of the school heads in investigating the situation, developing alternatives, evaluating alternatives and selecting the best available one; and implementing and monitoring the decision. The 24 school heads and 115 teachers who were involved and sampled systematically from the 344 teachers assigned in the 24 complete elementary schools in the aforementioned district and school year were the respondents. The substitute teachers were not included as respondents. After the assessment, an action plan was formulated to enhance the competencies that need to be improved.

The researcher employed the descriptive method in this research where a combination of quantitative and qualitative approaches were adopted. The survey type of descriptive method was employed, hence, questionnaire was constructed to serve as the primary instrument in gathering pertinent data. A focus group discussion was also conducted so that the researcher has additional knowledge regarding the strengths and weaknesses of the school heads in terms of their decision making competence.

Moreover, that quantitative data were analyzed using the weighted mean, ranking, and t-test as the statistical tools. On the other hand, the qualitative data generated from the focus group discussion were recorded, tallied, and interpreted through frequency and percentage.

Definition of Terms

The following terms were defined conceptually and operationally for a greater understanding of the study.

Competence. This term refers to actions or behaviors expected from a person occupying a certain role successfully, in this case, the school heads (Barker: 2006). As used in this study, it refers to a cluster of skills demonstrated by the school heads.

Creative thinking. It refers to thinking of individuals in approaching flexibly and imaginatively (DuBrin: 2009;102). As used in this study, it refers to the scientific manner of analyzing problems and choosing from alternatives.

Decision. It is a preference made by the decision maker from several options or choices (Daft:2002). In this study, it refers to the choice of the school heads on the right thing to do in solving problems.

Decision Criteria. These are standards of judgment used to evaluate alternatives. It refers to what the decision makers try to accomplish (Stoner, Freeman, and Gilbert, Jr., 2001). As used in this study, it refers to what school heads need to consider if the alternative meets the decision objectives and if the alternative has an acceptable chance of succeeding.

Decision making. It is a way of defining a problem and choosing a solution from a list of possible solutions in order to solve it (Stoner, Freeman, and Gilbert, Jr: 2001). As used in this study, it refers to the actions that the

school heads do when they make decisions considering the different aspects of administrative and supervisory roles leading toward the attainment of identified targets.

Problem. It is a human judgment about situations. It does not exist independently of some human beings finding some situation problematic (Clabaugh and Rozycki, 2001). In this study, it refers to the first part in the decision making process that the school heads should be aware and be able to identify the cause or the root of certain conflict.

Problem solving. It is a process in which we perceive and resolve a gap between a present situation and a desired goal, with the path to the goal blocked by known or unknown obstacles (Huitt:1992). In this study, it refers to looking for answers to problems met by school heads in their schools.

Programmed decision. It refers to a choice done in answer to a problem that exists often by applying the rules for future use (Daft:2002). In this study, it is used for dealing with recurring problems, whether complex or uncomplicated.

School heads. This term refers to school personnel whose functions are to administer and supervise teachers in schools (Bilbao, et al.: 2006). As used in this study, they are the Principals I to IV, Head Teachers I to III, and Teachers In-charge of the complete elementary schools in Lemery District during the school year 2013-2014.

Chapter II

REVIEW OF RELATED LITERATURE

A review of related literature and studies that have close bearing with the present study are presented in this chapter.

School administrators' decision making styles

A recent study on the effect of school administrators' decision making styles on teachers' job satisfaction was conducted by Olcum (2015). This study seemed to find out how the school administrators' decision making styles and teachers' job satisfaction levels relate with each other. Results showed that the administrators mostly used the rational decision making style and rarely used the avoiding style. They used intuitive and rational styles which means that they made decisions with reason and feelings. It was further revealed that job satisfaction level of teachers and administrators was very high. Significant relationship was found because the decision making of school administrators increased the level of teachers' satisfaction on their job.

The mentioned study showed relationship with the present study because it used the rational decision making model which showed significant results on the teachers' level of job satisfaction. Although the present study

did not deal with teachers' job satisfaction, still, this study showed relevance to the present study.

Approaches to decision making in education

Another relevant study conducted by Luck (2009) dealt with approaches to decision making in education which are intuitive and rational. The strategies that were employed by the head teachers of primary schools in making decisions employed a combination of formal and informal decision making strategies. More attention was given to the informal processes especially the head teachers with long years of experience. All head teachers exerted much effort to know their school in terms of personnel, performance, history, customs, and traditions. The informal strategies were employed through continuous conversation with the teachers. They were also open to changes and trends in education and were aware of their high level of accountability in their respective schools. They made decisions quickly as the need arose.

It was also found out that the head teachers' most important function in strategic decision making was to ask, "What does the problem mean to us?" rather than "How can we solve the problem?" They define and prescribe problems not understood by teachers. After defining the problem and its importance, the staff began to give suggestions, use resources, and solve the issue.

Based from an interview, the head teachers realized that their

deliberative behavior was influenced by the need to reduce uncertainty, the need to understand complexity, the need to manage risk, vision, and professional accountability. Thorough planning gave them sufficient time to analyze existing situations, gather new information, and consider reasons for such decisions. They understand the situation better in arriving at an appropriate decision. Similarly, risks were mitigated and analyzed to determine the possible outcomes of their actions. They also knew that they had to implement the vision of the school into reality. In the words of Cox (2007),

“The greater the clarity of your vision, the more focussed and efficient your efforts toward it will be ... If you don’t know what to do on a daily basis to achieve your goal, then it is not a goal - it’s a fantasy.”

They also felt in real sense that they were accountable to the children, hence this was of paramount importance in driving them through reform and action. Another key skill which the head teachers developed was empathy. They understood the situations of their teachers and strengthened their interpersonal skills.

This study has close bearing with the present study because it dealt with the aspects of decision making which were included in this study. It gave the researcher a clear picture of his study since the skills of the head teachers were explained clearly. The result of the interview gave more clarity on the roles of head teachers in school together with their

accountability. Another important finding in this study was empathy which was vital for the school heads to possess. It raised teachers' morale and increased productive performance of the staff.

Decision making and its relationship to achievement

The school principals' involvement in decision making and its relationship to achievement was made by Ijaduola (2009) in Ijagun, Nigeria. The descriptive survey research design was adopted, using secondary school principals as respondents. The rational model of decision making was shown by coming up with the most effective solutions in decision making. They gathered data available and analyzed the possible results of data gathered. At the same time, they compared consequences and decided the best one. In view of this, the decision making skills of managers had positive influence on school goal achievement.

A significant relationship between this study and the present study exists because it investigated the decision making strategy of principals as correlates to school goal achievement. Both used the rational model, employed the descriptive survey research design, and used the questionnaire as the instrument for gathering data. The difference was that the former included correlates to school goal achievement while the latter focused only on the decision making competencies of elementary school heads.

Leech and Fulton (2008) conducted a study regarding the relationship between shared decision making and principals' leadership qualities. The

researchers discovered that challenging the process was related with shared decision making in the school. There was very little relationship between the leadership behaviors of the principals and the level of their shared decision making in schools. The five leadership practices did influence the teachers' perceptions of shared decision making in their schools except communication and staff development. They kept the teachers informed through open communication being the gatekeeper or filter of information. As a whole, the leadership behaviors of the school principals did not have significant relationship on their decision making competencies.

Both studies show likeness because the same topics were discussed. There was a difference because job satisfaction was not studied in the latter.

Levels of decision making

A study conducted by Meneses (2010) aimed to find out the decision making levels of academic middle managers. It focused on how deans decide on matters that involve duties that fall under their managerial functions together with the decision making models. The qualitative research was employed and the interview guide was the instrument used for gathering data. Thematic analysis was also utilized. Ideas that emerge can better be controlled and understood by segmenting them into themes.

The findings showed that when dealing with individual faculty members and the decision has a long term effect on such faculty, the deans most likely limit themselves to the use of the directive and input levels. The

deans also used higher levels of decision making such as dialogues, collaboration, and delegation when decisions have something to do with students and parents, stakeholders, and primary clients. Likewise, when decisions to be made have corresponding financial considerations which may affect the budget, deans opted to collaborate with peers, other departments, and at times, even top management, and make them equally responsible for the outcomes. The higher the number of persons affected by the decision, the higher the level of decision making.

There is likeness seen between this study and the present study because the decision making level shown by academic middle managers was sought. It explained how the deans decided on matters that involve duties that fall under their managerial functions together with the decision making models. The qualitative research was used. The interview guide was the instrument used for gathering data. They showed difference in the type of research because the latter is a quantitative research. The former used interview for gathering data while the latter, the questionnaire.

In a study conducted by Triviño (2004), the levels of decision making and leadership behavior approach of middle level school managers were assessed. The respondents involved were the teachers, teacher-in-charge, head teachers, and principals in the district. It was revealed that the teachers' perception of the nine dimensions of the levels of decision making of their middle school manager, dialogue was their level. It was only on the

aspects of budgeting and vision/mission/goals that the male middle level managers reached collaboration. Among the nine dimensions of decision making level, budgeting had the highest mean classified as collaboration. On school managers' level of decision making, the female administrators perceived themselves in almost the same manner as their teachers, giving budgeting the highest mean belonging to collaboration. On the other dimensions of decision making, they were classified as dialogue except for the dimension of facilitating procedures and structures based on the perception of middle level managers and that of their teachers on the level of decision making of managers.

This study has close bearing with the present study because it sought the levels of decision making and leadership behavior approach of middle level school managers. There was difference because the present study did not include leadership behavior. Moreover, the nine dimensions of decision making were not the focus of the present study for it centered on the steps in decision making.

A case analysis on decision making among school managers was made by Dela Cruz (2010). Analysis of the pupils, teachers, school managers' performance and school attributes under school managers with different decision making levels were done. The present study made use of the descriptive pre-survey to determine the decision making level. The questionnaire and interviews were the primary data gathering processes. To

describe the levels of decision making of the school managers, the weighted mean and Pearson product moment coefficient of correlation were used.

Based from the findings, the elementary school managers observed different levels of decision making. Majority of them manifested average decision making, few belonged to those with high and low decision making level. Pupils and teachers under school managers who manifested high decision making level were noted to have better performance than those under managers with average and low decision making levels. School managers who manifested high decision making level were found to have outstanding performance, and schools under school managers who observed high decision making level improved and developed, than those managed by school managers with average and low decision making levels.

This study shows similarity with the present study because both focused on decision making of school managers. However, there is difference because the former is a case analysis on decision making among school managers, while the latter is a descriptive study. The research made use of the descriptive design with a case study. Pre-survey was conducted to determine the decision making level. Questionnaire and interview were utilized as instruments for gathering data. The former study did not utilize presurvey and interview. Both used the weighted mean, while the former used pearson product moment coefficient of correlation.

Decision making styles

Another relevant study was made by Aquisap (2003). It centered on the factors that influence decision making styles of public elementary school heads. The descriptive correlational method was utilized to determine the decision making styles of the school heads across the nine dimensions. The findings showed that majority of the school heads claimed to be individual consultative in style regardless of age, sex, civil status, religion, and length of service as school head. The school heads practiced individual consultative style in all the dimensions except in facilitating procedures and structures wherein most of the school heads claimed to be practicing autocratic with group information input style. Their decision making styles were governed by heredity and environment. Heredity includes personality traits, character traits, and intelligence. Environment includes bureaucracy, empowerment, and training.

Based from the findings, the following recommendations were formulated to intensify the decision making styles of the school heads. A candidate may be a master's degree holder and may specialize in Educational Management. They may be well equipped with management skills and functions like planning, organizing, directing or leading, and controlling. They may regularly attend in-service training on leadership and management. They may have adequate interaction with other principals so that they can benefit from shared thought and experiences. They may be

given personality tests, psychological tests, and background test to ensure their fitness. They must also have good performance, experience, outstanding accomplishments, education and training, potential, and psychosocial attributes and personality traits. They should pass the test to be considered for promotion and selection.

This study relates with the present study because it dealt with the factors that influence decision making of school heads. The only difference was that this study sought the decision making styles of school heads in terms of nine dimensions such as goals/vision/mission, facilitating procedures and structures, budgeting, staffing, human resources development, curriculum, parents, teachers, community relations program, and instruction. The present study focused on the steps in decision making.

Jacoby (2007) looked into how the principals' decision making styles and technology acceptance and use relate with each other significantly. The decision style inventory categorized the principal as analytical, behavioral, conceptual, or directive. It investigated the extent to which a principal's decision style influence his/her acceptance and use of technology. It was found out that the principals had an analytical decision style which did show any bearing on their acceptance and use of technology.

This study relates with the present study in the sense that it focused on decision making; however, technology acceptance and use were studied in the former but not in the latter.

Data-driven decision making

In 2005, Neal sought to examine the extent to which the high school principals in Nebraska practiced data-driven decision making. It also determined the correlation between the data-driven decision making of the principals and the contextual factors. There were three categories of contextual variables that were included. These were principal characteristics, as people factors, leadership dimensions as problem factors, and school setting as organization factors. The leadership dimensions assessed were school vision, school instruction, school organization, collaborative partnerships, moral perspective, and larger-context politics. Results of the study indicated that data-driven decision making was practiced frequently by the principals in the classroom teaching, operation of their schools, and school vision. Data analysis skills and attitudes towards data were the dimensions that significantly influenced the decision making of the principals. An integrated approach reveals differences in contextual factors that had impact on different leadership dimensions. The principals' way of perceiving the quality of data tended to contribute to decision making competence.

This study has slight relationship with the present study because the decision making ability of the principals was assessed. The procedure done was different from this study.

Teachers' participation in decision making

The principals' practices regarding teacher participation in school was investigated by Elizabeth (2005). Her study sought to describe elementary school principals' practices regarding participative decision making. Descriptive analysis, factor analysis, and regression analysis were used for statistical treatment.

It was revealed that participative decision making was frequently used by the principals to reach the final decision. The principals included the teachers in making decisions based on their evaluation of the desired outcome. These teachers were selected according to their interpersonal skills and relationships with colleagues. It was revealed that the practices of male and female principals relate significantly with their participative decision making. The female principals were democratic in decision making whereas the male principals were consultative in decision making. There was no strong relationship found between participative decision making and the principals' characteristics.

This study shows congruence with the present study because the descriptive method of research was used in finding out the decision making skills of principals. Both used statistical tools in giving meaning to the data gathered. The statistical tools used were different. The respondents involved the teachers aside from the school heads themselves.

A study which centered on participatory decision making in relation to

teachers' morale and student achievement was conducted by Moreno (2008). It aimed to find out if participatory decision making was practiced in Zamboanga City. Furthermore, it also sought to determine if a significant correlation between participatory decision making practices and teachers' morale together with student achievement existed. After a careful analysis of data gathered, it was found out that the principals in the secondary schools in the schools under study moderately practiced participatory decision making. There was no significant difference in principals' participatory decision making when data were grouped according to school size, geographical location, and fiscal autonomy. The principals' participatory decision making and teachers' morale showed positive relationship with the principals' leadership style and that of participatory decision making practices. The teachers perceived principals as managers comprising the largest principal classification, with respondents the next largest classification, and as initiators the smallest classification. The teachers indicated the highest amount of teacher involvement across all eight aspects of participatory classification, when they perceived their principals as initiators. Teachers who perceived their principals to be managers accounted for the second highest amount of teacher involvement. The least amount of teacher involvement in decision making was reported by those teachers who perceived their principals to be responders. Participatory decision making practices centered on decision making regarding students

with disciplinary problems, selection of honor students, planning of yearly in-service trainings, preparation of calendar of activities, and remedial classes for slow learners.

A similarity between this study and the present study is evident because decision making was assessed. The difference was that participatory decision making was correlated to teachers' morale and student achievement, while the latter did not attempt.

Principals' leadership style and decision making practices

A qualitative study conducted by Breed (2005) showed that the teachers' perception of principals' leadership style and their participatory decision making practices showed significant relationship. For the teachers, they perceived that their principals were managers and initiators in school. They demonstrated optimum involvement in decision making with their principals.

A significant relationship between this study and the present study was found out because it dealt with the principals' leadership practices in decision making. The present study also sought to determine the decision making competencies of school heads. There is difference because the former also dealt with leadership practices while the latter, only decision making.

Another investigation regarding principals' leadership style, decision making styles, and motivation profile was done by Hannson and Aarum (2003). It was disclosed by the researchers that in Swedish schools, the

principals were responsible for the educational pedagogical work in school. As school managers, they were also responsible for producing results. To achieve this, the principals employed four styles; sensing, intuition, thinking, and feeling types. The intuitive type was the most dominant for it is likely to be more effective. The principals were able to make decisions in times of change.

This study relates to the present study in as much as it dealt with decision making styles of the school managers. They were different from each other because in the former study, leadership style and motivation profile were also studied which were not focused in the latter.

Leadership practices and organizational climate

In a very recent study conducted by Mercado (2015) on leadership practices of school heads in relation to organizational climate, decision making as one of the leadership practices was dealt with. Based from her findings, the decision making of the school heads was always evident as assessed by the school heads themselves and that of their teachers. They practiced fair decision making. Both respondents believed that their primary responsibility was the educational interest of children and youth. They also exercised decision making in matters pertaining to community participation in varied activities, which was frequently evident. Organizing committees to determine the mission and agenda in ensuring coherence and coordination of policies was also frequently evident. Generally, the teachers perceived that

the school heads performed all indicators in decision making as always evident.

This study shows similarity with the present study because decision making was one of the functions in leadership practices dealt with. They differ because the latter did not study organizational climate.

Another study conducted by De Claro (2014) sought to determine the leadership performance of male and female administrators. In decision making which is one of the leadership functions of an administrator, it was found out that both male and female administrators performed their functions very satisfactorily. The teachers disclosed that male and female administrators performed very satisfactorily in participating in community activities. They used committees in order to coordinate systematically in performing the functions. Generally, both male and female administrators performed very satisfactorily in all indicators in decision making.

This study and the present study are related because decision making which is one of the leadership functions of an administrator was assessed. The difference was that the performance of male and female administrators was compared while the latter did not.

Synthesis

The studies reviewed had close bearing with the present study. They discussed relevant information about decision making competencies of school

managers. They provided the researcher with important insights in conducting research. The researcher felt that the gaps experienced by the school heads in their own schools will be filled in by this part of research.

Chapter III

METHODOLOGY

This chapter presents the research locale, research design, research variables, respondents of the study, data gathering instrument used, data gathering procedures, and statistical treatment of data.

Research Method

The descriptive method of research was used by the researcher in this study. The quantitative data were sourced from the responses of the respondents gathered through a survey questionnaire. Moreover, focus group discussion and interview were also done to substantiate the results of the study. As explained by Vizcarra (2003), descriptive research focuses at the present condition to find new truth. It involves the description, recording, analysis, and interpretation of conditions that now exist. The survey type of descriptive method was employed. As explained by Hale (2011), in a survey method of descriptive research, participants answer questions administered through interviews and questionnaires. After the participants answer the questions, the researcher describes the responses.

The descriptive method is designed for the investigator to gather

information about the present existing conditions. It has two principal aims, namely: (1) to describe the nature of situation as it exists at the time of the study, and (2) to explore the causes of particular phenomenon. Hence, the researcher employed this method for to find out the present situation regarding the decision making competence of school heads in Lemery District, Division of Batangas during the school year 2013-2014.

The Research Process

Figure II shows the input-output process model as the paradigm of this study. The first box is the input containing the literature on decision making. The second box shows the process that involves the preparation,

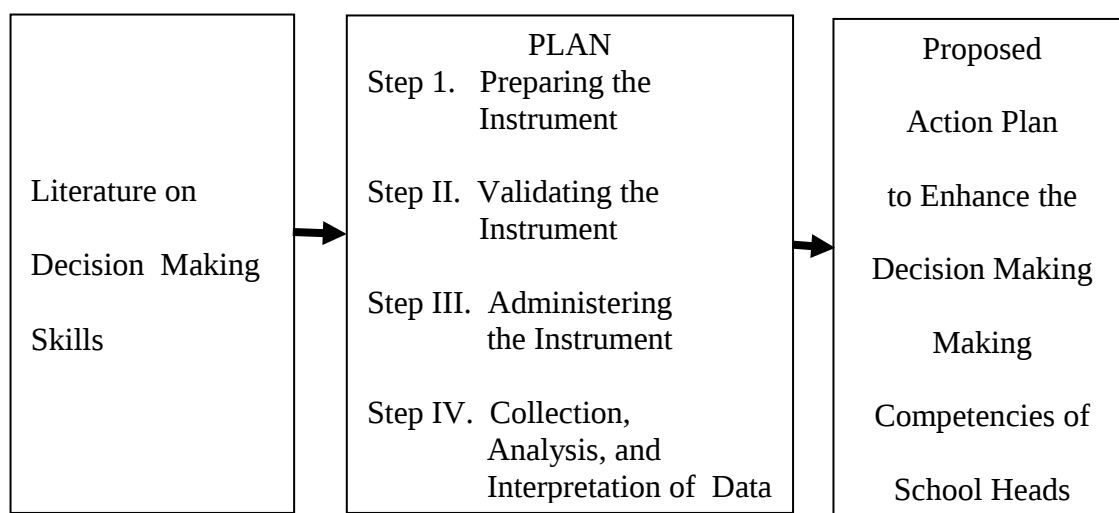


Figure II

Research Paradigm of the Study

validation and administration of the instrument as well as the collection, analysis, and interpretation of data to assess the school heads' competence in decision making. In the third box, the output, which is the proposed action plan to enhance further the decision making competence of the school heads in the district, is presented.

The researcher conducted research work regarding the topic to be studied. Submitted the research proposal to the advisers for comments and suggestions. After following suggestions, the researcher submitted the instruments which are questionnaire and focus group discussion to them for corrections. After considering the suggestions, requested experts to validate the instruments. They are professors at the College of Graduate Studies and Teacher Education Research of the Philippine Normal University, Taft Avenue, Manila, Dean of Education of Alitagtag College, Inc., Alitagtag, Batangas, professor of Rizal College of Taal, Taal, Batangas, and public schools district supervisors of Lemery District and Balayan East District. After following their corrections, the researcher made the final copy of the instruments, presented to the advisers, and made the final copy for distribution.

Participants of the Study

The participants who were involved in this study were the 24 school

heads and 115 elementary grades teachers in the complete elementary schools in Lemery District, Division of Batangas during the school year 2013-

Table 1
Distribution of Respondents by Schools

SCHOOLS	No. of School Heads	No. of Teachers	Samples Of Teachers
1. Arumahan Elementary School	1HT 3	9	3
2. Ayao-iyao Elementary School	1P1	15	5
3. Bukal Elementary School	1P1	17	5
4. Dayapan/Bagong Paraiso Elementary School	1P1	10	3
5. Dita Elementary School	1TIC	6	2
6. Doña Matilde Elementary School	1P1	17	5
7. Esteban Vito Memorial Elementary School	1P1	15	5
8. Gulod Elementary School	1HT 3	7	2
9. Lemery Pilot Elementary School	1P4	60	20
10. Mahayahay Elementary School	1P2	17	5
11. Marcos Catibog Memorial Elementary School	1HT 3	7	2
12. Masalisi Elementary School	1TIC	6	2
13. Mayasang Elementary School	1P1	15	5
14. Niogan Elementary School	1TIC	6	2
15. Payapa Ilaya Elementary School	1P2	18	6
16. Payapa Ibaba Elementary School	1 HT 3	7	2
17. R. Venturanza Central Elementary School	1P3	26	8
18. Sambal Elementary School	1P1	24	8
19. San Isidro Itaas Elementary School	1P1	12	4
20. San Isidro Labac Elementary School	1P1	7	2
21. Sinisian Elementary School	1P1	15	5
22. Talaga Elementary School	1HT 3	15	5
23. Tubuan Elementary School	1TIC	6	2
24. V. Ornales Memorial Elementary School	1HT 3	7	2
Total	24	344	115

2014. These elementary schools were Arumahan, Ayao-iyao, Bukal, Bagong Paraiso/Dayapan, Dita, Doña Matilde, Esteban Vito Memorial, Gulod, Lemery Pilot, Mahayahay, Marcos Catibog Memorial, Masalisi, Mayasang, Niogan, Payapa Ilaya, Payapa Ibaba , R. Venturanza, Sambal, San Isidro Itaas, San Isidro Labac, Sinisian, Talaga, Tubuan, and V. Ornales Memorial Elementary Schools. Systematic sampling from the 344 total number of teacher-respondents was done; hence, not all the teachers were involved in the study. The formula for this type of sampling given by Mercado (2015) is Total Population divided by the Desired Sample Size. Then the quotient which is 3 was the first sample from the list in each school until the last sample in the list is finished. The substitute teachers were not included as respondents.

A total of 24 school heads assigned in the 24 complete elementary schools in the district likewise participated in the study. They were composed of one Principal IV and III, two Principals II, ten Principals I, six Head Teachers III, and four Teachers In-Charge.

Research Instruments

The researcher utilized the researcher-made questionnaire as the main data gathering instrument in the conduct of this study. It dealt with the decision making competence of the school heads as perceived by the school heads themselves and their teachers. The questionnaire contained items that

answered the decision making competence of the school heads in the four stages of decision making. The dimensions of decision making competencies centered on the four stages of decision making using the rational model. These are investigating the situation, developing alternatives, evaluating alternatives and selecting the best one available, and implementing and monitoring the decision. To determine the level of competence of the school heads, a five-point Likert scale was used: 5 for Highly Competent, 4 for Competent, 3 for Moderately Competent, 2 for Less Competent, and 1 for Incompetent.

Likewise, the researcher conducted a focus group discussion involving the six school heads to gather pertinent information regarding their strengths and weaknesses in relation to their decision making competence. The questions were also based on the four steps in decision making that tended to answer their strengths and weaknesses in decision making in their schools.

An action plan that incorporates innovative activities and intervention programs was proposed after analyzing those items from the survey that will generate answers such as highly competent, competent, moderately competent, less competent, and incompetent and from the focus group discussion that will give an in-depth understanding of the school heads' perspectives on decision making competence.

Construction of the Questionnaire and Focus Group Discussion.

The researcher was guided by the Research Paradigm in Figure II. The first box presents Literature on Decision Making Skills. Hence, the researcher examined several books, scholastic journals, unpublished theses, and dissertations and used them as guide in following the plan presented in the second box showing the steps that the researcher will do in the conduct of this study. The researcher used readings while organizing the data in preparing the instrument until making the researcher own survey questionnaire and set of questions for the focus group discussion to answer the identified problems. There were ten behavior indicators included in each step in the four steps in decision making using the rational model.

The decision making competence of the school heads was assessed by situations in the schools in this district.

Then, the researcher formulated the first draft of the questionnaire and set of questions for the focus group discussion with the guidance of advisers. Both instruments were presented to the advisers for comments, corrections, and suggestions. After considering the suggestions, the final draft of both instruments for validation was prepared.

Validation of the Instruments

The second step is validating the instrument. The researcher

sought the assistance of seven professors who are experts from the College of Graduate Studies and Teacher Education Research of the Philippine Normal University, Taft Avenue, Manila. They were Dr. Dalisay G. Brawner, Dr. Alejandro Ibañez, Rev. Fr. Dr. Ferdinand Bautista, Dr. Antonio Dacanay, Dr. Edita A. Monserrate, Dr. Aurora S. Briones, and Dr. Erlinda Navarro. Also sought the assistance of the Dean of Education of Alitagtag College, Inc., Alitagtag, Batangas, Dr. Felicidad V. Hernandez, and two district supervisors in Lemery and Balayan East Districts respectively, Dr. Remedios M. Razon and Dr. Simeona C. Cabello, and one professor in the Graduate School of Rizal College of Taal, Batangas, Dr. Melba A. Hermogenes to validate the questionnaire and focus group discussion. They were also considered experts based from their position, experiences, and degree attained. After considering their comments and suggestions, the researcher presented the revisions to the advisers. After the approval of the advisers, the final copy for distribution to the participants was prepared and multiplied.

Data Gathering Procedure

The third step was administering the instrument. The researcher was guided by ethical considerations in research. First of all, the Public Schools District Supervisor of Lemery District, Division of Batangas to conduct this study in this district was informed. Acquired her approval through a formal letter of request. Afterwards, the school heads was approached to seek their

cooperation in answering the questionnaire and at the same time, to help the researcher in distributing copies of the questionnaire to the teachers. The privacy of the respondents and showed compassion throughout the process was respected. Retrieved all the copies of the questionnaire personally in order to achieve 100 percent retrieval.

For the focus group discussion, the researcher requested the six school heads for a schedule when it will be held at their most available and convenient time. When the researcher visited the school of one school head, it was very timely that the other five school heads were also there because they will attend go to an important occasion in the barangay. The researcher went with them and along the way facilitated the discussion together with an assistant who took down notes and recorded everything that transpired using a digital voice recorder. The other school head was visited in the school and did the same procedure.

Data Analysis Procedure

The fourth step was collection, analysis, and interpretation of data. The following five-point Likert scale was utilized to interpret the data gathered from school heads and teacher-respondents.

Points	Intervals	Verbal Interpretation
5	4.50 - 5.00	Highly Competent

4	3.50 - 4.49	Competent
3	2.50 - 3.49	Moderately Competent
2	1.50 - 2.49	Less Competent
1	1.00 - 1.49	Incompetent

For the analysis and interpretation of the data gathered, the statistical measures that were used were weighted mean, ranking, t-test, frequency, and percentage.

Weighted mean was used to describe each item in the questionnaire on the decision making competence.

Ranking was used to determine the position obtained by each item in the questionnaire.

T-test was used to determine if there is a significant difference between the school heads' and teachers' assessment on decision making competence.

The responses of the six participants in the focus group discussion were noted, recorded, transcribed, and categorized to identify patterns and themes. This was done to make sense of observations and responses stated verbally. The frequency and percentage were the statistical tools utilized.

Chapter IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the presentation, analysis, and interpretation of data gathered from the questionnaire and interview.

1. Decision Making Competence of the School Heads

1.1 Investigating the situation. Table 2 presents the level of decision making competence of the school heads in terms of rational model of decision making by Stoner, Freeman, and Gilbert Jr. (2001) in investigating the situation. The data in the table show that the school heads were competent in investigating the situation as perceived by both the school heads and their teachers. This was revealed by the obtained overall weighted means of 4.45 and 4.42 respectively. First in rank for the school heads was that they showed high competence in involving the teachers in investigating the situation as revealed by the weighted mean of 4.54. This means that the school heads demonstrated efficient and effective performance in finding out the real situation about the problem. As stressed by Stoner, Freeman, and Gilbert Jr., the first stage in the four-step process that helps school heads in weighing alternatives and choosing alternatives with the best chance of

Table 2
Decision Making Competence of School Heads in
Investigating the Situation

Decision Making Competencies	School Heads N = 24			Teachers N = 115		
	WM	VI	Rank	WM	VI	Rank
1. Defines the problem in terms of organizational objectives	4.38	C	9	4.42	C	5.5
2. Diagnoses and examines the causes by asking questions	4.42	C	8	4.44	C	3
3. Analyzes the situation in the school that caused the problem	4.50	HC	3	4.39	C	9
4. Finds out the people who are most involved with the problem situation	4.46	C	6	4.43	C	4
5. Seeks answers if teachers have ideas that may make the problem clear	4.50	HC	3	4.41	C	7.5
6. Observes teachers if their actions contribute to the solution of the problem	4.50	HC	3	4.42	C	5.5
7. Observes objectivity in examining the problem and identifying a situation	4.33	C	10	4.33	C	10
8. Deliberately looks what would constitute an effective solution	4.46	C	6	4.41	C	7.5
9. Finds solutions that will work for all problems	4.46	C	6	4.50	HC	1
10. Involves teachers in investigating the situation	4.54	HC	1	4.47	C	2
Overall Weighted Mean	4.45	C		4.42	C	

Legend: HC - Highly Competent
LC - Less Competent

C - Competent
I - Incompetent

MC - Moderately Competent

success is investigating the situation. As observed among the school heads in

the district under study, they considered three aspects such as identification of the problem, finding the causes, and stating the aims. They defined existing situations in terms of organizational objectives. In diagnosing the causes, they relied on intuition to identify them. Afterward, they clarified every detail together until they understood the whole situation. This findings agrees with that of Kumar (2010) which revealed that in decision making behavior, the principals and department heads generally relied on conducting conferences with the staff and other personnel. They conducted investigation by analyzing problems based on the data gathered, and referred to authorities and school policies. This finding relates with the finding of Luck (2009), in his study the head teachers gave time to thorough planning, reviewing available information, gathering new information, and considering credibility.

On the other hand, the teachers rated their school heads as highly competent in finding solutions that will work for all problems as evidenced by the weighted mean of 4.50. This practice is shown when the teachers were called to a meeting to talk about plans and projects for school improvement. The teachers were asked if they agree or not on the proposals and the plans or projects will be pursued upon the teachers' support. This could be due to the fact that all school heads gave importance to the participation of the entire body to accomplish the goals. This finding conforms with what Ijaduola (2009) revealed in his study that the principals utilized the rational

model of decision making. They solved their problems by producing the best possible solutions. At the same time, they compared possible solutions and decided what was best.

Last in rank for both respondents was that the school heads showed competence in observing objectivity in examining the problem and identifying a situation as evidenced by the weighted mean of 4.33. This finding goes to show that even if this was the last in rank, still the school heads exercised care in analyzing problem situations before making the final decisions.

1.2 Developing alternatives. Table 3 presents the level of decision making competence of the school heads in terms of rational model of decision making by Stoner, Freeman, and Gilbert Jr. (2001) in developing alternatives. The school heads perceived themselves as highly competent in developing alternatives as shown by the overall weighted mean of 4.57. Likewise, the teachers perceived their school heads as competent in this skill as supported by the weighted mean of 4.45. As postulated by these proponents, in the second stage, the school heads develop alternatives. They suggested that there should be several alternatives developed first before making major decisions. To show competence, the school heads involved all teachers in proposing alternatives and selecting the most appropriate one.

For the school heads, the first in rank was that they were highly competent in promoting a culture of cooperation among teaching personnel with a weighted mean of 4.79. This was followed by their high competence in

Table 3
Decision Making Competence of the School Heads
in Developing Alternatives

Decision Making Competencies	School Heads N = 24			Teachers N = 115		
	WM	VI	Rank	WM	VI	Rank
1. Lists several alternatives	4.25	C	10	4.34	C	9
2. Conducts meeting with the teachers to propose alternatives	4.71	HC	2.5	4.55	HC	3
3. Demonstrates sensitivity to the needs and feelings of others	4.46	C	8	4.44	C	5
4. Exercises tactfulness and diplomacy with teachers in speech and action	4.46	C	8	4.41	C	7
5. Promotes a culture of cooperation among teaching personnel	4.79	HC	1	4.40	C	8
6. Gives and receives clear and precise feedback	4.46	C	8	4.31	C	10
7. Sets a more democratic atmosphere for openness and mutual trust	4.54	HC	6	4.43	C	6
8. Makes teachers feel that they are important	4.71	HC	2.5	4.63	HC	1
9. Inspires and motivates teachers to attain maximum performance	4.67	HC	4.5	4.46	C	4
10. Maintains good reputation with respect to financial matters	4.67	HC	4.5	4.58	HC	2
Overall Weighted Mean	4.57	HC		4.45	C	

Legend: HC - Highly Competent
LC - Less Competent

C - Competent
I - Incompetent

MC - Moderately Competent

making teachers feel that they were important and conducting meetings with them to propose alternatives with a weighted mean of 4.71. As

experienced and observed, everyone felt that they belonged to the group because the teachers communicated freely and dealt with each other harmoniously. Doing assigned tasks with cooperation and coordination contributed to the attainment of the targets. This finding shows similarity with Elizabeth's (2005) study because it involved the teachers in participative decision making. The teachers' involvement was widely shown by the school heads.

The teachers revealed that their school heads made them feel that they were important with a weighted mean of 4.63, first in rank, followed by maintaining good reputation with respect to financial matters with a weighted mean of 4.58. The role of the school head is not only to lead the staff but also to become a confidant and a companion whom teachers can lean on. They gave advises to subordinates that helped them grow and develop confidence within themselves. Likewise, the teachers also developed interest among other teachers because they worked comfortably with confidence. As exclaimed by Thrupp and Willmott (2003), human relations skills are shown through interpersonal relationship and human motivation shown by the school heads in working with the teachers. It includes the ability to motivate, coordinate, get things done through others, and advise teachers either as individuals or as a group. Furthermore, as stressed by Fullan (2006), leadership exhibits desirable values like respect, understanding, putting oneself in another's shoes, and ethics especially in

having human interactions. As observed, the teachers felt their school heads' love and concern for them especially when they had problems. Their school heads showed support by giving advice, financial assistance, and spiritual guidance. In planning some activities for the school, they were given the opportunity to plan together among themselves. This finding means that the school heads showed love, concern, and trust to their teachers which had been very instrumental in making decisions easily. In return, the teachers showed interest in working harmoniously together and made them satisfied in their teaching.

Last in rank for the school heads and ninth for the teachers was listing of several alternatives as shown by the weighted mean of 4.25 and 4.34 respectively interpreted as competently performed. As explained by Kumar (2010), different choices that are fitted for the problems are listed. The time and effort devoted for decision making depends upon the importance of the problem.

1.3 Evaluating Alternatives and Selecting the Best One Available.

The school is a system composed of teachers and other school personnel who work together for its success, hence school heads need to predict how factors in one area will affect other areas. Table 4 presents level of decision making competence of the school heads in terms of rational model of decision making by Stoner, Freeman, and Guilbert Jr. in evaluating alternatives and selecting the best one available.

Table 4

Decision Making Competence of School Heads in Evaluating
Alternatives and Selecting the Best One Available

Decision Making Competencies	School Heads N = 24			Teachers N = 115		
	WM	VI	Rank	WM	VI	Rank
1. Assesses if one alternative is feasible	4.29	C	10	4.31	C	8
2. Analyzes if the alternative meets legal and ethical obligations	4.33	C	8.5	4.27	C	9
3. Thinks deeply if the alternative is a reasonable one	4.58	HC	2	4.41	C	2
4. Anticipates events that might happen if an alternative is chosen	4.38	C	7	4.22	C	10
5. Finds answers if the alternative is a satisfactory solution	4.42	C	5	4.41	C	2
6. Selects the best alternative that meets the objectives	4.50	HC	3	4.41	C	2
7. Determines answers if the alternative has an acceptable chance of succeeding	4.42	C	5	4.37	C	4
8. Lists down the possible consequences for the best decision of the school	4.42	C	5	4.33	C	6
9. Anticipates how a factor in one aspect will influence other aspects	4.33	C	8.5	4.32	C	7
10. Consults teachers if alternatives might affect several areas	4.63	HC	1	4.34	C	5
Overall Weighted Mean	4.43	C		4.34	C	

Legend: HC - Highly Competent
LC - Less Competent

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These authors explain explicitly that in this third stage, once a set of alternatives have been developed, the school heads assess each choice

based from three questions: Is this choice practical? Will it meet all school's legal and ethical obligations? They need to predict outcomes if teachers did not succeed in performing the choices. The second question, Is the choice an effective solution? To answer this, the school heads need to answer two more questions. First, Is the choice congruent to the need? Second, Will the choice contribute to success? Third, what are the real benefits to be gained by the schools? Choices that had negative answers were not included and those with possibilities for success were included.

Both respondents perceived that the school heads were competent in evaluating alternatives and selecting the best one available. For the school heads, the overall weighted mean of 4.43 was gained, 4.34 for their teachers. The school heads perceived themselves as highly competent in consulting teachers if alternatives might affect several areas which was their first in rank with a weighted mean of 4.63. It was due to their high consideration to their teachers that they valued the opinion of the group and they did not just decide on their own without consulting their subordinates. As experienced, it was felt that everyone belonged to the group wherein the teachers' involvement in the process of decision making was highly appreciated by their superiors. Their cooperation and coordination contributed to the attainment of the targets.

For the teachers, their school heads were competent in thinking deeply if the alternative is a reasonable one, finding answers if the alternative is a

satisfactory solution, and selecting the best alternative that meets the attainment of desired goals.

1.4 Implementing and monitoring the decision. Table 5 presents the level of decision making competence of the school heads in terms of rational model of decision making by Stoner, Freeman, Gilbert Jr. in implementing and monitoring the decision.

The school heads perceived themselves as highly competent in implementing and monitoring the decision as evidenced by the overall weighted mean of 4.51, and competent for their teachers, 4.42. For school heads, they showed high competence in involving teachers in measuring progress in specific terms. They gave this item a weighted mean of 4.67 and this ranked first in the list. For the teachers, their school heads showed high competence in making proposals to meet the requirements and needs which obtained a weighted mean of 4.54, first in rank. As Daft (2002) explains, decision making pervades the entire administrative process. A plan cannot be said to exist until a decision has been made. This finding is in conformity with that of Luck (2009) which revealed that the head teachers exerted thorough effort to have adequate knowledge of the school's conditions in terms of personnel, performance, customs and traditions. Hence, they applied ways such as continuing conversation with the personnel, changes and new trends. In actual setting, the school heads sustained open communication with their teachers, planned together, and applied

Table 5
Decision Making Competence of the School Heads in
Implementing and Monitoring the Decision

Decision Making Competence	School Heads N = 24			Teachers N = 115		
	WM	VI	Rank	WM	VI	Rank
1. Makes proposals to meet the requirements and needs	4.54	HC	5	4.54	HC	1
2. Acquires resources needed	4.54	HC	5	4.48	C	3
3. Allocates necessary budget and sets up schedules for the actions decided upon	4.50	HC	7	4.46	C	4
4. Assigns responsibility for specific tasks	4.58	HC	2.5	4.35	C	8
5. Involves teachers in measuring progress in specific terms	4.67	HC	1	4.45	C	5
6. Lays down a procedure for progress reports	4.42	C	8.5	4.42	C	6
7. Prepares to make corrections if new problems will arise	4.54	HC	5	4.34	C	9.5
8. Takes extra time to re-examine their decisions	4.42	C	8.5	4.34	C	9.5
9. Develops specific proposals for coping with danger and unexpected happenings	4.29	C	10	4.38	C	7
10. Implements and monitors the actions taken	4.58	HC	2.5	4.49	C	2
Overall Weighted Mean	4.51	HC		4.42	C	

Legend: HC - Highly Competent
LC - Less Competent

C - Competent
I - Incompetent

MC - Moderately Competent

innovations in projects implemented.

Last in rank for the school heads was developing specific proposals for meeting danger and unexpected happenings as shown by the weighted mean of 4.29. They were guided by the explanation of Stoner, Freeman, and Gilbert Jr. (2001) that situations when making decisions are grouped on a continuum from a sure solution through danger, and sure solution to not sure solution or result. Hence, under sure solution, the objective was to have exact, true, and attainable result. For the teachers, last in rank was the competence of their school heads in preparing to make corrections if new problems will arise and taking extra time to re-examine their decisions both with a weighted mean of 4.34.

1.5 Summary Table on Decision Making Competence of the Schools Heads. Table 6 manifests the summary table on decision making competence of the schools heads.

Both respondents perceived that the school heads showed competence in decision making. This finding was proven by 4.49 overall weighted mean by the school heads themselves; 4.41 by their teachers. The school heads rated themselves as highly competent in developing alternatives, first in rank with a weighted mean of 4.57 and in implementing and monitoring the decision which got a weighted mean of which got a weighted mean of 4.51. They followed DuBrin and Laguatan's (2009) concept that the school head needs to generate alternative creative solutions. As observed, they explored

Table 6
Summary Table on Decision Making Competence
of the Schools Heads

Decision Making Competencies In the Four Stages	School Heads N = 24			Teachers N = 115		
	WM	VI	Rank	WM	VI	Rank
1. Investigating the situation	4.45	C	3	4.42	C	2.5
2. Developing alternatives	4.57	HC	1	4.45	C	1
3. Evaluating alternatives and selecting the best one available	4.43	C	4	4.34	C	4
4. Implementing and monitoring the decision	4.51	HC	2	4.42	C	2.5
Overall Weighted Mean	4.49	C		4.41	C	

Legend: HC - Highly Competent
LC - Less Competent

C - Competent
I - Incompetent

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all kinds of possibilities. They marked themselves competent in investigating the situation and in evaluating alternatives and selecting the best one available as proven by respective weighted means of 4.45 and 4.43. As observed, they gathered sufficient information to understand the problem

clearly, identify it whether important or not, and determine the factors.

This finding conforms with what Luck (2009) reported in his study that the school heads showed strategic decision making. They defined and prescribed problems not understood by the teachers. They gained a deep understanding of the situation together. After the problem has been identified, the teachers together with the school heads began to implement the steps and gathered the materials together to solve the problem.

Similarly, the teachers perceived their school heads as competent in developing alternatives which earned a weighted mean of 4.45. The teachers claimed that based from observation, their school heads evaluated each decision alternative according to feasibility, effectiveness, and efficiency. They selected the alternative with the highest levels of these three qualities. They were also competent in the three remaining areas such as investigating the situation, evaluating alternatives and selecting the best one available with the same weighted mean of 4.42. They were also competent in implementing and monitoring the decision with a weighted mean of 4.34, last in rank.

As observed, the school heads performed what Greenbank (2010) stresses that is, decision making involves a sequential procedure having a beginning, thinking of aims, and thorough gathering of data. This practice was done so that the problem to be solved can be well-known. Afterwards, they generated different choices and assessed to choose the most appropriate

solution.

The findings of Luck (2009) in his study revealed further that the head teachers showed a key skill in decision making, that is empathy. This key skill enabled these school heads to have a wide idea of the happening and the way they will react. They had developed interpersonal skills with the teachers and their staff.

2 Strengths and Weaknesses of School Heads in Relation to Their Decision Making Competence

2.1 Strengths of the school heads in relation to their decision making competence based from the focus group discussion.

The finding goes to show that the school heads followed strictly the policies of the Department of Education sent through orders and memoranda. Through collaboration in working together harmoniously, the school heads showed that they were strong in attaining quality education. This was achieved through their regular supervision by observing classes, checking lesson plans, and having conferences with teachers. They conducted intensive follow-up of activities and monitoring of special programs and projects. Remedial instruction was done extensively to achieve the “Every child a reader” program. They followed the steps in decision making, had the guts, asked help from colleagues, and analyzed themselves. They worked cooperatively and had harmonious relationship. If they encountered problems, they had several alternatives, planned another project, and had

collaborative thinking. This means that the school heads involved the teachers in understanding the problems and employing the steps in decision making. Team effort and group decision making were applied in the schools.

As a whole, the school heads showed strength in decision making because they followed DepEd orders, showed collaboration, conducted thorough supervision, intensive follow-up, monitoring, and remedial instruction.

2.2 Weaknesses of the school heads in relation to their decision making competence based from the interview.

Regarding the weaknesses of the school heads, they encountered problems in budgeting. There were instances when there were projects to be implemented and the funds were not available. In line with these problems are difficulties in coping with the curriculum needs especially the 1:1 pupil-textbook ratio on books and purchase of instructional materials. They also encountered difficulties in deciding how their school facilities in the classrooms, special rooms, and office could be adequate. They had addressed this problem to their teachers in a staff meeting. These problems in relation to facilities improvement were prioritized by the school heads and accomplished through collaborative effort.

When the respondents were asked how they decided when they encountered a difficult situation on choosing the better option over the other, 100 percent also answered that they formulated varied alternatives and

chose the best one. They decided wisely because the teachers were there to support them. They applied a strategies like reviewing by-laws and DepEd guidelines, memo, and orders, asked the help of parents and PTA officers, and sought their opinions and support. They employed team effort, group decision making, and collaboration.

To sum up, the school heads showed weaknesses in budgeting, curriculum, facilities, and funding.

3. Difference Between the School Heads' and Teachers' Perception on the Decision Making Competence of School Heads. Table 7 shows a significant difference between the perception of the school heads and teachers on the decision making competence of school heads.

Table 7

Difference Between the School Heads' and Teachers' Perception
on the Decision Making Competence of School Heads

Variables	Mean	Std. Dev.
Teachers N = 115	4.41025	.0830659
School Heads N = 24	4.49125	.1254977
Difference	-.081	.0998152

There is a significant difference between the perception of the school heads themselves and that of their teachers on the decision making competence of school heads. This was revealed by the computed t value of 5.1324 which was greater than the critical value of 2.021 at .05 level with 39 degrees of freedom. This finding means that the school heads rated themselves higher than their teachers in the decision making competence. The null hypothesis is therefore rejected.

4. Action Plan that Maybe Developed to Enhance the Decision Making Competence of School Heads. The basis of the proposed action plan were the results of the survey questionnaire. The responses of the respondents were tallied and tabulated and the table below would illustrate how the action plan was organized. Table 8 shows the skills of the school heads in each stage of rational decision making where they got lower in ranks as rated by themselves and their teachers. It will be the guide in developing an objective necessary to enhance their decision making competence. In investigating the situation, the skills where they got low in rankings are: diagnoses and examines the causes by asking questions, defines the problem in terms of organizational objectives, and observes objectivity in examining the problem and identifying the situation. For the second stage, which is developing alternatives, the last in the rankings are equal in weight: demonstrates sensitivity to the needs and feelings of others, exercises tactfulness and diplomacy with teachers in speech and action, and gives and receives clear

Table 8

**Decision Making Competence Matrix
As Basis in Developing an Action Plan**

Decision Making Competencies	School Heads N = 24			Teachers N = 115		
	WM	VI	Rank	WM	VI	Rank
Investigating the Situation						
Diagnoses and examines the causes by asking questions	4.42	C	8	4.44	C	3
Defines the problem in terms of organizational objectives	4.38	C	9	4.42	C	5.5
Observes objectivity in examining the problem and identifying a situation	4.33	C	10	4.33	C	10
Developing Alternatives						
Demonstrates sensitivity to the needs and feelings of others	4.46	C	8	4.44	C	5
Exercises tactfulness and diplomacy with teachers in speech and action	4.46	C	8	4.41	C	7
Gives and receives clear and precise feedback	4.46	C	8	4.31	C	10
Evaluating Alternatives and Selecting the Best One Available						
Analyzes if the alternative meets legal and ethical obligations	4.33	C	8.5	4.27	C	9
Anticipates how a factor in one aspect will influence other aspects	4.33	C	8.5	4.32	C	7
Assesses if one alternative is feasible	4.29	C	10	4.31	C	8
Implementing and Monitoring the Decision						
Prepares to make corrections if new problems will arise	4.54	HC	5	4.34	C	9.5
Takes extra time to re-examine their decisions	4.42	C	8.5	4.34	C	9.5
Develops specific proposals for coping with danger and unexpected happenings	4.29	C	10	4.38	C	7

and precise feedback. To the third stage, implementing and monitoring the decision, the bottom in the rankings are: analyzes if the alternative meets legal and ethical obligations, anticipates how a factor in one aspect will influence other aspects, and assesses if one alternative is feasible. On the last stage, which is implementing and monitoring the decision the last in the rankings are: prepares to make corrections if new problems will arise, takes extra time to re-examine their decisions, and develops specific proposals for coping with danger and unexpected happenings.

The required basis for school head as design by the Department of education were also use as reference to provide fairness and rationality of decisions. It was done objectively to further help the school heads in their decision making. Figure III presents the sequence in developing the action plan. First, identifying the skills of school heads in every stage where they got low in rankings using Table 8. Followed by formulating the objective on the second column of the action plan necessary to answer the problems in low rankings. Next developing alternatives corresponding to the objectives. Fourth, associating the person/s responsible on the action plan. Fifth, planning the schedule to respond within the time allotted. Then, allocating the necessary fund to accomplish the target. Lastly, evaluate the performance of school heads through the standard criteria.

The action plan was made based from the data gathered in the questionnaire. The format was patterned from the action plans required by

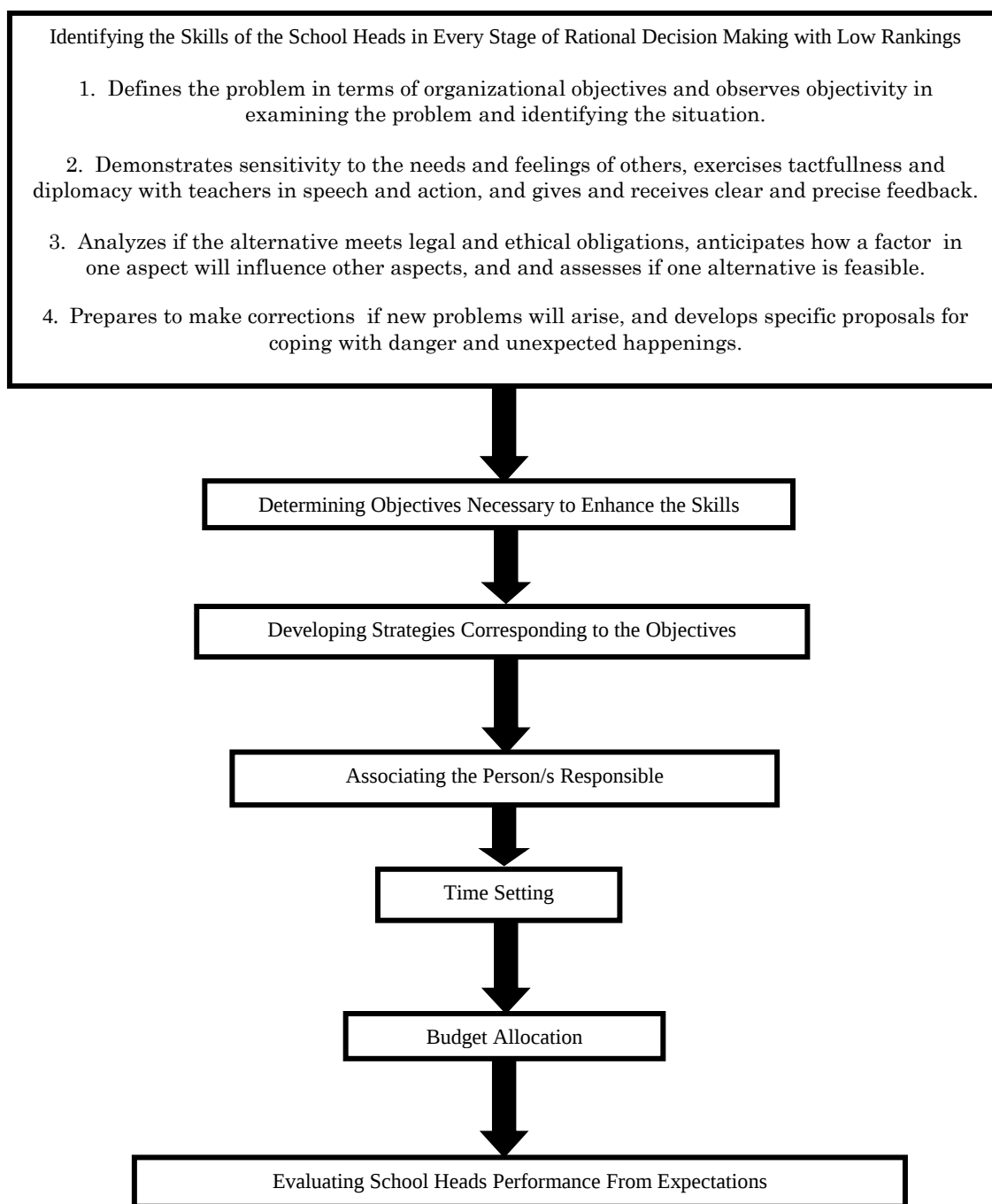


Figure III

Diagram Adapted in the Preparation of the Propose Action Plan

the Department of Education to the school heads in making their action plans for their special programs and projects. The researcher analyzed the result and found out that the school heads were competent in decision making. Further, the proponent of the study made this action plan so that it could be of help in enhancing the decision making competencies of the school heads. Table 9 presents the action plan that maybe developed to enhance the decision making competence of school heads.

The behavioral indicators in each step were analyzed. For the indicators that were in the lower rank, the plans were made. There were columns presented for the areas of concern, objectives, strategies, persons involved, time frame, funding, and evaluative criteria. Under areas of concern, the stages investigating the situation, listing down of options or choices, analysis of each option and choosing the most appropriate one, and acting out and evaluating the choice were considered.

The objectives for investigating the situation, the objectives are to set objectives that are exact, practical, and true; and establish a decision criteria. For developing alternatives, to identify a gap between desired and actual conditions, generate alternative creative solutions, and explore all kinds of possibilities. For the third phase which is evaluating alternatives and selecting the best one available, to compare the relative value of the choices and compare each against the established ones. Under monitoring and implementing the decision, to convert the decision into action, help group

Table 9

Action Plan to Enhance the Decision Making Competence of the School Heads

Areas of Concern	Objectives	Strategies	Persons Involved	Time Frame	Funding	Evaluative Criteria
Investigating the situation	Set objectives that are exact, practical, and true. Establish a decision criteria.	Defining the problem clearly Understanding its causes	School Heads Teachers District Supervisor	Year Round	MOOE School fund	The school heads became highly competent in Investigating the situation.
Developing alternatives	Identify a gap between desired and actual conditions Generate alternative creative solutions. Explore all kinds of possibilities.	Identifying alternative courses of action Generating as many decision alternatives as possible	School Heads Teachers District Supervisor	Year Round	MOOE School fund	The school heads improved in a highly competent level for the teachers in developing alternatives.
Evaluating alternatives and selecting the best one available	Compare the relative value of the alternatives Compare each against the established ones	Assessing the choices as to practicality, effectiveness, and efficiency	School Heads Teachers District Supervisor	Year Round	MOOE School fund	The school heads did their best in evaluating alternatives and selecting the best one available.
Implementing and monitoring the decision	Convert the decision into action. Help group members implement the decision. Evaluate how effectively the chosen alternative solved the problem.	Giving appropriate orders and actions Finding out if things are working according to the plan Checking if people are performing expectations.	School Heads Teachers District Supervisor Parents	Year Round	Government fund School fund	The school heads implemented and monitored the decision Effectively and efficiently, thus showing high competence

members implement the decision, and evaluate how effectively the chosen

alternative solved the problem.

The strategies for the first phase are defining the problem clearly and understanding its causes. For the second phase, identifying alternative effectiveness, and efficiency is planned. On the third phase, assessing the choices as to practicality, effectiveness, and efficiency. In the fourth phase, acting out and evaluating the choice, giving appropriate orders and actions, finding out if things are working according to the plan, and checking if people are performing expectations are listed.

The persons involved are the public schools district supervisor, school heads, teachers, parents, PTA officers and members. The time frame is year round. The sources of funds are those coming from the government (MOOE) and school fund.

Under evaluative criteria, the school heads will become highly competent in investigating the situation, developing alternatives, evaluating alternatives and selecting the best one available, and implementing and monitoring the decision.

The results of the study provided the researcher with sufficient information regarding the predicament that every school heads faced in their everyday dealings with their stakeholders in the development of this action plan.

The main feature of the action plan were its strategies and objectivity based on the different areas of concern. It was design to serve as a guide to

the school heads in their daily decision making task. Also it was intended to limit the boundaries of evaluation areas to maintain the integrity of all the decisions being made by the heads.

This action plan will serve as a guide or it will somehow assists them in their daily decision making. It will provide strategies and procedures so that they will be assured that their decisions were being done objectively and rationally.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter shows the findings revealed, conclusions formulated, and recommendations offered.

Summary

A descriptive method of research using survey technique was used to assess the decision making competence of public elementary school heads in Lemery District, Division of Batangas Province during the school year 2013 - 2014. Anchored on the rational model of decision making, this study involved a total of 24 school heads and 115 teachers sampled systematically from a total of 344 teachers assigned among the 24 elementary schools in Lemery District. Employing a researcher made survey questionnaire which was validated by experts and supplemented with interviews and focus group discussions, the study generally found out that the school heads were competent in decision making as perceived by themselves and their teachers. More specifically, it was revealed that the school heads demonstrated strength in decision making and even performed strategies to strengthen their weaknesses in their respective schools. Moreover, it was found out that a significant difference existed between the perceptions of teachers and those

of the school heads themselves as regards decision making competence.

Conclusions

Based on the findings of the study, the following conclusions were drawn :

1. It is quite evident in the study that the school heads in the targeted locale or setting were found to be competent in decision making which clearly implies that as school managers they have the knowledge and understanding of decision - making and how there knowledge and understanding have been translated into actual decision making in the educational work setting. With the nature of work of school managers both as instructional leader and administrative manager, their competency in decision making is of paramount importance seeing to it that school programs and activities are developed, implemented and assessed well in accordance with policies and guidelines that are considered in decision making.
2. The result of the study showed that the school heads showed strength in decision making because they followed DepEd orders, showed collaboration, conducted thorough supervision, intensive follow-up, monitoring, and remedial instruction. On the other hand, the school heads showed weaknesses in budgeting, curriculum, facilities, and funding.
3. There is a significant difference between the perception of the school heads

themselves and that of their teachers on the decision making competence of school heads.

Recommendations

Based from the conclusions, the researcher offers the following recommendations:

1. There is a need for the school heads to maintain and sustain their strong competence in evaluating alternatives and selecting the most appropriate one through attendance to trainings and post graduate level courses.
2. The school heads need to show further competence in listing down choices and in acting out and evaluating the choice.
3. Both school heads and teachers should maintain their collaborative relationship in solving problems wisely. The school heads should sustain their strengths in decision making.
4. The school heads may implement the action plan in order to enhance further their decision making competence.
5. Another study that applies other decision making models should be conducted in both elementary and secondary schools.
6. Further studies may be conducted to strongly validate this study's findings.

7. A replication of this study using other decision making models may also be considered for future studies.

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APPENDICES

APPENDIX A

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila

01 December 2014

The Public Schools District Supervisor
Lemery District
Lemery, Batangas

Madam:

I am conducting a study entitled “Enhancing the Decision Making Competencies of Elementary School Heads in Lemery District, Division of Batangas” as a partial fulfillment of the requirements for Master of Arts in Education. In view of this, I am requesting permission from your good office that I be allowed to distribute questionnaires to the school heads and their teachers in all schools in your district. Rest assured that the answers will be treated confidentially and will be used just for the purpose of the study.

It is hoped that this request will merit your kind consideration and favorable approval.

Very truly yours,

RYAN BENEDICT M. REYES
M.A. Student

NOTED:

ADELINA H. VELASCO, Prof. and DANILO K. VILLENA, Ph.D.
Advisers

RECOMMENDING APPROVAL:

DANILO K. VILLENA, Ph.D.
Dean, Graduate School

APPROVED:

REMEDIOS M. RAZON, Ed.D.
District Supervisor

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila

01 December 2014

The Principal/Head Teacher/Teacher In-Charge

Elementary School
Lemery District
Lemery, Batangas

Sir/Madam:

I am conducting a study entitled “Enhancing the Decision Making Competencies of Elementary School Heads in Lemery District, Division of Batangas” as a partial fulfillment of the requirements for Master of Arts in Education. In view of this, I am requesting permission from your good office that I be allowed to distribute questionnaires to you and your teachers in your school. Rest assured that the answers will be treated confidentially and will be used just for the purpose of the study.

It is hoped that this request will merit your kind consideration and favorable approval.

Very truly yours,

RYAN BENEDICT M. REYES
M.A. Student

NOTED:

ADELINA H. VELASCO, Prof. and DANILO K. VILLENA, Ph.D.
Advisers

RECOMMENDING APPROVAL:

DANILO K. VILLENA, Ph.D.
Dean, Graduate School

APPROVED:

Principal/Head Teacher/Teacher In-Charge

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila

01 December 2014

Dear fellow teacher,

I am conducting a study entitled “Enhancing the Decision Making Competencies of Elementary School Heads in Lemery District, Division of Batangas” as a partial fulfillment of the requirements for Master of Arts in Education. In view of this, I am requesting for your cooperation in answering this questionnaire. Rest assured that your answers will be treated confidentially and will be used just for the purpose of the study.

Thank you very much.

Very truly yours,

RYAN BENEDICT M. REYES
M.A. Student

NOTED:

ADELINA H. VELASCO, Prof. and DANILO K. VILLENA, Ph.D.
Advisers

RECOMMENDING APPROVAL:

DANILO K. VILLENA, Ph.D.
Dean, Graduate School

APPROVED:

Teacher I/II/III
Master Teacher I/II/III

APPENDIX B

QUESTIONNAIRE

DECISION MAKING COMPETENCIES OF THE SCHOOL HEAD

Direction:

For the Teacher: Kindly encircle the number in the appropriate column that reflects the decision making competencies of your principal, head teacher or teacher in-charge using the scale below:

For the School Head: Kindly encircle the number in the appropriate column that reflects your perception on your decision making competence as a principal/head teacher/teacher in-charge of your school using the scale below:

5 – Highly competent

4 – Competent

3 – Moderately Competent

2 – Less Competent

1 – Incompetent

1. Investigation of the situation

- | | |
|--|-------------------|
| 1. Defines the problem in terms of organizational objectives | 5 4 3 2 1 |
| 2. Diagnoses and examines the causes by asking questions | 5 4 3 2 1 |
| 3. Analyzes what changes inside and outside the school may have contributed to the problem | 5 4 3 2 1 |

- | | |
|---|-------------------|
| 4. Finds out what people are most involved with the problem situation | 5 4 3 2 1 |
| 5. Seeks answers if teachers have ideas that may clarify the problem | 5 4 3 2 1 |
| 6. Observes teachers if their actions contribute to the problem | 5 4 3 2 1 |
| 7. Identifies the decision objectives | 5 4 3 2 1 |
| 8. Thinks what would constitute an effective solution | 5 4 3 2 1 |
| 9. Finds one solution that will work for all of problems | 5 4 3 2 1 |
| 10. Involves teachers in investigating the situation | 5 4 3 2 1 |
| 2. Developing alternatives | |
| 1. Lists several alternatives regarding the problems to be solved | 5 4 3 2 1 |
| 2. Conducts meeting with the teachers to propose alternatives | 5 4 3 2 1 |
| 3. Demonstrates sensitivity to the needs and feelings of others | 5 4 3 2 1 |
| 4. Exercises tactfulness and diplomacy with teachers in speech and action | 5 4 3 2 1 |
| 5. Promotes a culture of cooperative work among teaching personnel | 5 4 3 2 1 |
| 6. Gives and receives feedback with care | 5 4 3 2 1 |
| 7. Sets the tone for openness and mutual trust | 5 4 3 2 1 |

- | | |
|---|-------------------|
| 8. Makes teachers feel that they are important | 5 4 3 2 1 |
| 9. Inspires and motivates teachers to attain peak performance | 5 4 3 2 1 |
| 10. Maintains good reputation with respect to financial matters | 5 4 3 2 1 |

3. Evaluating alternatives and selecting the best one available

- | | |
|---|-------------------|
| 1. Assesses if one alternative is feasible | 5 4 3 2 1 |
| 2. Analyzes if the alternative meets legal and ethical obligations | 5 4 3 2 1 |
| 3. Thinks deeply if the alternative is a reasonable one | 5 4 3 2 1 |
| 4. Anticipates events that might happen if an alternative is chosen | 5 4 3 2 1 |
| 5. Finds answers if the alternative is a satisfactory solution | 5 4 3 2 1 |
| 6. Selects the best alternative that meets the objectives | 5 4 3 2 1 |
| 7. Determines answers if the alternative has an acceptable chance of succeeding | 5 4 3 2 1 |
| 8. Lists down the possible consequences for the best of the school | 5 4 3 2 1 |
| 9. Anticipates how a factor in one aspect will influence other aspects | 5 4 3 2 1 |
| 10. Consults teachers if alternatives might affect several areas | 5 4 3 2 1 |

4. Implementing and monitoring the decision

- | | |
|--|-------------------|
| 1. Makes proposals to meet the requirements and needs | 5 4 3 2 1 |
| 2. Acquires resources needed | 5 4 3 2 1 |
| 3. Allocates necessary budget and sets up schedules for the actions decided upon | 5 4 3 2 1 |
| 4. Assigns responsibility for specific tasks involved | 5 4 3 2 1 |
| 5. Involves teachers in measuring progress in specific terms | 5 4 3 2 1 |
| 6. Lays down a procedure for progress reports | 5 4 3 2 1 |
| 7. Prepares to make corrections if new problems will arise | 5 4 3 2 1 |
| 8. Takes extra time to re-examine their decisions | 5 4 3 2 1 |
| 9. Develops specific proposals for coping with danger and unexpected happenings | 5 4 3 2 1 |
| 10. Implements and monitors the actions taken | 5 4 3 2 1 |
-

Thank you very much!

APPENDIX C

FOCUS GROUP DISCUSSION/INTERVIEW

Direction: Kindly tell your answers to the following questions based on your experiences and practices regarding your decision making in your school.

1. Strengths of School Heads in Relation to Their Decision Making

Competence

- A. What is the scope of your discretionary power that you are the only one to decide on a particular aspect?
- B. How is quality education maintained education in a mass promotion system?
- C. What can you say about the level of competence of the school heads to decide in their schools? Do you consider it a strength or a weakness? Why do you say it a strength?
- D. Is there any difference in the perception between school heads and teachers in decision making competencies? Explain.
- E. How did you decide when you encountered a difficult situation on choosing the option better option or not?
- F. What method did you employ in making the decision?

2. Weaknesses of School Heads in Relation to Their Decision Making

Competence

- A. In what aspects of decision making did you find difficulty?
- B. What problems in your school have you investigated and had solved?

Please give details.

Have you addressed this problem?

What did you do?

C. Did you consider your decision as an essential element to solve this crisis/conflict?

Why?

Give supporting details.

D. How did you decide when you encountered a difficult situation on choosing the better option over the other?

E. What method did you employ in making the decision?

CURRICULUM VITAE



ENGR. RYAN BENEDICT M. REYES

Poblacion, Agoncillo, Batangas
Cell: 0935-495-2458/0998-578-4030
Email: reyesryan3@gmail.com

WORK EXPERIENCE:

9/08/09-Present	Bangko Sentral ng Pilipinas <i>Electronics and Communication Equipment Technician - IV</i>	<i>Harrison St., Malate, Manila</i>
01/07/08- 09/07/09	Lemery Pilot Elementary School <i>Mathematics Teacher</i>	<i>Lemery, Batangas</i>
9/05/07- 01/06/08	Ayao - Iyao Elementary School <i>Grade 6/Grade 3/Grade 4 adviser</i>	<i>Ayao – Iyao, Lemery Batangas</i>
11/06/06- 03/31/07	Stanford School of Batangas <i>Science Teacher (Grade 1 to Grade IV)</i>	<i>Malinis, Lemery Batangas</i>
06/01/06- 09/01/06	Agoncillo Montessori School <i>Mathematics Teacher</i>	<i>Poblacion, Agoncillo, Batangas</i>
6/06/04- 1/27/05	Excellent Quality Apparel, Inc. <i>Assistant Engineer/Head of the Department</i>	<i>EPZA, Rosario Cavite</i>

EDUCATION:

2008 - Present	Master of Arts in Educational Management <i>36 units earned (Thesis Writing on going)</i>	Philippine Normal University
2006 - 2009	Master in Business Administration	Las Piñas College
2005 – 2006	CTP Program (BSED Major in Math)	Alitagtag College, Inc.
1998 – 2003	Bachelor of Science in Electrical Engineering	Batangas State University
1994 – 1998	Secondary Education <i>Special Science Class Section</i>	Governor Feliciano Leviste Memorial National High School

1988 – 1994 **Elementary Education** *Agoncillo Central School (Salutatorian)*

ACHIEVEMENTS:

2011	Registered Master Electrician Board Examination Passer	<i>PRC Manila (MLQU)</i>
2006	Licensure Examination for Teachers (LET) Passer	<i>PRC Manila (UE)</i>
2003	Board for Electrical Engineering Passer	<i>PRC Manila (UE)</i>

AWARDS:

2016	Outstanding Employee in Electronics Security and Communications Division, BSP
2015	Outstanding Employee in Electronics Security and Communications Division, BSP
2014	Outstanding Employee in Electronics Security and Communications Division, BSP BSP Volleyball League Champion (Player of SITD)
2013	BSP Volleyball League Champion (Player of SITD)
2012	Outstanding Employee in Electronics Security and Communications Division, BSP Perfect Attendance and Punctuality Award, BSP PAPA AWARDEE BSP Volleyball League Champion (Player of SITD)
2011	Perfect Attendance and Punctuality Award, BSP PAPA AWARDEE
2010	Outstanding Employee in Electronics Security and Communications Division, BSP Perfect Attendance and Punctuality Award, BSP PAPA AWARDEE
2009	Coach in Sudoku Contest Elementary Level (Second Place) Assistant Coach Unit Meet Elementary Basketball Boys (Tournament Champion) Assistant Coach District Meet Elementary Basketball Boys (Tournament Champion)
2008	Regional Math Teachers' Quiz Champion in Sta. Rosa Laguna Assistant Coach District Meet Elementary Boys Basketball (Tournament Champion) Lemery District Teachers Sudoku Contest (Second Place) Coach District Math Competition by Team in Grade VI (Third Place) Coach District Math Quiz Bee Individual in Grade VI (Champion)
2007	Lemery District Teachers' Sudoku Contest (Second Place)
2006	Alitagtag College INC. Math Wizard Champion

Alitagtag College INC. Filipino Poem Writing Contest Champion

2005 **Alitagtag College INC. Intramurals Word Boggle Champion**

2005 **Alitagtag College INC. Intramurals DAMATH Competition Champion**

SEMINARS AND TRAININGS ATTENDED:

03/01/16 – 03/02/16	Professional Image Management (BSP MANILA) 15 hours
12/01/15 – 12/02/15	7 Habits For Employees (BSP Quezon City) 15 hours
02/03/14 – 02/04/14	Values in Action (BSP MANILA) 15 hours
01/27/14 – 01/30/14	Fundamentals of Central Banking Course (BSP MANILA) 26.5 hours
01/24/14 – 01/24/14	Lotus Notes R6.5 User Essentials (BSP MANILA) 7.5 hours
01/22/14 – 01/23/14	Induction Course for New Employees 15 hours
08/05/13 – 08/08/13	CCTV ENHANCEMENT TRAINING PROGRAM
11/10/12 – 11/10/12	AUTOCLEAR SECURITY X-RAY INSPECTION SYSTEM MODEL AC6040ME, AC5333ME & CEIA WALK THROUGH METAL DETECTOR
3/21/12 – 3/23/12	CCTV OPERATOR'S COURSE (BSP MANILA) 22.5 hours
3/07/2011 – 4/11/2011	Quality Project Management (BSP PM Methodology) (BSP MANILA) 56 hours
7/31/2010-8/01/2010	Operators Training Astro-Physics X-ray Machine and Familiarization on Bomb Detection and Inspection (BSP MANILA) (16 hours)
3/23/2010-3/30/2010	Autocad Module – 2 POWERLINE Imus, Cavite (19 hours)
3/01/2010-3/22/2010	Autocad Module – 1 POWERLINE Imus, Cavite (45 hours)
1/23/2009-1/23/2009	Division Seminar-Workshop on Utilization of Malunggay-Based Recipes for In-school Feeding Program Lemery Pilot Elementary School (8 hours)
7/16/2007-7/17/2007	Pedagogical Classroom Presentation Styles Center for Learning and Teaching Styles. Lyceum of Batangas (8 hours)
8/26/2006-8/26/2006	Career Management Seminar (Master Keys to Success) Las Piñas College (8 hours)
2/9/2005-2/9/2005	Cutting Cost on Electricity, Energy Efficiency Program and Proper Use of Company Facilities EPZA Rosario, Cavite (8 hours)
11/01/2001-4/1/2002	Batangas I, Electric Cooperative, Inc. On-the-Job Training Calaca, Batangas (800 hours)
