The Decision-Making Styles of Bangsamoro Educational Leaders in the Philippines

Joanie T. Haramain, Ed.D.[1], Lucrecia E. Tuyo, Ph.D.[2], Fairudz A. Dalantay, Ph.D.[3]

Cotabato State University - College of Teacher Education and Graduate School, Cotabato City, Philippines
joanieharamain[at]gmail.com

Cotabato State University-College of Teacher Education, Cotabato City, Philippines
cristuyo01[at]gmail.com

Cotabato State University-College of Teacher Education, Cotabato City, Philippines
dalantayfairudz[at]gmail.com

Abstract: *Decision-making styles of leaders have been sufficiently explored and investigated; however, in the context of the Bangsamoro Region, too limited studies had been considered to engage on these variables such as the analytical, directive, conceptual and behavioral decision-making styles. It was for this reason that the researchers have been motivated to conduct the study on the decision-making styles of the State Universities and Colleges in the Bangsamoro Autonomous Region in Muslim Mindanao, Philippines using a descriptive quantitative research design and self-made survey questionnaire to the 149 executive officials as respondents of the study who were selected using the purposive sampling technique. Findings revealed that the extent of decision-making styles of educational leaders in terms of analytical decision-making was very effective and productive on the other hand, the extent of directive, conceptual and behavioral decision-making styles was effective and productive. It is concluded that when it comes to analytical decision-making, the educational leaders have shown exceptional skills than being directive, conceptual and behavioral decision makers considering that in the new normal, educational leaders need to be more critical thinkers in order to become more resilient on the tremendous changes in educational supervision and administration. The educational leaders should continue capacitating themselves by attending seminars, benchmarks, conferences, workshops, and a series of training related to decision-making for the sustainable and holistic development of education in the Bangsamoro community and throughout the world.*

Keywords: Bangsamoro Autonomous Region in Muslim Mindanao, Bangsamoro educational leaders, decision-making, decision-makingstyles, State Universities and Colleges

1. Introduction

"Truly, successful decision making relies on a balance between deliberate and instinctive thinking."-Malcolm Gladwell.

The Iconic 20th-century management guru Peter F. Drucker once said, "Whatever a manager does, he does through making decisions."Every action of a manager is generally an outcome of a decision. Owing to this fact, P. P. Drucker in his book "Practice of Management," observes "Whatever a manager does, he does through making decision." True, the job of management involves the making of innumerable decisions. That is why many persons think that management is decision-making. Decision making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. There have been lots of works of literatures related to decision making (Shivaji College, n.d.).

Work organizations, and those who staff them, rise and fall by their ability to make decisions. These may be major strategic decisions, such as the deployment of forces or inventories, or local tactical decisions, such as how to promote, motivate, and understand particular subordinates. To list the kinds of decisions that need to be made and the stakes that sometimes ride on them would be to repeat the obvious. Decisions are made explicitly whenever one consciously combines beliefs and values in order to choose a course of action. They are made implicitly whenever one

relies on a ritualized response (habit, tradition) to cope with a choice between options. Repetition of past decisions may result in suboptimal choices; however, it may also provide a ready escape from the difficulties and expense of explicit decision making. The reasons decision making often seems (and is) so difficult are quite varied, as are the opportunities for interventions and the needs for human factors research to buttress those interventions (Fischhoff, 1983). The importance of decision-making lies in the way it helps you in choosing between various options. Before making a decision, there is a need to gather all available information and to weigh its pros and cons. It is crucial to focus on steps that can help in taking the right decisions. There is a strong correlation between decision-making and problem-solving (Harappa, 2020).

2. Objectives of the Study

Generally, the study aimed to investigate the decision-making styles and management of educational resources among State Colleges and Universities (SUCs) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). Specifically, the purpose of the study was to determine the extent of decision-making styles in terms of analytical, directive, conceptual and behavioral among the SUCs in BARMM.

3. Literature Review

This section contains the works of literature and studies to support the variables of the study. The presentation is organized sequentially according to the conceptual framework.

Decision-Making is the process of selecting one course of action from several alternative actions (Walker, 1987). Decision making skills are those that aid in the ability to choose solutions to challenges (Indeed Editorial Team, 2022) specifically the abilities to select between two or more alternatives to reach the best outcome in the shortest time (Gerencer, 2022). Decision making style of managers depends greatly on their personality and approach towards problem solving. Every leader or manager has his own individualistic style augmented by his experience, background, and abilities (Tutorialspoint, n. d.). In the realm of management, there are four types of decision-making styles for different leadership styles. Each has its most appropriate contexts and comes with trade-offs of potential benefits and drawbacks (MasterClass, 2022).

Analytical Decision-Making Style: Analytical decision-making requires a high aptitude for abstract reasoning. Analytical decision-makers are patient and deliberate, taking time to accumulate and process all the relevant data informing a decision. These leaders consider decisions from several perspectives and consult with different sources before making decisions. Analytical decision-makers carefully analyze data to come up with a solution. They are careful and adaptable thinkers. They will invest time to glean information to form a conclusion. These decision-makers are task-oriented, but have a high tolerance for ambiguity. Analytical decision-makers take time to compile data and evidence before they come to a conclusion. When they do make a decision, they have looked at all the details and formed what they believe is the best possible solution (Indeed Editorial Team, 2022). Analytical style decision making describes people who feel comfortable with ambiguity but are motivated to find the best or most comprehensive solution. If you are an analytical style decision maker, you likely take a long time to process big life decisions. Your comfort with ambiguity doesn't mean that you are a risk-taker or would be likely to decide without knowing how it would work out. That would stress you out a lot! Instead, your comfort with ambiguity means that you enjoy considering all options before making a decision. You think of creative solutions and are willing to give most prospects a chance. However, you only like to move forward once you are as close to certain as possible that that choice is best. While making responsible decisions is strength of analytical style decision-makers, their weaknesses tend to be making timely decisions, communicating with others and managing stress during the decision-making period (Spoelma, 2021).

Analytical decision-makers examine much information before taking action. For example, analytic leaders rely on direct observation, data, and facts to support their decisions. However, unlike directive decision-makers, an analytic decision-maker will seek information and advice from others to confirm or deny their own knowledge. These decision-makers have a high tolerance for ambiguity and are very adaptable, but they like to control most aspects of the decision process. This style is a well-rounded approach to decision-making but can be time-consuming. Analytic decisions are helpful in situations where there may be more than one right answer. Use this style of decision-making to solve problems where the cause-and-effect relationship is discoverable but not immediately apparent. Primarily, you're using this approach to explore several options or solutions and using fact-based management to guide appropriate action. Unlike directive decision-making, leaders need to analyze all the information available to them before deciding on a course of action. It is beneficial to assemble a team of industry experts to assist with analytic decisions; however, leaders need to consider conflicting advice and ideas openly. At the same time, leaders need to consider the viewpoints of non-experts in order to make the most of the analytic decision-making process. The most significant warning sign of overuse of the analytic decision style is analysis paralysis. If you find yourself functioning in a state of over-analyzing or over-thinking without action or reaching a decision, you need to drop this approach (Malhotra, 2018). Managers using analytic decision-making style would like to have more information and consider more alternatives before coming to a conclusion. They seek relevant information from their sources and consider factual and detailed information before taking any decision. Such managers are careful decision makers as they have the ability to adapt or cope with unique situations (Tutorialspoint, n. d.).Popovic et al. (2012) found that an analytical decision-making culture necessarily improves the use of information but it may suppress the direct impact of the quality of the information content a decision (MasterClass, 2022).

Directive Decision Making Style: The directive decision-making style involves short-term, urgent, and clear-cut decisions. Managers who practice this style of decision-making avoid ambiguity and overly-complex problems. Directive decision-makers can implement decisions swiftly and decisively, and give clear direction to their subordinates (MasterClass, 2022).The directive decision-making style uses quick, decisive thinking to come to a solution. A directive decision-maker has a low tolerance for unclear or ambiguous ideas. They are focused on the task and will use their own knowledge and judgment to come to a conclusion with selective input from other individuals. Directive decision-makers excel at verbal communication. They are rational and logical in their decision making. When the team or organization needs a fast decision, a directive-style decision-maker can effectively make a choice. Their style is valuable for making short-term decisions (Indeed Editorial Team, 2022).

Directive style decision making describes people who prefer structure and are motivated by the results their decisions will bring them. "If you are a directive style decision maker, you likely make decisions quickly and have a "decide and move forward" mentality. You don't like dwelling in possibility and prefer to take action. To help you make decisions quickly, you tend to rely on case studies and rules to tell you how to move forward. You think that "reinventing the wheel" is a waste of time and that applies to your personal decisions as well. One of your dominant strengths is your

communication skills. You convey confidence, purpose and a sense of concreteness in your decisions that others admire. This confidence helps you gain support and trust for the choices you make. However, directive style decision-makers tend to struggle with receiving advice, responding to differing opinions and creating a plan in new or uncertain situations" (Spoelma, 2021).

A directive decision-maker typically works out the pros and cons of a situation based on what they already know and they are very rational and have a low tolerance for ambiguity. Their decisions are rooted in their own knowledge, experience, and rationale, rather than going to others for more information. The upside to this style is decision-making is quick, ownership is clear, and it doesn't require extra communication. However, directive decisions can sometimes be made impulsively, without all the necessary information. This style of decision-making lends itself well to situations characterized by stability, repeating patterns, and consistent events. A leader's role in directive decision-making needs to sense the situation, categorize it as a scenario that calls for a direct decision and respond appropriately. Make sure there are best practices in place for recurring processes. Delegate, if necessary, but remember to communicate in clear, direct language. It's a leader's job to understand when extensive, interactive communication is unnecessary and to make direct decisions based on the information they already have (Malhotra, 2018). Managers who follow this style assess few alternatives and consider limited information while taking any decision. They do not find it important to consult with others or seek information in any form and use their logic and idea while taking decisions (Tutorialspoint, n. d.).

Conceptual Decision-Making Style: Conceptual decision-makers are big-picture thinkers. They favor complexity and creative problem solving, and usually have a high tolerance for risk. They are willing to challenge the status quo and think outside the box. Conceptual style decision-making can be costly, in both time and resources, but it can also lead to unexpected breakthroughs (MasterClass, 2022).Those who make decisions with a conceptual style are big picture thinkers who are willing to take risks. They evaluate different options and possibilities with a high tolerance to ambiguity. They are social-oriented and take time to consider big ideas and creative solutions. Conceptual decision-makers look forward to what could happen if the decision is made. Their conclusions come from visualizing different opportunities and outcomes for the future. They are strong in making long-term decisions (Indeed Editorial Team, 2022).

Conceptual style decision making describes people who enjoy the ambiguity of open-ended options and are motivated to make an impact on the world."If you are a conceptual style decision maker, you likely day-dream often and quickly come up with creative ideas when needed. You see how most things connect and affect each other. You desire to come up with holistic solutions. Your comfort in ambiguity helps you to think bigger, and feel more hopeful that your ideas will work out, than people with other decision-making styles. Your strengths are recognizing underlying problems and coming up with creative, integrated

options to pursue. But many conceptual style decision-makers find their weaknesses tend to be taking action on a decision, adequately planning for what a choice will involve and follow-through" (Spoelma, 2021).

The conceptual decision-making style takes a more social approach compared to the directive or analytic methods. Conceptual decision-makers encourage creative thinking and collaboration and consider a broad array of perspectives. These decision-makers are achievement-oriented and like to think far into the future when making important decisions. In order to use conceptual decision-making, apply conceptual decision-making to problems that involve many competing ideas. This style of decision is best suited for situations characterized by unpredictability and suited to creative and innovative approaches. In these scenarios, you find there is no immediate solution, but patterns emerge over time. Using a conceptual style of decision-making accounts for long-term planning and unknown variables. For conceptual decision-making to be effective, leaders need to create an environment that encourages experiments designed to reveal instructive patterns over time. As well, leaders need to make a point of increasing interaction and communication. Create groups of people who can contribute innovative ideas and help with the development and delivery of complex decisions. Patience is key, and leaders need to give themselves time for reflection. If the decision you need to make involves a situation that needs structure and defined outcomes, you shouldn't use a conceptual approach. As well, decisions that need to drive immediate results and circumstances where there is little room for error do not fall under conceptual decision-making (Spoelma, 2021). Managers using conceptual decision-making style are intuitive in their thinking and have high tolerance for ambiguity. They look at many alternatives and focus on long run outcomes (Tutorialspoint, n. d.).

Behavioral Decision-Making Style: The behavioral decision-making style relies on the feelings and behaviors of people in the decision process. Behavioral decision-makers are eager to hear input from others, and they value collaboration and group decision-making. The behavioral style accommodates long-term considerations like team cohesion and building a positive work environment, and it relies on the combined insights team members have gleaned from their past experiences (MasterClass, 2022).

A behavioral style of decision-making focuses on relationships more than the task. It evaluates the feelings of others as part of their decision-making process. Behavior decision-makers have a low tolerance for ambiguity and a social focus as they evaluate solutions. These decision-makers rely on information from others to guide what they choose. They are persuasive communicators who value decisions based on a team consensus. Their decisions are often based on how the choice will impact relationships (Indeed Editorial Team, 2022).

Behavioral style decision making describes people who prefer structure and stability and are motivated to maintain harmony."If you are a behavioral style decision maker, your relationships are probably the most important thing in your life. You are likely to put the needs and opinions of family,

friends, and colleagues above your own." It may seem difficult to balance the desire for structure and other people's thoughts and feelings, but behavioral style decision-makers accomplish this by seeking input and gauging reactions from people in the decision-making process. They use the information they gather to come up with solutions that they believe others will respond well to and typically ask for advice before moving forward with a decision. The strengths of behavioral style decision-makers are, most notably, their ability to make others feel included and important, getting buy-in from others and communicating their decisions. However, their weaknesses are not trusting themselves and difficulty dealing with conflict. Behavioral style decision-makers can easily lose themselves in the advice and opinions of others. They may be called 'people pleasers.' Conflict is challenging for them to manage. To avoid it, they sometimes take on unnecessary amounts of responsibility and stress (Spoelma, 2021).

Behavioral decision-makers try to make sure everyone works well together. Like the conceptual style, behavioral decision-making is group-oriented; however, rather than brainstorming potential solutions, the group is given the options available to them. This style of decision-making considers many different outlooks and opinions in the process. Like conceptual decision-making, the behavioral style requires proactive communication. This style takes a more introspective approach by discussing solutions that have worked in the past rather than trying to reveal new patterns. Leaders need to open up lines of communication in this style of decision-making. Again, create groups of people who can contribute their opinions and encourage democratic discussions. "When employing the behavioral decision-making style, don't just impose a course of action. Instead, look at what decision creates the most harmony within the organization." If group discussion sessions never reach an agreement, decision makers may need to consider another approach. In contrast, if new ideas never come up or no one challenges opinions, behavioral decision-making may not be the best option either. While this style of decision works to benefit the group as a whole, it requires a definite and decisive leader to get things accomplished. If necessary, look for ways and experiments to force people to think outside of what's familiar. The most influential leaders learn how to adjust their style of decision-making to suit particular circumstances. Different contexts and situations call for individual managerial responses and sometimes multiple approaches to decision-making. By understanding the various forms of decision-making – and staying aware of warning signs – leaders can learn how to make better decisions in a variety of complex contexts (Spoelma, 2021).

Leaders who follow this model believe in participative management and consider the achievement of subordinates and always take suggestions from them. They try to get inputs from subordinates through meetings and discussions. They try to avoid/resolve conflicts as acceptance by others is important to them (Tutorialspoint, n. d.).

4. Methodology

The following were the research methods used in this study.

Research Design: The study employed the descriptive-quantitative research design. The descriptive research design was used to determine the extent of decision-making styles of State Universities and Colleges (SUCs) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM).

Locale of the Study: The study was conducted in the Bangsamoro Autonomous Region in Muslim Mindanao covering the state colleges and universities in the region such as Cotabato State University in Cotabato City; Mindanao State University Main Campus in Marawi City; Mindanao State University –Dalican.

Respondents of the Study: The respondents of the study were the SUCs presidents, vice presidents, directors, heads of offices and college deans.

Sampling Technique: The study utilized the purposive sampling technique. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Purposive sampling is a non-probability sampling method and it occurs when "elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money" (Black, 2010).

Research Instrument: The use of survey instrument is one of the most convenient and cost-effective method in the conduct of study. In this study, the authors formulated a researcher - made survey instrument. The instrument is composed of close ended statements about the decision-making styles of educational leaders which is subdivided into four main parts. The survey questionnaire used the five (4) point Likert scale to measure the degree of choices of the respondents.

Validity and Reliability of the Instrument: The research questionnaire was subjected to content validity through the evaluation of three experts composed of two internal validators who are professors from Cotabato State University and one external validator from MBHTE-BARMM. The reliability of the instrument was evaluated through conducting a pilot study to 30 subjects wherein the answers were analyzed with the help of a statistician using Cronbach's Alpha method.

Data Gathering Procedures: The data gathering process of the study had undergone several activities. The first activity was done through securing the permission to conduct the study through distribution of letters of permission in data gathering approved by the Cotabato State University. The second activity was done through the conduct of the survey facilitated by the researchers personally. It was done through the personal distribution and retrieval by the researchers of the survey questionnaire to the respondents. The researchers had ensured that proper ethical protocols and guidelines such as asking for the consents of the respondents and giving of brief orientation on the goals of the study would be done properly. After the data gathering, the researcher personally

tabulated the data gathered with the assistance of the assigned tabulator while the analysis and interpretation of the data was assisted by the statistician. Data gathered were analyzed using Statistical Package for Social Sciences (SPSS) version 21.

Statistical Treatment of Data: The data gathered were analyzed using the Mean which was used for the analysis of the extent of decision-making styles in terms of analytical, directive, conceptual and behavioral decision-making.

5. Results and Discussion

Analytical Decision-Making Style
Table 1 presents the mean values on the extent of decision-making styles among State Universities and Colleges (SUCs) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) in terms of analytical decision making style which revealed that the head of an institution, college, or an office is very effective and productive to help solve the institution's problems and improve its overall productivity and success which receives the highest mean value of 3.75 described as very effective and most productive. This result implies that the presidents, directors, deans and heads of offices or units among the SUCs in BARMM have displayed very remarkable skills in decision making particularly in problem solving to achieve efficiency, effectiveness and productivity particularly at this time of new normal wherein the top management officials should display a high level of competence in crisis management. Leaders who possess a caliber of excellence in analytical thinking are needed to minimize if not eradicate the challenges of educational system particularly in the new normal.

Analytical decision-making requires a high aptitude for abstract reasoning. Analytical decision-makers are patient and deliberate, taking time to accumulate and process all the relevant data informing a decision. These leaders consider decisions from several perspectives and consult with different sources before making a decision (Masterclass, 2022).Managers using analytic decision-making style would like to have more information and consider more alternatives before coming to a conclusion. They seek relevant information from their sources and consider factual and detailed information before taking any decision. Such managers are careful decision makers as they have the ability to adapt or cope with unique situations (Tutorials point, n. d.).

Table 1: Mean Values on the Extent of Decision-Making Styles among State Universities and Colleges in the Bangsamoro Autonomous Region inMuslim Mindanao in terms of Analytical Decision-Making Style, n=149

Statements	Mean	Descriptive Interpretation
The head of institution, college, or an office manifests the following:		
1) Helps solve the institution's problems and improves its overall productivity and success.	3.75	Very Effective and Productive
2) Investigates a problem and finds the ideal solution in a timely, efficient manner.	3.6	Very Effective and Productive
3) Demonstrates ability in detecting problems, brainstorming, observing, and interpreting data.	3.54	Very Effective and Productive
4) Effectively communicates and discusses the problems seen in the conclusion and recommendations.	3.56	Very Effective and Productive
5) Thinks outside the box to come up with effective solution to a big problem.	3.44	Effective and Productive
6) Thinks critically by evaluating information and making a decision based on evidence or results of the data gathered.	3.54	Very Effective and Productive
7) Carefully analyzes information by examining a large volume of data and identifies trends in that data highlighting patterns for top-decision makers.	3.44	Effective and Productive
8) Learns more about a problem before solving it and being able to collect data and research a topic.	3.52	Very Effective and Productive
9) Integrates new information, theorizes, and makes decisions based on the multiple factors and options available.	3.48	Effective and Productive
10) Carefully checks data for accuracy.	3.55	Very Effective and Productive
Overall Mean	**3.74**	**Very Effective and Productive**

Legend:
  3.50-4.00   Very Effective and Productive   1.50-2.49 Less Effective and Productive
  2.50-3.49   Effective and Productive   1.00-1.49 Least Effective and Productive

Moreover, the heads of the SUCs in BARMM are very effective and productive to investigate a problem and find the ideal solution in a timely, efficient manner; effectively communicate and discuss the problems seen in the conclusion and recommendations; carefully check data for accuracy; demonstrate ability in detecting problems, brainstorming, observing, and interpreting data; think critically by evaluating information and making a decision based on evidence or results of the data gathered; and learn more about a problem before solving it and being able to collect data and research a topic with mean values of 3.60, 3.56, 3.55, 3.54, and 3.52 respectively. Meaning, the heads of SUCs in BARMM are equipped with knowledge, trainings and experiences that are beneficial in combating issues and problems related to management and administration. This further indicates that the heads of institutions, colleges and offices are research oriented and critical thinkers in which fortunately these attributes can help enhance the standards of SUCs in BARMM. Popovic et al. (2012) found that an analytical decision-making culture necessarily improves the use of information but it may suppress the direct impact of the quality of the information content.

Analytical decision-makers examine much information before taking action. For example, analytic leaders rely on direct observation, data, and facts to support their decisions. However, unlike directive decision-makers, an analytic

decision-maker will seek information and advice from others to confirm or deny their own knowledge. These decision-makers have a high tolerance for ambiguity and are very adaptable, but they like to control most aspects of the decision process (Malhotra, 2018).

On the other hand, the heads of offices among the SUCs in BARMM are effective and productive to integrate new information, theorize, and make decisions based on the multiple factors and options available; think outside the box to come up with effective solution to a big problem; and carefully analyze information by examining a large volume of data and identifies trends in that data highlighting patterns for top-decision makers with mean values of 3.48 and 3.44 which signifies that the heads of SUCs usually are data oriented and have exhaustively considered various ideas and alternatives to arrive into accurate solution of a challenging problem. Nevertheless, they need to continue looking for more effective data and information that would be used in addressing effectively the problems related to management and administration inherent in the position of the heads of offices among the SUCs in BARMM.

Analytical decision-makers carefully analyze data to come up with a solution. They are careful and adaptable thinkers. They will invest time to glean information to form a conclusion. These decision-makers are task-oriented, but have a high tolerance for ambiguity. Analytical decision-makers take time to compile data and evidence before they come to a conclusion. When they do make a decision, they have looked at all the details and formed what they believe is the best possible solution (Indeed Editorial Team, 2022).

Generally, the extent of decision-making styles in the new normal among State Universities and Colleges (SUCs) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) in terms of analytical decision-making style obtained a weighted mean of 3.74 with a descriptive interpretation of very effective and productive. This implies that the SUCs in BARMM are properly managed because the heads of the institutions and offices are very much competent in carrying out their functions specifically on decision making. Analytical decision-making skill of a leader is indispensable especially during this new normal wherein every dimension must be examined before making decisions to avoid facing circumstances caused by the lack of decision-making skills on the part of the top management level such as the SUCs president, directors, deans and heads of offices and units.

Malhotra (2018) explained that analytic decisions are helpful in situations where there may be more than one right answer. This style of decision-making is appropriate to solve problems where the cause-and-effect relationship is discoverable but not immediately apparent." It's beneficial to assemble a team of industry experts to assist with analytic decisions; however, leaders need to consider conflicting advice and ideas openly. At the same time, leaders need to consider the viewpoints of non-experts in order to make the most of the analytic decision-making process." Spoelma (2021) pointed out that analytical style decision making describes people who feel comfortable with ambiguity but are motivated to find the best or most comprehensive solution.

Directive Decision Making Style

Table 2 presents the mean values on the extent of decision-making styles in the new normal among State Universities and Colleges (SUCs) in the Bangsamoro Autonomous Region in Muslim Mindanao

Table 2: Mean Values on the Extent of Decision-Making Styles among State Universities and Colleges in the Bangsamoro Autonomous Region in Muslim Mindanao in terms of Directive Decision Making Style, n=149

Statements	Mean	Descriptive Interpretation
The head of institution, college, or an office manifests the following:		
1) Focuses on the task and uses his/her own knowledge and judgment to come to a conclusion with selective input from other individuals.	3.53	Very Effective and Productive
2) Excels at verbal communication.	3.51	Very Effective and Productive
3) Displays rational and logical ability in decision making.	3.46	Effective and Productive
4) Makes decisions quickly and prefers to take action.	3.63	Very Effective and Productive
5) Relies on autocratic style.	2.99	Effective and Productive
6) Trusts his/her own senses and thinks mostly about the short term.	2.86	Effective and Productive
7) Works out the pros and cons of a situation based on his/her own knowledge and experience rather than going to others for more information.	3.04	Effective and Productive
8) Shows a low tolerance for ambiguity.	3.07	Effective and Productive
9) Prefers to make decisions based on clear, undisputed facts and impersonal rules and procedures.	3.32	Effective and Productive
10) Designs clear resolution that accomplishes the task and prefers structure and is motivated by the results.	3.53	Very Effective and Productive
Overall Mean	3.29	Effective and Productive

Legend:

3.50-4.00	Very Effective and Productive	1.50-2.49	Less Effective and Productive
2.50-3.49	Effective and Productive	1.00-1.49	Least Effective and Productive

(BARMM) in terms of directive decision making style which revealed that the head of an institution, college, or an office is very effective and productive to make decisions quickly and prefer to take action with a mean value of 3.63. This result implies that at this time of new normal, the SUCs educational leaders have become action oriented and efficient in making decisions to be able to address the problems and challenges caused by the COVID-19 pandemic.

In addition, the SUCs leaders have been very effective and productive in making directive decision on designing clear

resolution that accomplishes the task and prefers with a mean value of 3.53, focusing on the task and uses his/her own knowledge and judgment to come to a conclusion with selective input from other individuals also with a mean value of 3.53 and excelling at verbal communication with a mean value of 3.51. This means that the educational leaders have focused on task-based management, results oriented, dynamic, collaborative and with strong interpersonal skills. These attributes are vital specifically to address the issues and concerns, problems and challenges caused by the pandemic. These attributes are beneficial in making more innovative and knowledge generation as well as utilization and commercialization of educational outputs turning them into tangible outcomes that can contribute to excellent performance of the SUCs.

The directive decision-making style involves short-term, urgent, and clear-cut decisions. Managers who practice this style of decision-making avoid ambiguity and overly-complex problems. Directive decision-makers can implement decisions swiftly and decisively, and give clear direction to their subordinates (MasterClass, 2022).A directive decision-maker has a low tolerance for unclear or ambiguous ideas. They are focused on the task and will use their own knowledge and judgment to come to a conclusion with selective input from other individuals. Directive decision-makers excel at verbal communication. They are rational and logical in their decision making. When the team or organization needs a fast decision, a directive-style decision-maker can effectively make a choice. Their style is valuable for making short-term decisions (Indeed Editorial Team, 2022).

However, it was found out that the SUCs leaders are effective and productive in displaying rational and logical ability in decision making, preferring to make decisions based on clear, undisputed facts and impersonal rules and procedures, showing a low tolerance for ambiguity, working out the pros and cons of a situation based on his/her own knowledge and experience rather than going to others for more information, and relying on autocratic style with mean values of 3.46, 3.32, 3.07, 3.04, and 2.99 respectively. This signifies that the SUCs leaders have usually displayed a directive decision making skills with rationality and logical processes with clarity guided with objective policies as well as considering the consequences of their decisions using their cognitive competence and basing on their experiences coupled with some applications of authoritarian leadership style. Further, this indicates that these attributes are needed in the management of SUCs in order to survive the challenges brought about by the pandemic. Hence, it is but essential for the leaders to enhance their directive skills in decision making to ensure that all the educational resources are highly managed particularly during the new normal.

Directive style decision making describes people who prefer structure and are motivated by the results their decisions will bring them. Spoelma (2021) said, "To help you make decisions quickly, you tend to rely on case studies and rules to tell you how to move forward. You think that 'reinventing the wheel' is a waste of time and that applies to your personal decisions as well. One of your dominant strengths is your communication skills. You convey confidence, purpose and a sense of concreteness in your decisions that others admire. This confidence helps you gain support and trust for the choices you make. However, directive style decision-makers tend to struggle with receiving advice, responding to differing opinions and creating a plan in new or uncertain situations."

Overall, the study found that the extent of decision-making skills in the new normal among State Universities and Colleges (SUCs) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) in terms of directive decision making was effective and productive as shown from its weighted mean of 3.29. This implies that the institutional leaders have usually manifested competence in using directive decision making in leading their respective agencies or offices in the new normal. Also, this indicates that the faculty, staff and students need the proper guidance and supervision of the heads of offices to ensure that the challenges caused by the pandemic particularly on the abrupt shift from the traditional curriculum modality to flexible curriculum are efficiently and effectively addressed.

A directive decision-maker typically works out the pros and cons of a situation based on what they already know and they are very rational and have a low tolerance for ambiguity. Their decisions are rooted in their own knowledge, experience, and rationale, rather than going to others for more information. The upside to this style is decision-making is quick, ownership is clear, and it doesn't require extra communication. However, directive decisions can sometimes be made impulsively, without all the necessary information. This style of decision-making lends itself well to situations characterized by stability, repeating patterns, and consistent events. A leader's role in directive decision-making needs to sense the situation, categorize it as a scenario that calls for a direct decision and respond appropriately. Make sure there are best practices in place for recurring processes. Delegate, if necessary, but remember to communicate in clear, direct language. It's a leader's job to understand when extensive, interactive communication is unnecessary and to make direct decisions based on the information they already have (Malhotra, 2018).

Conceptual Decision-Making Style
Table 3 presents the mean values on the extent of decision-making styles in the new normal among State Universities and Colleges (SUCs) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) in terms of conceptual decision making which revealed that the head of an institution, college, or an office is very effective and productive in developing creative solutions rated with the highest mean of 3.64. This means that the SUCs leaders have shown a dexterous performance problem solving through the utilization of innovative schemes and being resourceful in overcoming challenges in the new normal. Conceptual decision-makers are big-picture thinkers. They favor complexity and creative 'problem solving,' and usually have a high tolerance for risk. They are willing to challenge the status quo and think outside the box. Conceptual style decision-making can be costly, in both time and resources, but it can also lead to unexpected breakthroughs (MasterClass, 2022).Those who make decisions with a conceptual style are big picture thinkers

who are willing to take risks. They evaluate different options and possibilities with a high tolerance to ambiguity. They are social-oriented and take time to consider big ideas and creative solutions. Conceptual decision-makers look forward to what could happen if the decision is made. Their conclusions come from visualizing different opportunities and outcomes for the future. They are strong in making long-term decisions (Indeed Editorial Team, 2022).

Table 3: Mean Values on the Extent of Decision-Making Styles among State Universities and Colleges in the Bangsamoro Autonomous Region in Muslim Mindanao in terms of Conceptual Decision-Making Style, n=149

Statements	Mean	Descriptive Interpretation
The head of institution, college, or an office manifests the following:		
1. Demonstrates ability in understanding complex scenarios.	3.57	Very Effective and Productive
2. Develops creative solutions.	3.64	Very Effective and Productive
3. Approaches complicated workplace situations in a variety of different ways.	3.27	Effective and Productive
4. Thinks through his/her ideas.	3.21	Effective and Productive
5. Transforms thoughts into action-driven solutions.	3.4	Effective and Productive
6. Shows the ability to strategize about potential situations and how to resolve them.	3.58	Very Effective and Productive
7. Demonstrates the ability to deal a situation with a creative approach.	3.41	Effective and Productive
8. Demonstrates the ability to approach a situation with complicated ideas.	3.21	Effective and Productive
9. Shows the ability to develop solutions regarding high-level theories, ideas and topics.	3.37	Effective and Productive
10. Involves addressing challenging scenarios with an innovative approach.	3.36	Effective and Productive
Overall Mean	3.4	Effective and Productive

Legend:

3.50-4.00	Very Effective and Productive	1.50-2.49	Less Effective and Productive
2.50-3.49	Effective and Productive	1.00-1.49	Least Effective and Productive

Moreover, the table revealed that the SUCs leaders are very effective and productive in showing the ability to strategize about potential situations and how to resolve them with a mean of 3.58 and also very effective and productive in demonstrating ability in understanding complex scenarios with a mean of 3.57 indicating that they have the capacity to gauge problematic situations and have used their skills in employing strategies to efficiently solve the challenges confronting the educational system.

The conceptual decision-making style takes a more social approach compared to the directive or analytic methods. Conceptual decision-makers encourage creative thinking and collaboration and consider a broad array of perspectives. These decision-makers are achievement-oriented and like to think far into the future when making important decisions (Spoelma, 2021).

Nevertheless, the study found out that the educational leaders are skillful in demonstrating the ability to deal a situation with a creative approach; transforming thoughts into action-driven solutions; showing the ability to develop solutions regarding high-level theories, ideas and topics; involve in addressing challenging scenarios with an innovative approach; and approaching complicated workplace situations in a variety of different ways with mean values of 3.58, 3.57, 3.37, 3.36, and 3.27 respectively. This means that the SUCs leaders are creative, innovative, transformational, research oriented as well as risk takers. These leadership qualities are needed in the management of SUCs particularly during this new normal in which multifarious issues and problems have affected the educational sector. In this connection, managers using conceptual decision-making style are intuitive in their thinking and have high tolerance for ambiguity. They look at many alternatives and focus on long run outcomes (Tutorialspoint, n. d.)

Likewise, respondents rated the lowest on the indicator that states the SUCs leaders think through their ideas and

demonstrate the ability to approach a situation with complicated ideas with similar mean value of 3.21 described as effective and productive. This implies that the educational leaders are proficient in conceptualizing the solutions of problems confronting the educational environment and they are critical thinkers. Hence, through their attendance in professional development, capacity building and other experiential activities, the decision makers may be able to enhance their proficiency in approaching complex ideas and improve their skills in the management of problems in the new normal. Thus, in order to use conceptual decision-making, apply conceptual decision-making to problems that involve many competing ideas. This style of decision is best suited for situations characterized by unpredictability and suited to creative and innovative approaches. "In these scenarios, you find there is no immediate solution, but patterns emerge over time. Using a conceptual style of decision-making accounts for long-term planning and unknown variables. For conceptual decision-making to be effective, leaders need to create an environment that encourages experiments designed to reveal instructive patterns over time. As well, leaders need to make a point of increasing interaction and communication. Create groups of people who can contribute innovative ideas and help with the development and delivery of complex decisions. Patience is key, and leaders need to give themselves time for reflection" (Spoelma, 2021).

In a nutshell, the extent of decision-making styles in the new normal among State Universities and Colleges (SUCs) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) in terms of conceptual decision-making styles is effective and productive as proven by its weighted mean of 3.40 which signifies that the SUCs are conceptual leaders who are gifted with the ability to make decisions as they confront various problems and challenges in the new normal. Conceptual style decision making describes people who enjoy the ambiguity of open-ended options and are motivated to make an impact on the world. A conceptual style decision maker would likely day-dream often and

quickly come up with creative ideas when needed seeing how most things connect and affect each other with a desire to come up with holistic solutions. "Your comfort in ambiguity helps you to think bigger, and feel more hopeful that your ideas will work out, than people with other decision-making styles. Your strengths are recognizing underlying problems and coming up with creative, integrated options to pursue. But many conceptual style decision-makers find their weaknesses tend to be taking action on a decision, adequately planning for what a choice will involve and follow-through" (Spoelma, 2021).

Behavioral Decision-Making Style: Table 4 presents the mean values on the extent of decision-making styles in the

new normal among State Universities and Colleges (SUCs) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) in terms of behavioral decision-making style which revealed that the head of an institution, college, or an office is effective and productive to see the information he/she gathers to come up with solutions that they believe others will respond well and typically asks for advice before moving forward with a decision with a mean value of 3.28. This finding implies that the educational leaders in SUCs reveal a strong personal relation and equipped with skills in soliciting the perceptions and reactions from the stakeholders.

Table 4: Mean Values on the Extent of Decision-Making Styles among State Universities and Colleges in the Bangsamoro Autonomous Region in Muslim Mindanao in terms of Behavioral Decision-Making Style, n=149

Statements	Mean	Descriptive Interpretation
The head of institution, college, or an office manifests the following:		
1) Focuses on relationships more than the task.	2.82	Effective and Productive
2) Evaluates the feelings of others as part of his/her decision-making process.	2.93	Effective and Productive
3) Exhibits a low tolerance for ambiguity and a social focus as he/she evaluates solutions.	2.72	Effective and Productive
4) Relies on information from others to guide what he/she chooses.	2.69	Effective and Productive
5) Persuasive communicator who values decisions based on a team consensus.	2.94	Effective and Productive
6) His/her decisions are often based on how the choice will impact relationships.	2.98	Effective and Productive
7) **Prefers structure and stability and is motivated to maintain harmony.**	3.13	Effective and Productive
8) Likely to put the needs and opinions of family, friends, and colleagues above others own.	2.84	Effective and Productive
9) **Seeks input and gauges reactions from people** in the decision-making process.	3.24	Effective and Productive
10) Sees the information he/she gathers to come up with solutions that he/she believes **others will respond well and typically asks for advice before moving forward** with a decision.	3.28	Effective and Productive
Overall Mean	**2.96**	**Effective and Productive**

Legend:
3.50-4.00   Very Effective and Productive   1.50-2.49 Less Effective and Productive
2.50-3.49   Effective and Productive   1.00-1.49 Least Effective and Productive

The behavioral decision-making style relies on the feelings and behaviors of people in the decision process. Behavioral decision-makers are eager to hear input from others, and they value collaboration and group decision-making. The behavioral style accommodates long-term considerations like team cohesion and building a positive work environment, and it relies on the combined insights team members have gleaned from their past experiences (MasterClass, 2022). A behavioral style of decision-making focuses on relationships more than the task. It evaluates the feelings of others as part of their decision-making process (Indeed Editorial Team, 2022).

Moreover, the study found out that the SUCs leaders are effective and productive to seek input and gauges reactions from people in the decision-making process, prefer structure and stability and is motivated to maintain harmony, their decisions are often based on how the choice will impact relationships, persuasive communicator who value decisions based on a team consensus, evaluate the feelings of others as part of their decision-making process, likely to put the needs and opinions of family, friends, and colleagues above others own, focus on relationships more than the task, and exhibit a low tolerance for ambiguity and a social focus as they evaluate solutions as proven from the mean values of 3.24, 3.13, 2.98, 2.94, 2.93, 2.84, 2.82, and 2.72 correspondingly. Findings imply that the educational leaders possess positive attributes beneficial for maintaining strong camaraderie

showing concerns on coordination and collaboration as ingredients for sound decisions. Spoelma (2021) explained that behavioral style of decision making describes people who prefer structure and stability and are motivated to maintain harmony. "If you are a behavioral style decision maker, your relationships are probably the most important thing in your life. You are likely to put the needs and opinions of family, friends, and colleagues above your own. It may seem difficult to balance the desire for structure and other people's thoughts and feelings, but behavioral style decision-makers accomplish this by seeking input and gauging reactions from people in the decision-making process." They use the information they gather to come up with solutions that they believe others will respond well to and typically ask for advice before moving forward with a decision. The strengths of behavioral style decision-makers are, most notably, their ability to make others feel included and important, getting buy-in from others and communicating their decisions (Spoelma, 2021).

On the other hand, it can be gleaned from the results that the respondents rated the lowest wherein the SUCs leaders relying on information from others to guide what they choose with a mean value of 2.69 described as effective and productive. This suggests that the educational leaders have low skills on depending others with data as basis in making decisions. This further suggests that the SUCs leaders have the ability to consult other data base and to help them select

the best alternatives of actions; however, they should enhance their skills in searching and formulating data that are authentic based on empirical research to ensure that they are always updated with current trends that concern especially those that concern on making decisions in the management and operation of the SUCs.

Behavioral decision-makers try to make sure everyone works well together. Like the conceptual style, behavioral decision-making is group-oriented; however, rather than brainstorming potential solutions, the group is given the options available to them. This style of decision-making considers many different outlooks and opinions in the process. Like conceptual decision-making, the behavioral style requires proactive communication. This style takes a more introspective approach by discussing solutions that have worked in the past rather than trying to reveal new patterns. Leaders need to open up lines of communication in this style of decision-making. Again, create groups of people who can contribute their opinions and encourage democratic discussions. When employing the behavioral decision-making style, don't just impose a course of action. Instead, look at what decision creates the most harmony within the organization (Spoelma, 2021). Behavior decision-makers have a low tolerance for ambiguity and a social focus as they evaluate solutions. These decision-makers rely on information from others to guide what they choose. They are persuasive communicators who value decisions based on a team consensus. Their decisions are often based on how the choice will impact relationships (Indeed Editorial Team, 2022).

Overall, the extent of decision making styles among State Universities and Colleges (SUCs) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) in terms of behavioral decision making obtained a weighted mean of 2.96 which signifies that the SUCs are loaded with educational leaders that are proficient in making decisions particularly during this time of crisis, Hence, the leaders should enhance their competence in making decisions by means of constant attendance to trainings, self-reflection and other means of developing their skills for the betterment of the SUCs.

If group discussion sessions never reach an agreement, decision makers may need to consider another approach. In contrast, if new ideas never come up or no one challenges opinions, behavioral decision-making may not be the best option either. While this style of decision works to benefit the group as a whole, it requires a definite and decisive leader to get things accomplished. If necessary, look for ways and experiments to force people to think outside of what's familiar. The most influential leaders learn how to adjust their style of decision-making to suit particular circumstances. Different contexts and situations call for individual managerial responses and sometimes multiple approaches to decision-making. By understanding the various forms of decision-making – and staying aware of warning signs – leaders can learn how to make better decisions in a variety of complex contexts (Spoelma, 2021).

6. Conclusions

Making decision is considered a crucial function of every leader. The success and failure of every organization or institution may depend upon the decisions made by the educational leaders. When leaders employ effective and productive decision-making styles, there is a greater tendency that the attainment of educational vision, mission, goals and objectives are efficiently achieved. The decision-making style of educational leaders is one of the factors that can contribute to the attainment of vision, mission, goals and objectives towards efficiency, effectiveness and productivity. Hence, the more effective and productive the decision of the leader is, the higher the efficiency in accomplishing relevant activities and the better the performance of the institution. Every leader should be vigilant in making decisions and must be very careful in applying the decision-making style suitable to a particular situation.

7. Recommendations

The researchers failed to include all the State Universities and Colleges (SUCs) in the Bangsamoro Region; it is highly recommended that all the SUCs be included as respondents. Also, the combination of quantitative and qualitative research should be used to provide more credible and substantial results of the study. A triangulation method may be used to allow the faculty to voice out their experiences and observations on the decision-making skills and management of educational resources by the heads of SUCs.

Acknowledgement

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