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Academic Administrators' Decision Making and Teacher Empowerment Towards Developing Organizational Leaders

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Abstract: This study is focused on the academic administrators' decision-making and teacher empowerment towards developing organizational leaders. Categorically the study gathered the profile of the teacher respondents in terms of sex, age, years of teaching experience and highest educational attainment as well as the teacher respondents' assessment of their academic administrators' decision-making styles in terms of directive decision making, analytic decision making, conceptual decision-making and behavioral decision-making and the significant difference in the teacher respondents' assessment of their academic administrators' decision-making styles when their profiles are taken as test factors. Further, the teacher respondents' assessment of their empowerment in terms of the following factors decision making, professional growth and autonomy were also measured and the significant difference in the teacher respondents' assessment of their empowerment when their profiles are taken as test factors, the significant relationship between the teacher respondents' assessment of their academic administrators' decision-making and their empowerment and the observations of the academic administrators and proposed a program which aims at developing organizational leaders. The findings indicated that the majority of the respondents had accumulated extensive teaching experience and could, thus, accurately analyze the current issues. The data also demonstrate that the majority of the teacher responders are eager to advance their education through graduate study. Teachers who participated in the survey did in fact think that administrators need some cognitive complexity but little tolerance for ambiguity. The orientation's primary subjects are tasks and technological issues. Practicality, autocracy, rigidity, impersonality, and a strong desire for power and control define this style. Based on the findings, the behavioral decision-making style of the academic administrators is most similar to the sensing-feeling type since it depends on group participation, from the knowledge of planning specialists through the acceptance of a choice by other parties involved. This category includes people who have an excessive need for acceptance and democratic connections with subordinates. They take care to maintain good relations with other employees when making decisions.

Keywords: Analytic decision making; Conceptual decision-making and behavioral decision making; Directive decision making.

1. Introduction

People in leadership positions are responsible for decision making that lead employees toward fulfilling the organization's goals. When a leader or executive is indecisive, they restrict their capacity to empower, motivate, influence, and confidently lead their team. Organizations should have leaders efficient enough to make executive decisions. If this is not the case, then everyone suffers. In the school setting, it includes the chairman, academic and non – academic leaders, the teachers, the staff and the students. Indecision leads to a lack of innovation in educational institutions, a huge file of fragmented plans and projects, prolonged hiring and promotion process, employee stress, anxiety, profitability concerns, among other problems.

The most important element for excellent schools is thought to be teacher empowerment. Teacher empowerment has been the focus of numerous studies in the past, although the majority of this variable's studies began in the late 1980s. Giving teachers the freedom to contribute to the creation of educational goals and policies that are informed by their professional judgment is known as teacher empowerment. By giving instructors more control, they may more effectively identify their strengths and flaws and advance their professional development.

The researcher thinks that this makes teacher empowerment a critical problem, particularly in the Chinese context, where the process of empowerment is thwarted by the establishment of a hierarchical order in which some teachers hold power and others do not. This is because empowered teachers would have to be completely independent to use their own sound judgement without being constrained by others.

The idea that empowerment simply means "to provide power or authority to" has another flaw in that it implies that those who are empowered are in charge. Another is that empowerment is sometimes considered "westernized" or "individualistic", an exact opposite of the Chinese's oriental or eastern "collectivist" nature.

2. Organization of the Text

2.1. Framework

2.1.1. Theoretical Framework

The Decision Style Inventory (DSI) of Rowe, Mason, and Boulgarides and Zimmerman's Empowerment Theory have both been used into this study.

Historically, the term "decision" has been used to refer to a choice among possibilities, a response to a query, or a fix for a problem. According to the cognitive perspective, Alan Rowe was one of the pioneers of decision-making styles. Decisions can include making a choice among possibilities or giving a response to a query. According to the cognitive perspective, Alan Rowe was one of the pioneers of decision-

making styles. Rowe claims that there are four categories and dimensions for decision-making styles: directive, analytic, conceptual, and behavioural. Moreover, five essential cognitive processes have been used to describe decision-making: 1) The stimulus, or what prompts the decision-maker; 2) The response, or how they react to the stimulation; 3) The reflection, or how they consider the issue; 4) The implementation, or how they carry out the option; and 5) The evaluation, or how well they accomplish their objectives.

Another theoretical model that will be used is study is the Empowerment Theory. Giving someone who has usually been excluded or had influence in their own life confined or ceded power or authority over their own life involves the process of empowerment. A strengths-based perspective is used in empowerment, which sees people as having the capacity to operate independently and the right to do so, but who also need access to opportunities and resources from their surrounding environment in order to do so. In addition to merely granting a person a right, it also offers the tools and the support they need to exercise that right, show off their skills, and take charge of their lives. Support is offered with a focus on collaboration rather than technical proficiency.

The teacher respondents' assessment of their leaders' decision-making styles was assessed in terms of directive decision making, analytic decision making, conceptual decision making and behavioral decision making.

Their empowerment was assessed based on School Participation Empowerment Scale (SPES) with decision making, professional growth and autonomy as variables.

Lastly, the researcher determined the significant relationship between the leaders' decision-making styles and their communication styles.

This study aimed to assess the decision-making styles of the academic administrators as assessed by the teacher respondents and their empowerment in Qilu University of Technology, Shandong Province, China, with an objective to propose customized learning approaches.

2.1.2. Statement of the Problem

Categorically, the study gathered the following data: (1) the profile of the teacher respondents in terms of 1.1. sex; 1.2. age 1.3. years of teaching experience and 1.4. highest educational attainment; (2) the teacher respondents' assessment of their academic administrators' decision-making styles in terms of 2.1. directive decision making; 2.2. analytic decision making; 2.3 conceptual decision making; and 2.4. behavioral decision making; (3) the significant difference in the teacher respondents' assessment of their academic administrators' decision-making styles when their profiles are taken as test factors; (4) the teacher respondents' assessment of their empowerment in terms of the following factors: 4.1. decision making; 4.2. professional growth; and 4.3. autonomy; (5) the significant difference in the teacher respondents' assessment of their empowerment when their profiles are taken as test factors; (6) the significant relationship between the teacher respondents' assessment of their academic administrators' decision making and their empowerment (7) the observations of the academic administrators; and (8) The output of this research is to propose a program which aims at developing organizational leaders.

2.2. Research Methodology

2.2.1. Research Design

This is mainly a descriptive – comparative – correlational research. The methods of inquiry were adapted from standardized assessment tools. To describe variables and investigate differences in factors in a variety of groups that exist naturally in a situation, a comparative descriptive design is utilized. A correlational study is one that looks for connections between variables and uses that information to forecast what will happen in the future.

The adopted questionnaires have undergone the test of reliability with Cronbach's Alpha of 0.90. Prior, a content validation procedure with the help of experts was conducted.

2.2.2. Instrumentation

For the first questionnaire, the researcher adopted the Decision Style Inventory (DSI) developed by Rowe which has four decision styles: directive, analytic, conceptual, and behavioral.

A group of selected experts validated the adopted questionnaires for the researcher. The researcher then submitted a letter of request to the leader of Qilu University of Technology, seeking permission to conduct the study. Following approval, the questionnaires were distributed to teacher respondents in order to collect data. After the teacher respondents completed the questionnaire, the FGD was held with the academic administrators. This research was carried out during the second semester of the school year 2021-2022.

2.3. Figures

This part presents the finding of the study, analysis and interpretation of the data gathered based on the problems presented in the research.

Table 1. Overall Assessment of Academic Administrators decision – Making style

SUMMARY OF ASSESSMENT OF DECISION-MAKING STYLE	WM	Std. Dev.	VI	Rank
Directive	2.78	.92	Highly Manifested	2
Analytical	2.75	.93	Highly Manifested	4
Conceptual	2.77	.95	Highly Manifested	3
Behavioral	2.81	.92	Highly Manifested	1
Composite Mean	**2.78**	**.57**	Highly Manifested	

Legend: 1.0-1.50= Strongly Disagree/Very Lowly Manifested; 1.51-2.50 = Disagree/Lowly Manifested; 2.51-3.50 = Agree/Highly Manifested; 3.51-4.00 = Strongly Agree/ Very Highly Manifested

It was revealed in the findings that the impacts of ethical leadership on both teacher duty and the professional learning environments were strongly mitigated by teacher involvement in decision-making.

Table 2 exhibits the significant relationship between the teacher respondents' assessment of their academic administrators' decision making and their empowerment. The computed Sig. value of 0.075 for academic administrators' decision making versus teacher empowerment accepted the null hypothesis of no significant relationship. This means that the respondents' views between the relationship of both given

variables are significantly related.

Table 2. Relationship between decision -making and empowerment

Empowerment	Decision-Making Styles	P Value	r Value	Decision	Remarks
Decision-Making	Directive	0.265	0.851	Accept H_o	Not Significant
	Analytic	0.515	0.794	Accept H_o	Not Significant
	Conceptual	0.432	0.645	Accept H_o	Not Significant
	Behavioral	0.269	0.851	Accept H_o	Not Significant
	Total	0.397	0.755	Accept H_o	Not Significant
Professional Growth	Directive	0.163	0.214	Accept H_o	Not Significant
	Analytic	0.176	0.231	Accept H_o	Not Significant
	Conceptual	0.173	0.414	Accept H_o	Not Significant
	Behavioral	0.199	0.351	Accept H_o	Not Significant
	Total	0.182	0.366	Accept H_o	Not Significant
Autonomy	Directive	0.535	0.195	Accept H_o	Not Significant
	Analytic	0.515	0.869	Accept H_o	Not Significant
	Conceptual	0.523	0.786	Accept H_o	Not Significant
	Behavioral	0.722	0.295	Accept H_o	Not Significant
	Total	0.652	0.554	Accept H_o	Not Significant

Legend: 0.90 to 1.00= Very High Correlation; 0.70 to 0.90= High correlation; 0.50 to 0.70= Moderate Correlation; 0.30 to 0.50= Low Correlation; .00 to 0.30= Negligible Correlation

3. Literature References

3.1. Decision Making Styles

People can be divided into two groups at opposite ends of a continuum. People who consume the least quantity of data and hence save time are represented at one end. The opposite end depicts individuals who use the most data and work without regard to timing to get the best feasible solution. The notion of decision style has been described as a value orientation or personal value that forms four fundamental styles that represent four possible combinations of types: (a) directive, (b) analytical, (c) conceptual, and (d) behavioral.

Decision-making styles were identified by the supporters by fusing learning capacity and personal value. The use of knowledge to the ontological capacity of simultaneous cognitive processing and extension, i.e. choosing a course of action, is the root of cognitive complexity. Furthermore, they said that making decisions is one of the main activities of a leader. They added that making decisions is essential for the effective performance of every supervisory duty.

3.2. Teacher Empowerment

According to Nunan et al. empowerment includes several steps, with an emphasis on the need to continuously practice these steps to achieve the desired outcomes. Kimwarey et al. assert that an empowered individual has the skills and knowledge to act or improve in a positive way. Through teacher empowerment, teachers develop their own competence and self-discover their potential and limitations.

At the smallest scale, teacher empowerment might be thought of as giving instructors the freedom to use their professional judgment when selecting daily lesson plans and topic matter. On a more profound level, it is envisioned as the administration's commitment in teachers by granting them the chance and liberty to participate in the formulation of educational goals and mission.

One of the effective motivating factors to increase teachers' dedication is teacher empowerment. Because of their self-determination and fundamental ideals, which are rooted in positive encouragement, teachers are empowered psychologically. Teacher empowerment as explained by Snodgrass et al. is a mixture of decision-making, professional growth, status, self-efficacy, autonomy, and impact? The goal of teacher empowerment is to provide teachers in schools more professional and legal commitment. It ensures that teachers will carry out their duties effectively by involving them in decision-making.

3.3. Teacher Empowerment and Decision-Making

The term "decision-making" refers to the involvement of teachers in important matters that have a substantial impact on their job, including decisions regarding funding, teacher hiring, planning, and programming. To be helpful, decision-making by teachers must be authentic, and they must have faith in the influence of their choices on real results. Therefore, allowing instructors complete input into important choices affects the caliber of their job. As a result, they have a say in a variety of issues concerning their career field.

Bouwmans et al. said many researchers have revealed that partaking in decision-making may intensify teachers' job satisfaction.

Jiang et al. said most reasons that lead to higher job satisfaction also empower teachers. Interestingly, one way to recognize empowered teachers is in assessing the power to make free decisions by them.

Eggleston showed that teachers may have a higher level of job satisfaction when school headmasters engage them in making decisions and offer occasions to develop in their jobs. Siuty et al. [12] proposed that teachers are the most well-appointed people to make decisions about what occurs in their schools.

In a quantitative research of 159 teachers conducted by Ngussa and Gabriel in Arusha city's secondary schools in Tanzania to verify the link between engagement in decision-making and teachers' dedication, the results confirmed that teachers are committed to the success of their schools if they

were involved in the decision-making process.

4. Conclusion

The baseline finding of this study is that demographic factors such as age, sex, years of experience, educational level, ethnic group, family role, and others of the sort do not affect the major executive functions of the brain responsible for decision-making. As such, the expectations and responsibilities given and expected from each teacher and school administrator can be the same regardless of those demographic factors.

In can be inferred that administrators are distinguished by their ability to handle unique situations, enjoyment of handling problems that are getting more complicated, and persistent quest of perfection. People commonly assume the top positions in organizations or start their own firms due to their desire for more control. It seems that ego and position are crucial qualities.

It can be inferred that the behavioral decision-making style of the academic administrators is most similar to the sensing-feeling type since it depends on group participation, from the insights of organizing professionals through the approval of a choice by other parties related. Those who have an overwhelming need for approval and civic ties with inferiors fall into this type. When deciding, they care to keep a positive working relationship with other staff members.

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