

LEADERSHIP STYLES AND RISK-TAKING ON DECISION-MAKING OF SCHOOL HEADS

Johanie A. Alfonso¹, Husna T. Lumapenet², Musa M. Tagal³

¹ Volunteer Teacher, Datu Embak Mangansing Memorial High School, Nunguan, Pikit, Cotabato, Philippines

² Associate Professor III, Cotabato Foundation College of Science and Technology, Doroluman, Arakan, Cotabato, Philippines

³ Assistant Professor IV, Cotabato Foundation College of Science and Technology, Doroluman, Arakan, Cotabato, Philippines

ABSTRACT

This non – experimental research utilized descriptive survey research design to investigate the result of leadership styles and risk-taking in decision-making of the school heads in Special Geographic Areas of Pikit Cluster 1A of Bangsamoro Autonomous Region in Muslim Mindanao. The variables were analyzed using weighted mean and revealed significant correlation. Hypotheses of the study were tested using multiple linear regression technique. The variables revealed positive significant correlation. Modified and validated with Cronbach's reliability test value 0.902 of both part 1 and 2 of the survey instrument conducted to the respondents. Complete enumeration sampling was used to get 154 respondents who included 15 school heads and 139 teachers. Results revealed that the school heads have a significant on the leadership styles and risk-taking in decision-making. Further, a significant degree of reversibly relationship was observed only between pacesetting leadership style and educative mechanism as risk-taking in decision-making. Furthermore, the leadership styles significantly influence the risk-taking in decision-making. Thus, the leadership styles significant degree of influence was observed to compliance mechanism and stakeholder characteristics as risk-taking in decision-making of the school heads. The contribution of this study revealed the level of leadership styles and risk-taking in decision making of the school heads. It can help the school heads to assess their level of leadership and risk-taking in decision-making they practice. Risk-taking decision is encourage to school heads and teachers in order to spur growth.

Keyword: - Leadership styles, risk-taking, decision-making, school heads.

1. INTRODUCTION

The modernist perspective influences organizations where it is assumed that there is ultimate truth about political positions and their impact in various contexts. The arrangements and strategies are expecting to supply a legitimate system for decision-making in any case of ambient circumstances. Policy makers create policies and procedures that are inclusive suitable to all schools and locations.

School leaders address an important role in achieving educational goals in schools. You will be entrusted with a wide range of tasks such as facility management, planning and guidance, cooperation with external partners, and interaction with parents. They are often responsible for personnel management, administrative and financial oversight, and for disputes that arise in schools (Oplatka, 2017).

In addition, school leaders make decisions on important issues and strategic directions every day. To avoid violating the regulatory framework, decision makers should consider different perspectives and defend their decisions logically (Trimmer, K 2017).

Otto and Lumapenet (2022) claimed that school heads' proficiency in technological leadership skills is a requirement for a good management crisis in school. Furthermore, those school heads with good crisis management skills are expected to have exemplary school development.

School leaders make choices based on the requirements of person understudies, schools, and communities, and regulatory frameworks provide an efficient framework for decision-making (Adair & Pastori, 2019).

In this paper, school leaders' decision-making takes into account the pedagogical framework every school as well as the wider social frameworks that have an effect on tutoring, taking into account geographic region and environment and school culture. Every day, the school's leaders make near-critical choices on key issues and themes. Examining postmodern perspectives prompts producers to choose to consider diverse perspectives, to consider demonstrating that they negate their views on the issue or choice, and to defend their own views. Points and that choice is constantly increasing. Indeed, many procurement professionals have done this and are then able to make choices that go against the existing administrative system (Trimmer, 2014).

This study evaluated the relationship between leadership styles and the risk-taking in decision-making of the school heads.

2. METHODOLOGY

This study conducted in the Special Geographic Areas of Pikit Cluster 1A of BARMM. The Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) of the Philippines has a special geographic area (SGA) in the province of Cotabato, a province which is part of the SOCCSKSARGEN region. This area is consists of 63 barangays in six municipalities of Cotabato Province. Pikit Cluster 1A, where stated in 2021 census, it has a population of 20,333 people with in the four (4) barangays of SGA-Pikit Cluster 1A, composed of Balungis, Gokotan, Nabundas, and Nunguan. The research used descriptive research design. Data were described using quantitative analysis on leadership style and risk-taking in decision making. The survey questionnaire presented using the analysis and weighted mean and regression and correlation in measuring the association between the variables.

3. RESULTS AND DISCUSSION

Relationship of the Leadership Styles of the School Heads and Risk-Taking in Decision-Making

Correlation matrix showing the relationship of the school heads' leadership styles and risk-taking in decision making in table 1. As indicated in the result, a significant degree of relationship is observed between leadership styles and risk-taking in decision-making. It showed that there was negative significant correlation which means that the educative mechanism as risk-taking in decision-making reversibly affiliates to the pacesetting leadership style of the school heads. Therefore, the hypothesis of the study is rejected.

Further, pacesetting and educative mechanism was found as predominant indicator of reversibly relationship. Which mean that the more school heads perform the pacesetting leadership style and set high standards for himself as an example to follow and emphasizes individual accountability, and expect that teachers must meet those standard too. Thus, the teachers and students burnout and may find stressed working under this leadership styles in a long run. Thus, the teachers and students cannot work and perform well in taking account of the instructions and leadership the school heads portrait as a pacesetting leader the result may affects the teaching performance of the teachers and academic performance of the students.

Pathak (2019) stated leaders must endorse a leadership style that sets the pace as they develop their qualified or technical skills. As a result, the leader can act as a role model for others and set an excellent example. When a team member needs help, the leader must give them instructions on how to handle it, and all potential difficulties must be anticipated, along with solutions. The team member must be made aware of what to do in those situations. But if utilized frequently, the team's approach will become stale as pressure mounts and people start to feel burned out and left behind. The administrators in the field of education adhere to the mandated educational framework and establish guidelines that the teachers must also follow to ensure the student's academic achievements.

However, the results revealed on the study of Al-Omari (2013) that no significant correlation exists between decision making and leadership styles of school principals. Further, Von Louie, Lumapenet, and Mamburao (2022) reported that schools' leadership skills is highly dependent on their management skills.

In another research findings show that the school heads are competent leaders especially in providing immediate remedies to challenges experienced by both teachers and students; they are effective in terms of partnership since all school's stakeholders work together and collaborate in the various activities of the school; they are highly competent, especially in supervising the school operations and bringing out the best for the school; and they are highly competent administrators not only in the cognitive and psychomotor aspects but also in the affective domain. There are evident indicators of effective school heads' leadership in the areas of the school improvement plan and school-based management (Hasim, Guiamalon & Boquia, 2022).

Table 1 Correlation matrix showing the relationship of the school heads' leadership styles and risk-taking in decision making.

| Leadership Styles | | Compliance Mechanism | Educative Mechanism | Experience | Stakeholder Charact. | Reasoned Risk-taking |
|----------------------|-------------|----------------------|---------------------|------------|----------------------|----------------------|
| Autocratic | Pearson R | -0.247 | -0.321 | 0.047 | -0.343 | 0.000 |
| | Probability | 0.357 | 0.225 | 0.864 | 0.193 | 0.999 |
| Democratic | Pearson R | 0.220 | 0.061 | 0.310 | -0.057 | 0.402 |
| | Probability | 0.413 | 0.823 | 0.242 | 0.834 | 0.122 |
| Laissez-faire | Pearson R | -0.009 | -0.123 | 0.209 | 0.223 | -0.100 |
| | Probability | 0.973 | 0.649 | 0.438 | 0.407 | 0.712 |
| Transactional | Pearson R | -0.377 | -0.439 | 0.087 | -0.054 | -0.212 |
| | Probability | 0.150 | 0.089 | 0.747 | 0.842 | 0.431 |
| Pacesetting | Pearson R | -0.421 | -0.486* | -0.133 | -0.305 | -0.178 |
| | Probability | 0.104 | 0.050 | 0.623 | 0.250 | 0.510 |

*Correlation is Significant at 0.05 level

**Correlation is significant at 0.01 level

4. CONCLUSIONS

As this paper demonstrates the aims, methods and results of the study were attained.

The research managed to determine the level of leadership styles in terms of autocratic, democratic, laissez-faire, transactional, and pacesetting and risk-taking in decision-making in terms of compliance mechanism, educative mechanism, experience, stakeholder's characteristics and reasoned risk-taking.

There is a significant relationship between leadership styles and risk-taking in decision-making and leadership styles have a significant influence to compliance mechanism and stakeholder characteristics.

Moreover, School leaders have a great influence on the culture, vision and reputation of the institution. They serve as the foundation for the growth and operation of the learning community. As a result, the study's contribution revealed the school principals' level of risk-taking and leadership styles. It can be useful for school administrators to evaluate their level of initiative and risk-taking in their daily decision-making. School administrators and teachers are encouraged to take calculated risks in order to promote growth.

5. REFERENCES

- [1]. Oplatka, I. (2017). Shall our leadership preparation programs be focused on proactive leadership for social justice? A rejoinder to Jean-Marie, Normore, and Brooks. *Journal of Research on Leadership Education*. <https://doi.org/10.1177/194277510900400103>.
- [2]. Otto, L., & Lumapenet, H. (2022). Technological Leadership and Crisis Management Skills of the School Administrators Towards School Development in the Special Geographical Area of MBHTE-BARMM. *International Journal Of Advance Research And Innovative Ideas In Education*, 8(3), 3934-3937.

- [3]. Adair, J. E., & Pastori, G. (2014). Developing qualitative coding frameworks for educational research: immigration, education and the Children Crossing Borders project. *International Journal of Research & Method in Education*, 34(1), 31–47. <https://doi.org/10.1080/1743727x.2011.552310>.
- [4]. Trimmer, K. (2014). Decision-Making by School Principals and Education Researchers: The Dilemma of Reverse Coding in Structural Equation Modeling and its Resolution in a Study of Risk-Taking in Decision-Making for School Principals. *Athens Journal of Education*, 1(1), 69–82. <https://doi.org/10.30958/aje.1-1-6>
- [5]. Pathak, M. (2019). Pacesetting Leadership Style. *Https://Humancapitalonline.Com/*. Retrieved February 3, 2023, from <https://humancapitalonline.com/Leadership/details/499/Pacesetting-Leadership-Style>.
- [6]. Von Louie, A. S., Lumapenet, H. T., & Mamburao Jr, R. S. LEADERSHIP AND FISCAL MANAGEMENT SKILLS AMONG PUBLIC ELEMENTARY SCHOOL PRINCIPALS IN SOUTHERN PHILIPPINES.
- [7]. Hasim, A. T., Guiamalon, T. S., & Boquia, A. H. ADMINISTRATIVE COMPETENCE OF SCHOOL HEADS OF THE MINISTRY OF BASIC, HIGHER AND TECHNICAL EDUCATION (MBHTE) IN BANGSAMORO AUTONOMUS REGION IN MUSLIM MINDANAO (BARMM).

