Decision-Making Style and Decision Quality of Department Chairmen of DMMMSU-SLUC, Agoo, La Union

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Abstract— This study determined the decision quality and decision-making style of department chairmen of DMMMSU-SLUC, Agoo, La Union applying the Vroom-Yetton-Jago Normative Decision Model. Specifically, the study determined the profile of the department chairmen as to age, sex, highest educational attainment, number of years in the institution, number of years in the position as department chairman, and gross monthly salary; the type of the most important decision made by the respondents for the past two years; the important objectives related to the decision made and extent of these objectives' attainment; and the decision-making style and the quality of the decision made by the respondents. Data were gathered through a survey questionnaire. Results of the data analysis showed that the department chairmen have varying leadership decision-making styles, yet dominated by Autocratic Type I. The quality of the most important decision made by them for the past two years is also diverse. In average, the department chairmen made decisions with moderate quality.

Index Terms— Decision-Making Style, Decision Quality, Decision Quality Index, Department Chairmen, Vroom-Yetton-Jago Normative Decision Model

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1 INTRODUCTION

Decision-making is a key role of educational leaders. Decision making can be regarded as the mental processes resulting in the selection of a logical course of action among several available alternative options. Every decision-making process produces a final choice. The output can be an action or an opinion of choice.

Decisions are an inevitable part of being a leader and in all human activities. It requires the right attitude. In most situations the decision-maker must view the problems as opportunities rather than solving problems. For effective decision making, a leader must be able to foresee the outcome of each option as well, and determine which option is the best for that particular situation.

According to Muhammad [1], high quality decision made by the top management level as regards the institutions survival to implement academic or non-academic activities or any policy or strategy to improve the status and character of any educational institution is very crucial. An educational leader who is incapable of crafting quality decision may have a significant effect on the credibility of the institution which will consequently affect the expansion of student population, the competitiveness of the institutions, the expectation of students and others. Without high quality decision, educational institutions will not be able to create high quality services, such as the instructional delivery and relationship with students, parents and the community. This high quality decision will ensure the institution's survival and competitiveness in the highly competitive global market.

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The decision quality, according to Sohail [2], is the outcome of organizational leaders in selecting the right alternatives to solve problems faced by organization, specifically in the educational context.

Bennis and O'Toole [3] asserted that the primary key issues of decisions may be one reason why there is so little progress towards overcoming the criticism of management education that have become stronger and more widespread during the last few years. Rausch [4] mentioned that one of the possible reasons why there is little number of researches and studies about decision quality is due to the belief that higher level administrators know what they need to know about decision-making as regards to management and leadership scenarios.

There are various styles in decision making. The way a leader makes a decision implies the kind of leadership style he has.

Authoritarian or autocratic leaders provide clear expectations for what needs to be done, when it should be done, and how it should be done. Leaders of this type often make decisions independently with little or no input from the rest of the group. This type of leadership is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group. Participative leadership, on the other hand, is based on the assumptions that involvement in decision-making improves the understanding of the issues involved by those who must carry out the decisions hence members are more committed in carrying out the actions. Participative leadership, also known as democratic leadership, according to the study of Lewin [5] is generally the most effective leadership style since leaders provide guidance and encouragement to members and allows input from them before making the final decision.

Another leadership style evident in decision making is delegative leadership, also known as laissez-fair leadership. Delegative leaders offer little or no guidance to group mem-

bers and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, the main concern of this type of leadership is that roles of each member should be clearly defined.

When a decision is needed, an effective leader does not use a single type of leadership. This simply exemplifies the main feature of a situational type of leadership. Leaders exemplifying the situational type of leadership believe that the best action of the leader depends on a range of factors based on the situations confronting them. Factors that affect situational decisions include motivation and capability of followers. This last type of leadership style in decision-making (situational leadership) is the main concern of this paper. It uses the Vroom-Yetton-Jago Normative Decision Style Model to determine the decision-making style of the department chairmen of the Don Mariano Marcos Memorial State University – South La Union Campus, Agoo, La Union.

Theoretical Framework

The Vroom-Yetton-Jago Normative Decision Style Model is a considerable part of the contingency type of leadership, or otherwise known as situational leadership. This theory asserts that leaders are most effective if his personality and character match the situation he is confronted with.

The Vroom-Yetton-Jago Model was developed by Victor Vroom, in collaboration with Phillip Yetton and later with Arthur Jago. This model suggests the selection of leadership style for group decision making.

The theory is based around two ideas: decision quality and decision acceptance. Decision quality is defined as "the selection of the best alternative, and is particularly important when there are many alternatives. It is also important when there are serious implications for selecting (or failing to select) the best alternative. The second idea is decision acceptance. This is the degree to which a follower accepts a decision made by a leader. Leaders focus more on decision acceptance when decision quality is more important.

According to this normative decision model, the effectiveness and quality of a decision procedure depends upon a number of significant aspects of the situation: (a) the importance of the decision quality (b) acceptance by followers of the decision made; (b) the amount of relevant information possessed by the leader and subordinates; (c) the likelihood that subordinates will accept an autocratic decision or cooperate in trying to make a good decision if allowed to participate; (e) the amount of disagreement among subordinates with respect to their preferred alternatives.

Through the Vroom-Yetton-Jago Normative Decision Model, one can determine the decision-making style of a leader. To do this, Vroom and Yetton formulated seven questions which are related to the decision quality, commitment, problem information and decision acceptance, with which the leader can identify the level of involvement of subordinates in the making of a decision. These questions are answerable by either Yes or No, with respect to the current scenario.

1. Does the problem have a quality requirement? *Is the nature of the solution critical? Are there technical or rational grounds for selecting among possible solutions?*
2. Do I have sufficient information to make a high quality decision?
3. Is the problem structured? Are the alternative courses of action and methods for their evaluation known?
4. Is acceptance of the decision by subordinates critical to its implementation?
5. If I were to make the decision by myself, is it reasonably certain that it would be accepted by my subordinates?
6. Do subordinates share the organizational goals to be obtained in solving this problem?
7. Is the preferred solution likely to reduce inter-subordinate conflict?

Based on the answers one can find out his/her leadership styles for decision making.

From the answers to the above questions, the model identified five different styles (ranging from autocratic to consultative to group-based decisions) on the situation and level of involvement. They are:

1. Autocratic Type 1 (AI) – This type is absolutely autocratic because the leader makes a decision on his own based on the information he has at the time.
2. Autocratic Type 2 (AII) – The leader makes a decision alone based on the required information provided by the followers. The followers' involvement is solely to provide information.
3. Consultative Type 1 (CI) – The leader shares problem to each relevant member individually and seeks their ideas and suggestions. After which, the leader makes decision alone. In this type, followers do not meet each other and the leader's decision may or may not be influenced by the ideas of the followers.
4. Consultative Type 2 (CII) – Leader shares problem to relevant followers as a group and seeks their ideas and suggestions and makes decision alone. The leader's decision may or may not have followers influence.
5. Group-based Type 2(GII) – Leader discusses problem and situation with followers as a group and seeks their ideas and suggestions through brainstorming. The leader and the followers make the final decision collaboratively.

The following are important scenario which could help identify the most appropriate leadership style in decision making:

1. When decision quality is important and followers possess useful information, then AI and AII are not the best method.
2. When the leader sees decision quality as important but followers do not, then GII is inappropriate.

3. When decision quality is important, when the problem is unstructured and the leader lacks information / skill to make the decision alone, then GII is best.

4. When decision acceptance is important and followers are unlikely to accept an autocratic decision, then AI and AII are inappropriate.

5. When decision acceptance is important but followers are likely to disagree with one another, then AI, AII and CI are not appropriate, because they do not give opportunity for differences to be resolved.

6. When decision quality is not important but decision acceptance is critical, then GII is the best method.

7. When decision quality is important, all agree with this, and the decision is not likely to result from an autocratic decision then GII is best.

Theoretical Framework

The research paradigm below shows the variables used in this study's and their relationship. In the independent variable, the researcher made use of the questions in the Vroom-Yetton-Jago Normative Decision Style Model formulated by Vroom and Yetton. Furthermore, the respondents determined the type of the most important decision they have made for the past two years. Along with this are the objectives with which the decision is made. After which, the respondents identified the extent to which the objectives of the decision made were met. From the analysis of these data provided, the researcher identified the decision-making style of the respondents and the quality of the decision made.
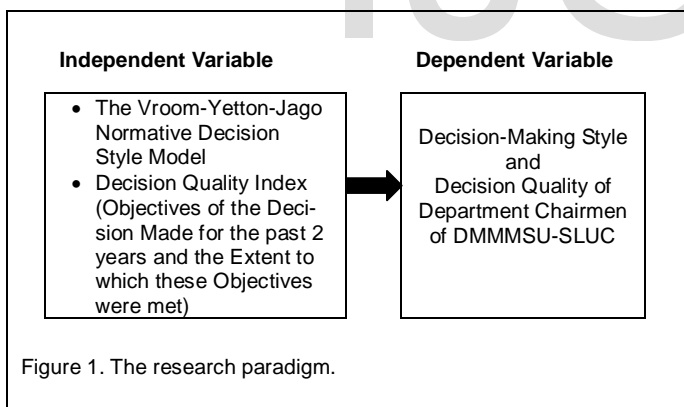
Independent Variable

- The Vroom-Yetton-Jago Normative Decision Style Model
- Decision Quality Index (Objectives of the Decision Made for the past 2 years and the Extent to which these Objectives were met)

Dependent Variable

Decision-Making Style and Decision Quality of Department Chairmen of DMMMSU-SLUC

Figure 1. The research paradigm.

2 REVIEW OF LITERATURE

Paul and Ebadi [6] conducted a study entitled "Leadership Decision Making in a Service Organization: A Field Test of the Vroom-Yetton Model". Results of the analysis of data showed that managers whose leadership decision-making style was in agreement with the Vroom-Yetton feasible set had more satisfied workers on some of the Job Description Index categories of job attributes. Results also show some evidence that increased job satisfaction can reduce tardiness, absenteeism and turnover (increased time spent on the job) and thereby increase productivity indirectly.

The study further reveals that it is possible for leaders to create situations within which they can utilize their intelligence and job-related abilities more effectively, if they use leadership styles within the Vroom-Yetton feasible sets. Further, they emphasized that leaders who utilize varied leadership styles in decision-making as suggested by the model achieved an improved level of support from followers. They are able to manipulate their followers' perceptions, evaluations and attribute which make themselves believed by the followers as employee-oriented leaders. [6]

Muhammad [1] also made a study on Decision Making Quality of Higher Education Institutions Leaders in Malaysia: Leadership Style, Decision Style, Managerial Process and Competitive Intensity Relationships. The main interest of the study is to identify the impact of leadership style and managerial process to decision-making quality in all universities in Malaysia.

The results of several statistical analyses applied to all the data gathered by the researchers led them to the conclusion that most of the decision made by the respondents was related to the internal decision which involved the academic affairs, program development, employee motivation, innovation, and others. They found out that leaders who used hierarchic decision-making style and either transformational or transactional leadership style will make quality decision. Other types of decision or leadership style show no significant relationships with quality decision.

Managerial process, on the other hand, shows no significant relationship to quality decision. With regards to the type of decision style and leadership style that the Malaysian HEIs leaders possess, the authors found out that, for decision style, Malaysian HEIs leaders possess only hierarchic and flexible decision style. However, decision style depends on the position they hold, education level and their age. They found that those at the higher position have the tendency to have hierarchic decision style and it is more evident among those who hold doctorate and professional degrees and age from 50 to 58. Top managers who have lower education level and are younger tend to be more flexible in their decision making style.

3 OBJECTIVES AND METHODOLOGY

3.1 Objectives of the Study

This study determined the decision quality and decision-making style of department chairmen of DMMMSU-SLUC, Agoo, La Union applying the Vroom-Yetton-Jago Normative Decision Model.

Specifically, the study determined the profile of the department chairmen as to age, gender, highest educational attainment, number of years in the institution, number of years in the position as department chairman, and gross monthly salary; the type of the most important decision made by the respondents for the past two years; the important objectives related to the decision made and extent of these objectives' attainment; and the decision-making style and the quality of the decision made by the department chairmen.

3.2 Research Design

This study employed the descriptive design of research using survey questionnaire. The main objective of this study is to determine the decision-making styles and decision quality of the department chairmen of the Don Mariano Marcos Memorial State University – South La Union Campus, Agoo, La Union.

This study was conducted during the first semester of S.Y. 2011-2012.

3.3 Population and Locale of the Study

Total enumeration was used in this study. Respondents include all the department chairmen or known as middle-level administrators of the different institutes and colleges of DMMMSU-SLUC, Agoo, La Union, during the first semester of S.Y. 2011-2012. There are 12 department chairmen in the aforesaid DMMMSU campus: 2 from the College of Education, 3 from the College of Sciences, 2 form the College of Computer Science, 2 form the Institute of Community Health and Allied Medical Sciences, I from the Institute of Fisheries, and 2 from the Institute of Agriculture.

3.4 Instrumentation and Treatment of Data

To fulfill the purpose of this study, a survey through personally distributed questionnaire was carried out. The items in the questionnaire were arranged in five primary sections. These include information related to the: (1) profile of the department chairmen, (2) characteristic of the decision made, (3) objectives of the decision made and the extent to which these objectives were met, (4) quality of the decision, and (5) decision-making style of the department chairmen. Some items included in the questionnaire were lifted from the instrument utilized by Muhammad [1]. Specifically, these include the type of decision made, objectives of the decision and the extent to which these objectives were met. The last two determined the quality of the decision made by the identified respondents.

Sections 1, 2 and 5 used nominal measure, while ordinal (ranking) and interval measures using a five-point Likert scale, for section 3. For section 4, interval measure was also employed. For section 3, 10 objectives were listed and the respondents ranked them from 1 (most important) to 10 (least important) based on the decision made by the respondents. A five-point Likert scale was utilized to determine the level of achievement of these objectives ranging from 1 (very low) to 5 (very high).

The quality of the decision made by the respondents depends on two factors as - level of importance of achieving each of the listed objectives and extent to which the objectives were achieved [1]. To determine the decision quality of each respondents, they were asked to evaluate the important objectives (ranked from 1 to 10) of the decision that they have selected and rate the outcome of the decision that they have made, whether it has met their objectives or not. The Decision Quality Index (DQI) measure was used which is a weighted sum of the achieved objectives. The weights used were the importance (rank) attached to each of the objectives. In simple words, DQI refers to the ratio of the summation of the importance attached to each objective multiplied by the respec-

tive level of achievement of each objective and the sum of the importance (ranks of the objectives). When summed up, the weights of the objectives are equal to 55.

On the other hand, decision-making style, which was determined using Vroom-Yetton-Jago Model were categorized as Autocratic I and II, Consultative I and II, and Group-based type II.

4 RESULTS AND DISCUSSION

4.1 Profile of the Department Chiarmen

Fifty percent (50%) of the department chairmen were 50 to 59 years old, 25% belonged to 30-39 age bracket, while 16.7% had age ranging from 40 to 49. Most of the respondents are female equivalent to 58.3%. Their educational background showed that 50% of the chairmen were doctorate degree holders, while 41.7% were master's degree holders. Further, 33.3% had been serving DMMMSU-SLUC for 25-32 years, both 25% had served for 3-8 years and 33 years and above. As to the number of years of being the department head, 58.4% had less than 3 years, 25% for 4-5 years and both 8.3% for 7-9 and 10-12 years. In terms of monthly pay, 50% receive a gross monthly salary ranging from P20,000.00-P29,999.00, a total of 33.4% takes home 30,000-49,999.00, and the salary ranges less than P20,000.00 and P50,000.00-P59,999.00 were each composed of 8.3% of the respondents.

4.2 Type of Decision Made

The table below summarizes the responses of the chairmen as to the type of decision they have formulated for the indicated period.

TABLE 1
TYPE OF DECISION MADE FOT THE PAST TWO YEARS

Decision related to	Frequency	Percent
Academic Affairs	6	50.0
Research	1	8.3
Administration/Human Resource	4	33.3
Student Affairs	1	8.3
Total	12	100.0

4.3 Objectives of the Decision Made

The table below summarizes the objectives related to the decision made by the department chairmen and were presented according to the degree of their relevance from the most important (Rank 1) down to the least important (Rank 10).

Improving academic excellence, quality of service and productivity or students' quality are the three most important objectives of the decision made. This supports the data presented in Table 1 which showed that decision related to academic affairs is the most common type of decision department heads usually make.

TABLE 2
IMPORTANCE OF THE OBJECTIVES
RELATED TO THE TYPE OF DECISION MADE

Objectives	Rank
To improve academic excellence	1
To improve quality of service	2
To improve productivity (student's quality)	3
To develop and disseminate knowledge	4
To enhance employee motivation	5
To increase innovation capacity	6
To improve cost efficiency	7
To develop new product	8
To improve profitability	9
To earn points for promotion	10

Conversely, the 12 chairmen give the least portion of their attention in making decision to purposes involving the development of a new product, improvement of profitability and earning points for promotion. Taking into considerations the types of decision identified in the questionnaire, none of the respondents had crafted a decision involving finances and funds.

4.4 Objective's Level of Achievement

Table 3 reveals that only one of the department heads had highly achieved the decision's objectives. Meanwhile, seven or 58.3% of them have moderately achieved the identified objectives of the decision they crafted. These objectives, in addition, were poorly attained by one of the heads.

TABLE 3
LEVELOF ACHIEVEMENT OF THE OBJECTIVES IN
RELATION TO THE DECISION MADE

Respondent	Weighted Mean	Objectives' Level of Achievement
1	2.2	Slightly Achieved
2	2.8	Moderately Achieved
3	2.0	Slightly Achieved
4	3.1	Moderately Achieved
5	1.6	Poorly Achieved
6	2.9	Moderately Achieved
7	2.8	Moderately Achieved
8	2.7	Moderately Achieved
9	2.7	Moderately Achieved
10	3.6	Highly Achieved
11	2.7	Moderately Achieved
12	2.3	Slightly Achieved

Although the department chairmen were bestowed the right to make a decision based on the existing condition or situation in the department where they serve, some respondents argued that they only serve as recommendatory. This means that they may have the position to design a plan or decision, the approval of this depends on the higher level administration, however.

Results of the interview further uncovered the respondents' real stand whenever a decision will be made being members of the middle-level administration. As one chairman quoted "no matter how significant the decision is, sometimes it is being compromised due to the lack of support, and most of the time, budget".

4.4 Decision Quality and Decision Making Style of the Department Chairmen

TABLE 4
RESPONDENTS' DECISION QUALITY AND
DECISION-MAKING STYLE

Respondent	Decision Quality Index	Decision Quality	Decision-Making Style
1	2.35	Low Quality	Autocratic I
2	2.62	Moderate Quality	Autocratic I
3	2.00	Low Quality	Autocratic I
4	3.00	Moderate Quality	Group II
5	1.42	Very Low Quality	Autocratic I
6	3.13	Moderate Quality	Autocratic I
7	3.16	Moderate Quality	Group II
8	3.02	Moderate Quality	Autocratic I
9	2.75	Moderate Quality	Autocratic I
10	3.04	Moderate Quality	Group II
11	2.67	Moderate Quality	Group II
12	2.33	Low Quality	Group II

The table shown above conveys that 66.7% or 8 out of 12 department chairmen of DMMMSU-SLUC have made a decision with moderate quality. Three chairmen and 1 chairman have made a decision described as low quality decision and very low quality decision, respectively.

This statistics points out the consequence of the extent to which the ten identified objectives associated with the most important decision made by the respondents for the past 2 years were achieved.

In average, the respondents had crafted a decision with moderate quality.

As to the leadership style of the chairmen in terms of making decisions, 7 chairmen are Autocratic type I and 5 are Group type II.

5 CONCLUSIONS

Leadership is all about crafting decisions, conceiving vision, setting goals, laying paths to reach the goal, and making all efforts with followers in achieving it. Decision quality is an important indicator of effective leadership. As Muhammad (2009) et.al mentioned "without high quality decision, educa-

tional institutions will not be able to create high quality services, such as the instructional delivery and relationship with students, parents and the community. This high quality decision is significant for the institution's survival and competitiveness in the highly competitive global market".

Effective leadership embraces the need to craft situation-based decisions. Leaders who use varying decision-making techniques, involve his followers in the decision-making process, and whose ideas, suggestions and advices are more appropriate and suitable to the situation will gain the respect and acceptance of his followers.

Educational leaders then should involve their subordinates in decision-making where their involvement is highly needed to improve their understanding of the issue or situation leading them to committing themselves to maximum participation in carrying out the decision made by the group. They should constantly keep in touch with their subordinates to provide them with motivation and enthusiasm. In this manner, subordinates feel engaged in the process and thus become more motivated, creative and committed. Each department head should think in terms of "we" not "I." Building a strong coalition and collaboration between the head and subordinates are encouraged.

ACKNOWLEDGMENT

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