



THE INFLUENCE OF SCHOOL HEADS' DECISION-MAKING SKILLS ON THE OVERALL SCHOOL KEY PERFORMANCE INDICATORS

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ABSTRACT

This study determined the significant relationship on The Influence of School Heads' Decision-Making Skills on the Overall School Key Performance Indicators. A proposed Instructional Supervisory plan was formulated based on the result of the study. The most suitable research design for the study entitled "The Influence of School Heads' Decision-Making Skills on the Overall Performance of the School" was the descriptive–correlational research design. This design was appropriate because the study aimed to determine the extent to which school heads' decision-making skills related to or influenced the overall performance of the school without manipulating any variables. In other words, it sought to describe existing conditions and examine possible relationships between the independent variable, which was the decision-making skills of school heads, and the dependent variable, which was the overall school performance. Through this approach, the researcher gathered factual information about how administrative decisions contributed to achieving school goals, improving teacher performance, and enhancing learners' outcomes. The descriptive–

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correlational design allowed the researcher to use quantitative data to measure both variables and statistically analyze their relationship. The descriptive part focused on determining the level or degree of school heads' decision-making skills based on various indicators such as analytical and critical skills, participatory and collaborative decision-making, strategic and goal-oriented decision-making, ethical and transparent decision-making, and problem-solving and adaptive decision-making. Meanwhile, the correlational part identified the strength and direction of the relationship between these decision-making skills and indicators of school performance. By analyzing these associations, the study provided evidence-based conclusions about how leadership and decision-making competencies affected school success.

This design was particularly effective in educational research where the goal was to understand complex relationships among variables in natural settings. It allowed the researcher to collect data using validated questionnaires or surveys from teachers, supervisors, and other stakeholders who were knowledgeable about the school head's leadership practices. Since there was no intervention or experimental manipulation, the descriptive–correlational design maintained the authenticity of the school environment, making the findings more realistic and applicable to actual educational contexts. It also provided a solid basis for identifying patterns and trends that could inform leadership development programs and policy decisions in education. The study on the Decision-Making Competencies of School Heads revealed that school leaders demonstrate high proficiency in analytical thinking, participatory decision-making, strategic planning, ethical practices, and adaptive problem-solving. They consistently analyze information, consider multiple

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alternatives, and base decisions on relevant data, while also promoting collaboration and open communication among teachers, staff, and stakeholders. School heads align their decisions with the school's mission and vision, anticipate challenges, and apply innovative strategies to resolve problems. Their ethical and transparent practices foster trust, accountability, and a positive organizational culture, which collectively strengthen the decision-making processes within their schools.

These strong decision-making competencies are reflected in the overall performance of the schools studied. High enrollment and retention rates, effective resource utilization, and positive student reading outcomes indicate that well-informed, participatory, and strategically guided decisions contribute to the success of both teaching and learning. The findings suggest that developing and maintaining these competencies enables school heads to improve instructional quality, enhance school management, and create a supportive and high-performing learning environment. Furthermore, these insights highlight the importance of designing instructional supervisory plans with objectives focused on strengthening analytical skills, promoting collaborative leadership, and ensuring strategic, ethical, and adaptive decision-making.

The following issues and concerns affecting decision-making skills and overall performance were identified: a. Some school heads may not consistently revise their decisions when new or better information becomes available, which could limit responsiveness to emerging school challenges. b. While analytical and critical thinking skills were rated high, a few decisions may still rely partially on assumptions rather than strictly on data and evidence,

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affecting the quality of outcomes. c. Participatory decision-making may not always fully engage all teachers and staff, potentially reducing inclusivity and shared ownership of school initiatives. d. Stakeholder consultation, including parents and community leaders, is not always consistently applied, which may affect program relevance and community support.

Monitoring and evaluation of implemented decisions were rated slightly lower than other indicators, suggesting gaps in follow-up assessments that could hinder continuous improvement. f. Resource allocation, while generally strategic, may face challenges in fully meeting educational objectives due to limited planning or unforeseen constraints. g. The communication of goals and priorities, although clear, may occasionally lack reinforcement, leading to some staff uncertainty about school directions. h. Adaptive decision-making is effective but may face limitations when school conditions change rapidly, requiring more proactive contingency planning. i. Ethical and transparent decision-making is strong, yet minor inconsistencies in enforcing accountability and fairness could impact trust among stakeholders. j. Problem-solving and innovation are generally applied, but some solutions may not always be sustainable or fully realistic, affecting the long-term success of school initiatives.

Keywords: *School Heads, Decision Making Skills, School Key Performance Indicators*

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INTRODUCTION

School heads' decision-making skills play a crucial role in shaping the direction, performance, and overall effectiveness of educational institutions. In every school setting, decision-making serves as the core of leadership, guiding how goals are set, resources are allocated, and challenges are addressed. A school head's ability to make sound, timely, and data-driven decisions affects not only the teaching and learning processes but also the morale and productivity of both teachers and students. Effective decision-making integrates rational analysis, empathy, and foresight—skills that enable school leaders to balance administrative responsibilities with instructional leadership. Therefore, examining how decision-making skills influence the overall performance of schools provides valuable insight into the essence of leadership as a dynamic and transformative process.

Lopez and Dela Cruz (2022) revealed that data-informed and collaborative decisions among administrators significantly enhance school operations, leading to more efficient management and better student achievement. These studies highlight that effective decision-making is not only a managerial function but also a strategic element in achieving educational excellence. The present study is anchored on these ideas, as it seeks to explore how school heads' decision-making skills influence the overall performance of the school through leadership, accountability, and school culture.

From a personal standpoint, the researcher's interest in leadership and decision-making stems from a deep belief that the quality of decisions within a school greatly determines its success or failure. Having served in the field of education, the researcher has

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witnessed firsthand how the leadership style and decisions of a school head can inspire growth or create challenges within the school environment. Personally, the researcher views decision-making as not merely an administrative function but a reflection of one's values, vision, and ability to inspire others. The curiosity to understand how the choices of school leaders affect students' learning, teachers' morale, and institutional culture became the foundation for pursuing this study. The researcher's passion for education and leadership development reinforces the desire to contribute meaningful insights that can guide school improvement efforts.

This study is anchored on the belief that school performance is directly linked to the decision-making competence of school heads. In the professional context, understanding the decision-making process provides practical insights into how schools can improve management practices and leadership strategies. As an educator and a prospective school leader, the researcher recognizes the need to identify and strengthen the core leadership competencies that drive school success. The study also aims to offer recommendations for leadership development programs, particularly in enhancing school heads' ability to make well-informed and ethical decisions. Through this lens, the research contributes not only to academic discourse but also to the continuous improvement of school management systems and the overall quality of education.

In the process of conceptualizing this research, several challenges were encountered. One of the initial difficulties was narrowing down the scope of the study, as decision-making applies to many areas such as curriculum development, teacher evaluation, financial

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management, and student discipline. Defining the term “overall performance” also required careful thought to ensure it captured both instructional and administrative dimensions. Additionally, finding adequate literature that directly connects decision-making skills to school performance proved challenging, given that many studies address leadership in broader terms. The researcher also needed to strike a balance between making the title academically sound and ensuring that it remained practical, specific, and relevant to current educational settings. These challenges, however, strengthened the study’s foundation by ensuring clarity, focus, and academic depth.

The researcher chose to focus on this study because decision-making lies at the heart of every school’s success. By understanding how school heads’ decision-making skills influence overall school performance, the research hopes to provide valuable insights that can guide leadership practices and professional development initiatives. The topic’s relevance extends beyond theory, offering tangible implications for improving management efficiency, teacher satisfaction, and learner outcomes. Moreover, in an era where educational institutions face complex and dynamic challenges, strengthening the decision-making capacities of school leaders becomes an urgent priority. Thus, this study was undertaken to shed light on how effective decisions contribute to a more responsive, accountable, and high-performing school system—ultimately enhancing the quality of education and leadership within the Philippine context.

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This study determined the significant relationship on The Influence of School Heads' Decision-Making Skills on the Overall School Key Performance Indicators. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of the school heads' Decision-Making Skills in terms of:
 - 1.1. Analytical and Critical Thinking Skills;
 - 1.2. Participatory and Collaborative Decision-Making;
 - 1.3. Strategic and Goal-Oriented Decision-Making;
 - 1.4. Ethical and Transparent Decision-Making; and
 - 1.5. Problem-Solving and Adaptive Decision-Making?
2. What is the school performance based on the following:
 - 2.1. enrollment rate,
 - 2.2. drop-out rate,
 - 2.3. retention Rate'
 - 2.4. Cohort-Survival rate; and
 - 2.5. Phil-IRI Results?
3. What issues and concerns affect the decision-making skills of school heads and how do these impact the overall performance of the schools?
4. What instructional supervisory plan can be proposed based on the findings of the study?

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Statement of Hypothesis

H0 – There is no significant relationship between the school head’s decision-making skills and school performance based on key performance indicators.

METHODOLOGY

Design. The most suitable research design for the study entitled “The Influence of School Heads’ Decision-Making Skills on the Overall Performance of the School” was the descriptive–correlational research design. This design was appropriate because the study aimed to determine the extent to which school heads’ decision-making skills related to or influenced the overall performance of the school without manipulating any variables. In other words, it sought to describe existing conditions and examine possible relationships between the independent variable, which was the decision-making skills of school heads, and the dependent variable, which was the overall school performance. Through this approach, the researcher gathered factual information about how administrative decisions contributed to achieving school goals, improving teacher performance, and enhancing learners’ outcomes.

The descriptive–correlational design allowed the researcher to use quantitative data to measure both variables and statistically analyze their relationship. The descriptive part focused on determining the level or degree of school heads’ decision-making skills based on various indicators such as analytical and critical skills, participatory and collaborative decision-making, strategic and goal-oriented decision-making, ethical and transparent decision-making, and problem-solving and adaptive decision-making. Meanwhile, the correlational part

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identified the strength and direction of the relationship between these decision-making skills and indicators of school performance. By analyzing these associations, the study provided evidence-based conclusions about how leadership and decision-making competencies affected school success.

This design was particularly effective in educational research where the goal was to understand complex relationships among variables in natural settings. It allowed the researcher to collect data using validated questionnaires or surveys from teachers, supervisors, and other stakeholders who were knowledgeable about the school head's leadership practices. Since there was no intervention or experimental manipulation, the descriptive–correlational design maintained the authenticity of the school environment, making the findings more realistic and applicable to actual educational contexts. It also provided a solid basis for identifying patterns and trends that could inform leadership development programs and policy decisions in education.

The main local of the study was in Cacao & Tugbong Elementary Schools in the Schools Division of Leyte. The respondents of the study were the School heads and Teachers.

The research instrument used in this study was a researcher-made questionnaire designed to assess the influence of school heads' decision-making skills on the overall performance of the school. It was structured around five key indicators representing the major dimensions of decision-making among school leaders: (1) Analytical and Critical Thinking Skills, (2) Participatory and Collaborative Decision-Making, (3) Strategic and Goal-Oriented

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Decision-Making, (4) Ethical and Transparent Decision-Making, and (5) Problem-Solving and Adaptive Decision-Making. Each indicator consisted of ten statements describing observable decision-making behaviors and leadership practices of school heads, resulting in a total of fifty items. The instrument was grounded on the theoretical principles of Simon’s Administrative Behavior Theory (1947), Vroom and Yetton’s Decision-Making Model (1973), and Bass and Avolio’s Transformational Leadership Theory (1994), all emphasizing rational, participatory, ethical, and adaptive decision-making in organizational leadership.

Respondents were asked to rate each statement using a five-point Likert Scale measuring the extent to which they agreed with the described practices of their school head. The scale ranged from 5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely, to 1 – Never. Higher mean scores indicated a greater extent of decision-making competence exhibited by the school head, while lower scores signified areas needing improvement. The overall rating was computed by determining the weighted mean per indicator and the grand mean of all responses. These results were used to interpret the level of effectiveness of school heads’ decision-making skills and their potential influence on the overall performance of the school, including teacher productivity, stakeholder involvement, and student outcomes. Part II of the instrument was the School Monitoring and Evaluation Assessment (SMEA), which served as a system to track and assess the performance and effectiveness of various aspects of the school, including teaching methods, curriculum implementation, student progress, and overall school management.

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Sampling. The respondents of the study were the School Head and Teachers of Cacao and Tugbong Elementary Schools in the Division of Leyte, consisting of three school heads and thirty-two teachers. that were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

Research Procedure. To gather the necessary data within one month, the researcher asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter content was also provided to the public-school district supervisor, school principal, and the teachers who supervised the respondents.

The researcher distributed the survey questionnaires to the school heads to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r. The collected data were then collated and analyzed using the appropriate statistical methods.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal. Orientation of the respondents both their subject teachers.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

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The Simple Percentage and weighted mean was employed to determine the relationship between the School head’s decision-making skills and School’s Key Performance Indicators.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the School head’s decision-making skills and School’s key performance indicators.

RESULTS AND DISCUSSION

TABLE I

DECISION-MAKING COMPETENCIES OF SCHOOL HEADS

No.	Indicators	Weighted Mean	Interpretation
A. Analytical & Critical Thinking Skills			
1	The school head analyzes available information before making important decisions.	3.63	Agree
2	The school head considers both short-term and long-term consequences of every decision.	3.61	Agree
3	Decisions are based on facts and relevant data rather than assumptions.	3.63	Agree
4	The school head demonstrates logical reasoning when addressing school issues.	3.59	Agree

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No.	Indicators	Weighted Mean	Interpretation
5	Various alternatives are examined before finalizing decisions.	3.61	Agree
6	The school head uses evidence-based strategies in solving school-related problems.	3.66	Agree
7	The school head revises decisions when new or better information becomes available.	3.56	Agree
8	The school head applies critical thinking to identify the root causes of problems.	3.63	Agree
9	Data and reports are used to guide school planning and policies.	3.59	Agree
10	The school head encourages teachers to apply analytical thinking in decision-making.	3.61	Agree
B. Participatory & Collaborative Decision-Making			
11	Teachers and staff are involved in major school decisions.	3.59	Agree
12	The school head values collective ideas before deciding on school programs.	3.61	Agree
13	The school head promotes teamwork in solving school challenges.	3.61	Agree
14	Stakeholders (parents, community leaders) are consulted in planning initiatives.	3.56	Agree

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No.	Indicators	Weighted Mean	Interpretation
15	The school head maintains open communication with teachers when making decisions.	3.63	Agree
16	The decision-making process promotes inclusivity and shared responsibility.	3.61	Agree
17	Collaboration is encouraged to ensure effective implementation of policies.	3.63	Agree
18	The school head ensures consensus before implementing new programs.	3.59	Agree
19	Teachers' suggestions are acknowledged and considered in decisions.	3.56	Agree
20	Participatory decision-making strengthens trust within the school community.	3.61	Agree
C. Strategic and Goal-Oriented Decision-Making			
21	The school head aligns decisions with the school's mission and vision.	3.64	Agree
22	Goals and priorities are clearly communicated to teachers and staff.	3.62	Agree
23	Every decision contributes to the improvement of teaching and learning.	3.63	Agree

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No.	Indicators	Weighted Mean	Interpretation
24	Resources are allocated strategically to meet educational objectives.	3.61	Agree
25	The school head anticipates potential challenges when making decisions.	3.64	Agree
26	Decisions made by the school head are future-oriented and sustainable.	3.63	Agree
27	The school head regularly monitors the progress of implemented decisions.	3.57	Agree
28	The school head develops action plans aligned with identified school goals.	3.59	Agree
29	The school head evaluates the outcomes of past decisions for improvement.	3.56	Agree
30	Decision-making focuses on continuous school improvement.	3.59	Agree
D. Ethical and Transparent Decision-Making			
31	The school head upholds fairness and impartiality in decision-making.	3.62	Agree
32	The school head maintains honesty and integrity in all school transactions.	3.61	Agree

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No.	Indicators	Weighted Mean	Interpretation
33	Decisions are made in compliance with school and government regulations.	3.59	Agree
34	The school head provides valid reasons behind every decision made.	3.61	Agree
35	Transparency is observed in financial and administrative decisions.	3.59	Agree
36	The school head maintains confidentiality when necessary.	3.61	Agree
37	Ethical standards are consistently followed in all managerial actions.	3.61	Agree
38	The school head ensures that decisions promote trust and accountability.	3.59	Agree
39	The school head accepts responsibility for the outcomes of decisions.	3.61	Agree
40	Ethical leadership serves as a model for teachers and staff.	3.61	Agree
E. Problem-Solving and Adaptive Decision-Making			
41	The school head effectively addresses unexpected challenges.	3.63	Agree
42	Decisions are modified based on changing school conditions.	3.61	Agree
43	The school head remains calm and rational when handling crises.	3.61	Agree

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No.	Indicators	Weighted Mean	Interpretation
44	Innovative strategies are applied to resolve school issues.	3.61	Agree
45	The school head learns from previous decisions to improve future ones.	3.63	Agree
46	The school head demonstrates flexibility when facing unforeseen events.	3.61	Agree
47	Creative thinking is encouraged in solving problems.	3.61	Agree
48	The school head ensures solutions are sustainable and realistic.	3.59	Agree
49	Follow-up evaluations are conducted to assess decision outcomes.	3.61	Agree
50	The school head remains optimistic and proactive when problems occur.	3.61	Agree
—	Grand Mean	3.61	Agree

Legend: 5-Point Likert Scale

- 4.21 – 5.00 = Strongly Agree (Very High)
- 3.26 – 4.20 = Agree (High)
- 2.51 – 3.25 = Disagree (Low)
- 1.76 – 2.50 = Strongly Disagree (Very Low)
- 1.00 – 1.75 = Very Strongly Disagree (Extremely Low)

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This table presents the Decision-Making Competencies of School Heads, which examines the extent to which school leaders demonstrate analytical, participatory, strategic, ethical, and problem-solving skills in making decisions that affect the overall performance of the school. The table provides weighted mean scores for each of the fifty indicators across five major competency domains and interprets these scores using a 5-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree.” Its purpose is to determine how effectively school heads apply decision-making competencies to promote organizational efficiency, teacher engagement, and student outcomes.

The data indicate that school heads consistently demonstrated agreement across all domains, reflecting a high level of competence in their decision-making practices. In the Analytical and Critical Thinking Skills domain, school leaders systematically analyzed information, used evidence-based strategies, and applied logical reasoning in addressing school issues, which suggests a methodical and thoughtful approach to decision-making. The Participatory and Collaborative Decision-Making domain showed that school heads actively involved teachers and stakeholders, promoted teamwork, and maintained open communication, emphasizing inclusivity and shared responsibility in school governance.

For the Strategic and Goal-Oriented Decision-Making domain, school heads aligned decisions with the school’s mission and vision, communicated goals clearly, monitored progress, and focused on continuous improvement, demonstrating forward-thinking and sustainable planning. In Ethical and Transparent Decision-Making, they upheld honesty, fairness, accountability, and compliance with regulations, ensuring that their leadership

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fostered trust and integrity. Lastly, the Problem-Solving and Adaptive Decision-Making domain revealed that school heads remained calm during crises, applied innovative and flexible strategies, and conducted follow-up evaluations to enhance solutions, reflecting resilience and adaptability in dynamic school environments.

The overall grand mean of 3.61, interpreted as "Agree," implies that school heads consistently exhibit effective decision-making competencies across all measured dimensions. The result implies that strong analytical, participatory, strategic, ethical, and problem-solving skills positively influence school management, promote teacher collaboration, ensure ethical governance, and enhance the overall performance of the school by fostering a structured and responsive learning environment.

Table 2

SCHOOL PERFORMANCE INDICATORS AND PHIL-IRI RESULTS

School	Enrollment Rate	Drop-out Rate	Retention Rate	Cohort - Survival Rate	Frustration (%)	Instructional (%)	Independent (%)
Cacao Elementary School	95%	0%	99.23%	100%	14.51	31.87	54.96
Tugbong Central School	96.76%	0%	97.67%	83.33%	15.85	29.77	55.72

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This table presents School Performance Indicators and PHIL-IRI Results, which examines the enrollment, retention, drop-out, and cohort-survival rates of two schools alongside learners' reading proficiency levels as measured by the Philippine Informal Reading Inventory (PHIL-IRI). The table highlights the percentage of students performing at the frustration, instructional, and independent reading levels, providing a clear picture of both school management effectiveness and literacy outcomes. Its purpose is to assess how well the schools support student retention and progression while promoting reading competence among learners.

The data show that both Cacao Elementary School and Tugbong Central School maintained high enrollment rates and had no drop-outs, indicating strong student retention and engagement. Cacao Elementary School had slightly higher retention and cohort-survival rates than Tugbong Central School, suggesting slightly more effective administrative support and continuity of instruction. In terms of reading proficiency, the majority of learners at both schools performed at the independent level, demonstrating their ability to read and comprehend on their own, while a smaller proportion performed at the instructional and frustration levels, highlighting areas where additional support may be needed.

Further discussion reveals that Cacao Elementary School had a slightly lower frustration rate than Tugbong Central School, indicating that fewer learners struggled significantly with reading. Tugbong Central School, while having a marginally higher independent reading rate, had a higher percentage of learners at the instructional level, suggesting that targeted interventions could help these students reach full independent

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proficiency. Overall, both schools demonstrate a positive balance between school performance indicators and literacy outcomes, reflecting effective educational practices and structured reading programs.

The overall findings imply that schools that maintain high enrollment, retention, and cohort-survival rates, combined with structured reading interventions, produce higher proportions of independent readers and lower frustration levels. The result implies that strong school administration and instructional support are crucial for fostering reading proficiency and ensuring that learners progress academically while minimizing learning gaps.

The following issues and concerns affecting decision-making skills and overall performance were identified:

a. Some school heads may not consistently revise their decisions when new or better information becomes available, which could limit responsiveness to emerging school challenges.

b. While analytical and critical thinking skills were rated high, a few decisions may still rely partially on assumptions rather than strictly on data and evidence, affecting the quality of outcomes.

c. Participatory decision-making may not always fully engage all teachers and staff, potentially reducing inclusivity and shared ownership of school initiatives.

d. Stakeholder consultation, including parents and community leaders, is not always consistently applied, which may affect program relevance and community support.

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e. Monitoring and evaluation of implemented decisions were rated slightly lower than other indicators, suggesting gaps in follow-up assessments that could hinder continuous improvement.

f. Resource allocation, while generally strategic, may face challenges in fully meeting educational objectives due to limited planning or unforeseen constraints.

g. The communication of goals and priorities, although clear, may occasionally lack reinforcement, leading to some staff uncertainty about school directions.

h. Adaptive decision-making is effective but may face limitations when school conditions change rapidly, requiring more proactive contingency planning.

i. Ethical and transparent decision-making is strong, yet minor inconsistencies in enforcing accountability and fairness could impact trust among stakeholders.

j. Problem-solving and innovation are generally applied, but some solutions may not always be sustainable or fully realistic, affecting the long-term success of school initiatives.

CONCLUSION

Based on the results of this study, the decision-making competencies of school heads play a crucial role in shaping overall school performance, as their analytical thinking, collaborative approaches, strategic planning, ethical practices, and adaptive problem-solving collectively enhance teaching, learning, and school management. While these competencies generally contribute to positive outcomes such as effective resource utilization, high enrollment and retention, and improved student performance, certain areas—such as revising

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decisions based on new information, full stakeholder engagement, consistent monitoring and evaluation, and proactive contingency planning—require further strengthening to ensure sustained school improvement and the effective implementation of programs.

RECOMMENDATION

Based on the findings of this study, the following recommendations are proposed:

Teachers – The teacher should actively participate in decision-making processes by providing constructive input and collaborating with school heads to ensure that classroom and school-level concerns are considered in policy and program implementation.

School Heads – The school head should continuously enhance their decision-making competencies by regularly revising decisions based on new information, applying evidence-based strategies, and promoting inclusive and participatory approaches that engage teachers, staff, and stakeholders.

Public Schools District Supervisor – The public schools district supervisor should provide guidance, monitoring, and professional development opportunities to support school heads in strengthening analytical, strategic, ethical, and adaptive decision-making skills.

Parents – Parents should actively engage in school programs and decision-making consultations to support relevant and community-aligned initiatives, fostering transparency and shared responsibility in school governance.

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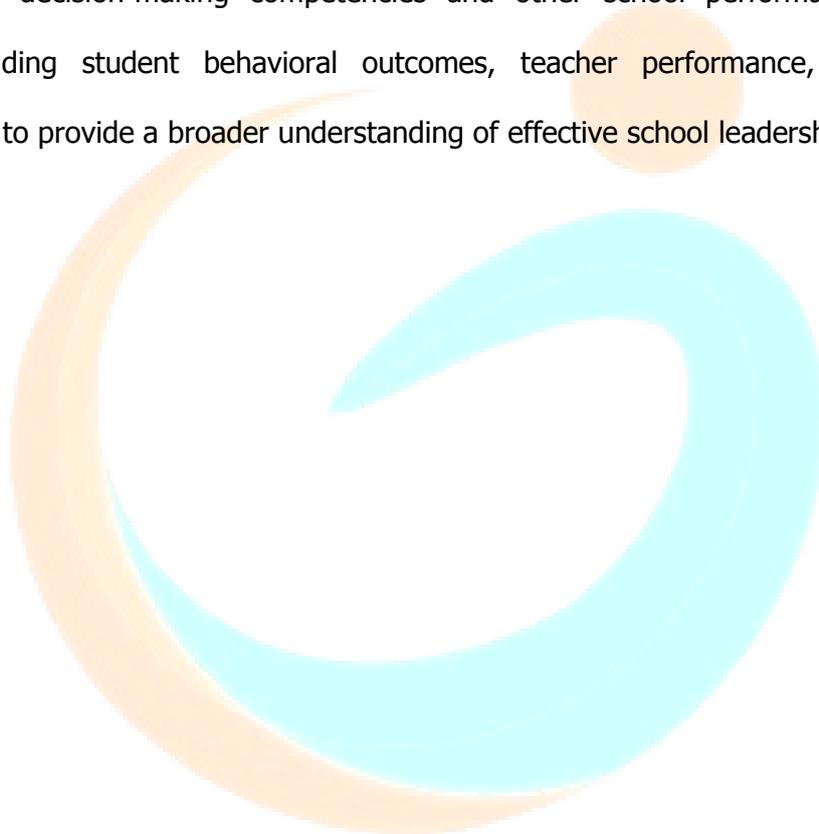
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Researcher – The researcher should use the findings of this study to design instructional supervisory plans and training programs aimed at improving the decision-making competencies of school heads for better school performance outcomes.

Future Researchers – Future researchers should explore the relationship between school heads' decision-making competencies and other school performance indicators, possibly including student behavioral outcomes, teacher performance, and resource management, to provide a broader understanding of effective school leadership practices.



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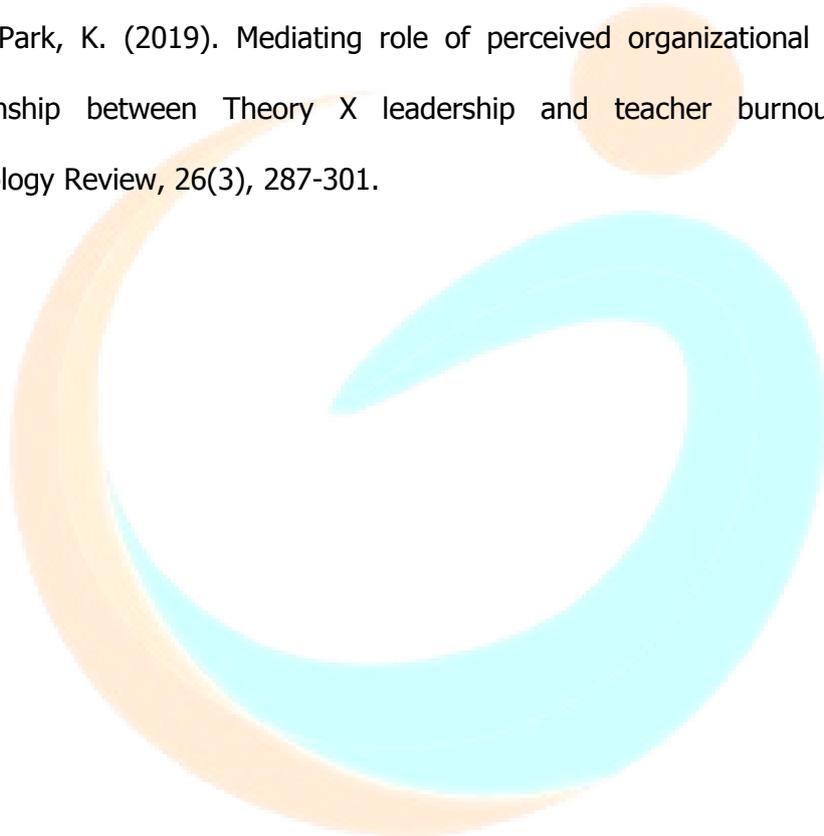
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