



Organizational Values Practiced by the Administrators: Their Influence on Decision-Making

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ABSTRACT: This study endeavored to look into the organizational values and their influence on decision-making among administrators of Eastern Visayas State university system. It also aimed to find out if there is a significant relationship between the decision-making styles of the administrators and their profile, organizational values, and external environment. Descriptive-Correlational method of research was used in this study with questionnaire as the basic instrument to gather the data. The respondents of this study were thirty-eight (38) administrators from Eastern Visayas State University system. Mean percentage, point-biserial correlation and Pearson product moment correlation coefficient were used to analyze statistically the gathered data. The study revealed that most of the administrators of Eastern Visayas State University were females with ages above 50 years old, doctorate degree holders with more than 20 years of administrative experience, and attended more than 80 hours of training related to management. Peace, human rights, democracy, and sustainable development are the organizational values much practiced by the administrators. Decision-making style of the administrators is consultative. On profile variables, a significant relationship exist between work experience as administrator and decision-making styles. However, there is no significant relationship when age, sex, educational qualification and training's related to management were correlated to decision-making styles. On external environment factors, only economic aspect posted a significant relationship when correlated to decision-making styles. Similar study may be pursued with the use of other variables like supervisory skills and functions of administrators to broaden the coverage of the investigation.

KEYWORDS: Values, Administrators, Decision-making, Descriptive-Correlational

I. INTRODUCTION

The continued existence and survival of an organization greatly depends on the basic foundation and its guiding philosophy which served as the compass for its growth and development. Without this firm foundation and commitment from the administrators, the organization's identity can hardly be noticed, while the educational program towards a realistic development will be uncertain. Organization as a pattern of relationships through which people, under the direction of managers, pursue their goals which are products of their decision-making process^[1]. Managers wanted to be sure that their organizations can endure for a long time. In addition, Robbins^[2] stressed that a strong organizational culture should provide stability to an organization. It should also give a clear understanding of the way things were done within organization. However, Organizational culture can be a major barrier to change which can significantly influence the attitudes and behaviors of organization members^[2]. In this regard, one should look into the values of the organization first to affect its desired goals and changes^[3]. Values of the individuals holding top organizational positions are the ones promoted and perpetuated throughout an organization^[4]. This claim is also supported by Enz^[5], when she stated that the top management is a critical group of examining values because of its control over organizational design and functioning. Managers do not have the power to change the external environment, they had no choice but to respond to it^[6]. These assumptions are typically so well integrated in the office dynamic that are hard to recognize from within. Values are crucial to organizations because they fulfill a legitimate function in justifying actions that individuals took and the rules and structures implemented to reach goals. It is expected that some changes will occur in structural forms to fit the new values^[7]. A study of the prevailing organizational values is deemed essential to understand the function of the organization. Thus, this study is noteworthy

to examine the organizational values of the different colleges of the main campus and satellite campuses to determine if these are actually applied by the administrators. To date, no study yet has been made to examine the values embraced by these schools. Hence, this study assessed the organizational values found in these colleges and satellite campuses whether values played an important role in the decision-making process of school administrators. The core values of peace, human rights, democracy and sustainable development with their related values as prescribed by United Nations Educational, Scientific and Cultural Organization (UNESCO) for tertiary education have been selected as standards for assessment because they are universally accepted values [8]. In Vroom and Yetton's [9] model, a decision-makers style is often affected by the environment. Decision-making involves searching the environment for conditions requiring a decision, developing and analyzing possible alternatives, and then selecting the best alternative. Vroom and Yetton found out that most managers actually used different decision-making styles in different situations. In his decision model, there are five types of decision-making styles, but these are categorized into 3 groups, namely: authoritative, consultative and fully-participative or consensus styles.

II. SIGNIFICANCE OF THE SYSTEM

The purpose of this study was to determine the profile, the decision-making styles of administrators, the extent of influence of the external environment factors in decision-making of the administrators, and the significant relationship between the decision-making styles of the administrators to their profile, organizational values and external environment. Respondents of the study were the administrators of EVSU Main Campus and Satellite Campuses. The conceptual framework of this study is presented in Figure 1, which is anchored on the values theory of Schwartz [10], moral philosophy of Kant [11], Theory Z of William Ouchi [13], decision making model of Vroom and Yetton's (1973). The schema illustrates independent variables which include the profile variables of the administrators, their values practiced, and the external environment which are expected to relate to the dependent variable which is the decision making styles of the respondents. The relationship between the two sets of variables denotes that the better the profile characteristics of administrators, the manifestation of positive values with a good external environment correspondingly, the decision making styles is participating to a higher degree.

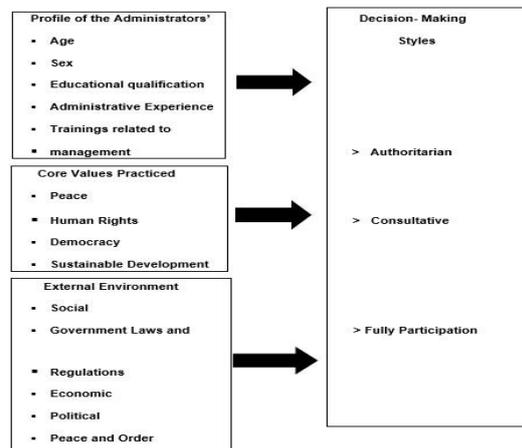


Figure 1. Schema showing the Conceptual Framework of the Study

The study of methodology is explained in section III, section IV covers the experimental results, and section V discusses the future study and conclusion.

III. METHODOLOGY

The researcher used the descriptive correlational method of research using the questionnaire as the basic instrument in gathering data. Descriptive correlational research is deemed the most appropriate method as it is a means of discovering new meaning, describing what exists, determining frequency with which something occurs and



categorizing information [12]. The study looked into the profile variables of the administrators, their values practiced in the organization on the internal factors and the external environment. These variables were expected to relate to their decision-making styles. A survey questionnaire adapted from Vrooms and Yetton (1973) was the main data gathering tool. The researcher had personally administered the survey to the identified respondents. The data generated were scored, described and were analyzed using appropriate statistical tools. It used mean, point biserial, and Pearson product coefficient correlation. The respondents of the study were the 38 administrators of EVSU main and the satellite campuses. The administrators include the heads of departments/units, deans of college, directors of services, campus directors and vice presidents. The research area covered the EVSU-Main, Tanauan, Burauen, Carigara and Ormoc City Campuses. It consisted five parts for perceptual data gathering. Part I was the administrators profile to relate their decision-making. Part II was constructed to determine the values practiced by the administrators. It entails four main core values specified by UNESCO. Part III reflected ten questions on varied situations to determine their decision-making style which was adopted from the Vroom and Yetton decision making model. Part IV determined the extent of influence of values practiced on decision-making that consist the four main core values specified by UNESCO. Part V elicited the administrators' perceptions on external environmental factors influencing decision-making which consist five areas such as: social environment, government laws and rules, economic, political and peace and order. The survey questionnaire, though adapted from Yetton and Vrooms, was submitted for critiquing and validation of the participants/respondents during conduct of pilot test. The same instrument was also critiqued by the supervisors from the City Division of Ormoc. Suggestions and comments made were the bases in coming up with the final copy of the questionnaire. To analyze and interpret the gathered data, mean was used to obtain in analyzing and approval of organizational values a four-point scale. To evaluate organizational values, frequency counts of responses obtained was tallied. Means computed and percent were tallied and ranked. Point-Biserial Correlation was employed to determine the relationship between the profile variables sex and the decision-making styles. Pearson Product Moment Correlation Coefficient was used to determine the relationship between the paired clusters of values.

IV. EXPERIMENTAL RESULTS

The profile of the school administrators includes age, gender, educational qualifications, experience as administrator and training related to management.

TABLE I
DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE AND GENDER

Age (Years)	Frequency	Percent (%)
35 - below	2	5.26
36 - 50	13	34.21
Above 50	23	60.53
Total	38	100.00
Gender		
Male	15	39.47
Female	23	60.53
Total	38	100.00

As revealed in Table I, 23 of the school administrators or 60.53 percent belong to the age range of 50 years old and above. Thirteen (13) or 34.21 percent of the school administrators are of ages 36-50 years old and only two (2) or 5.26 percent were 35 years old and below. In terms of gender, Table I also shows that there are 15 or 39.47 percent, females. This means that there are more female school administrators than males. The profile of the school administrators according to their educational qualifications, experiences as administrators and training related to management is presented in Table II. Majority of the school administrators specifically, 15 of them or about 39.47 percent are holders of the Doctorate degrees while 10 or 26.32 percent are holders of Master's degree and with units leading to Doctorate

degree. The least qualification of a school administrator is a Baccalaureate degree with units leading to a Master’s degree.

**TABLE II
PROFILE OF SCHOOL ADMINISTRATORS ACCORDING TO
EDUCATIONAL QUALIFICATIONS, EXPERIENCE AND TRAINING
RELATED MANAGEMENT**

Educational Qualifications	Frequency	Percent (%)
Baccalaureate with Master’s Degree Unit	1	2.63
Completed the Academic Requirements for Master’s Degree	5	13.16
Master’s Degree	7	18.42
Master’s Degree with Doctorate Degree Units	10	26.32
Doctorate Degree	15	39.47
Total	38	100.00
Experience as Administrator	Frequency	Percent (%)
10 years below	13	34.21
11 – 20 years	7	18.42
21 years and more	18	47.37
Total	38	100.00
Training Related to Management (Hours)	Frequency	Percent (%)
More than 160	3	7.90
81 - 160	8	21.05
80 below	27	71.05
Total	38	100.00

Table II reveals that 18 or about 47.37 percent have 10 years or less. Only 7 or about 18.42 percent have 11-20 years of experience as school administrators. The data show that the school administrators have been pegged at their designations for 20 years already or even more. The data also show that 13 or 34.21 percent of the school administrators have gained 10 years and below in terms of experience. The values practiced by the school administrators of EVSU in terms of peace, democracy, human rights and sustainable development are shown in Table III. That on values of peace, they practiced much on love, compassion, harmony and tolerance. The mean scores were 4.30, 4.30, 4.50 and 4.20, respectively. However, there are items on peace values in which the administrators of EVSU practiced to a “very much practiced”. Among the items of values on peace which are practiced to a very much extent are self-identity and spirituality. Both ranked 1st and 2nd in that order. In terms of human rights, Table III-B, all the seven indicators classified as values on human rights are all described as much practiced. Truth and respect for human dignity tied a rank of 1.5 with mean values of 4.50 each. This was followed by honesty with mean of 4.46, integrity 4.40 and equality and justice is 4.30. These findings reveal that administrators observe and practice much on specific core values affecting the rights of their subordinates. They highly respect the rights they are entitled to.

TABLE III

VALUES ON PEACE AS PRACTICED BY EVSU ADMINISTRATORS

Statement	Mean	Rank	Description
Love	4.30	5.5	Much Practiced
Compassion	4.30	5.5	Much Practiced
Harmony	4.50	4	Much Practiced
Tolerance	4.20	7	Much Practiced
Spirituality	4.60	2	Very Much Practiced
Gratitude	4.50	3	Much Practiced
Self-Identity	4.66	1	Very Much Practiced

TABLE III-B

VALUES ON HUMAN RIGHTS AS PRACTICED BY EVSU ADMINISTRATORS

Statement	Mean	Rank	Description
Truth	4.50	1.5	Much Practiced
Equality and Justice	4.30	6	Much Practiced
Respect for Human Dignity	4.50	1.5	Much Practiced
Integrity	4.45	4	Much Practiced
Accountability	4.40	5	Much Practiced
Honesty	4.46	3	Much Practiced
Freedom and Responsibility	4.15	7	Much Practiced

In terms of democracy, Table III-C revealed that in terms of values on democracy, the EVSU administrators showed mean rating of 4.21 which is interpreted as “much practiced”. This means that will respect to the identified

values the administrators of EVSU practiced much. Although the ratings of each value vary, however, it falls within the “much practiced” qualitative description.

In terms of democracy, the school administrators of EVSU showed their practices of the identified values. The data are reflected in Table III-B. The data in Table III-B revealed that in terms of values on democracy, the EVSU administrators showed mean rating of 4.21 which is interpreted as “much practiced”. This means that will respect to the identified values the administrators of EVSU practiced much. Although the ratings of each value vary, however, it falls within the “much practiced” qualitative description.

TABLE III-C

VALUES ON DEMOCRACY AS PRACTICED BY EVSU ADMINISTRATORS

Statement	Mean	Rank	Description
Respect for law and order	4.35	1.5	Much Practiced
Cooperation	4.20	3.5	Much Practiced
Self-Discipline	4.35	1.5	Much Practiced
Social Identity	4.00	6	Much Practiced
Openness	3.85	8	Much Practiced
Solidarity	4.20	3.5	Much Practiced
Leadership	4.12	5	Much Practiced
Individual	3.95	7	Much Practiced

TABLE III-D

VALUES ON SUSTAINABLE DEVELOPMENT AS PRACTICED BY EVSU ADMINISTRATORS

Statement	Mean	Rank	Description
Efficiency	4.25	2	Much Practiced
Future Orientation	4.10	4	Much Practiced
Stewardship of Resources	4.09	5	Much Practiced
Creativity	4.19	3	Much Practiced
Frugality / Simplicity	4.03	6	Much Practiced
Professional and Work Identity	4.47	1	Much Practiced

Among the values on democracy that the administrators rated high are the following: respect for authority and courtesy both with ratings of 4.40 and preparedness to work for others, discipline and good behavior in human interaction with mean ratings of 4.30. The means that the EVSU administrators usually show high respect for authority and are very courteous. In addition, they are also much prepared to work with others and showed good behavior in human interaction. It can be implied that the EVSU administrators have good interpersonal relationships with the other members of the organization and work together as a team to achieve its goals and objectives. In terms of values practiced by EVSU administrators on sustainable development, the mean ratings are shown in Table III-D. It can be gleaned from the Table that the mean ratings of the administrators on values practiced along values on sustainable development are rated “much practiced, however, numerical ratings are not the same. Among the items rated high is professional and work identity with a mean of 4.47. As gleaned from Appendix G, cleanliness, neatness and work ethics got the mean ratings of 4.50. This means that the school administrators of EVSU apply much these values in their day to day activities in school.

TABLE III-E

SUMMARY TABLE ON VALUES PRACTICED BY EVSU ADMINISTRATORS

Values	Mean	Description
Peace	4.43	Much Practiced
Human Rights	4.37	Much Practiced
Democracy	4.12	Much Practiced
Sustainable Development	4.24	Much Practiced
Overall Mean	4.29	Much Practiced

TABLE IV

CLASSIFICATION OF DECISION MAKING STYLES OF ADMINISTRATORS

Decision-Making Styles	f	Percent(%)
Fully Participative Style	9	23.68
Consultative	24	63.16
Authoritarian	5	13.16
Total	38	100.00

Reflected in TABLE III-E is the summary on the values practiced by the EVSU administrators. The overall mean of the values practiced on peace, human rights, democracy and sustainable development is 4.29, interpreted as much practiced. It may imply that the EVSU community has a peaceful working environment since the administrators practiced these values to a much extent. Presented in Table IV is the summary on the values practiced by the EVSU administrators. It can be noted that majority of the administrator-respondents, 24 or 63.16 percent used consultative style in their decision making. 9 or 23.68 percent employs fully participatory, and only 5 or 13.16 percent are authoritarian. The results show that the majority of the university administrators exercise consultative style in decision making. This is a manifestation of respect which creates a friendly atmosphere whose members of the organization are given by the administrators the opportunity to participate in decision process. This type of administrators adheres to a wholesome and peaceful



workplace environment in order to achieve excellently the vision and mission of the University. The decision-making of the EVSU administrators are influenced by some of the values that they practiced in terms of peace, human rights, democracy, sustainable development and social environment.

The extent of influence of these values in decision-making is reflected in Tables V-A to V-D. Table V-A shows the extent of influence of peace values practiced by the administrator in their decision-making. In general, the decision-making of the EVSU administrators are influenced to high extent by the peace values that they practiced. This is evidenced by the mean rating of 4.39 which is interpreted as “to a high extent”. As reflected in Appendix I, two items on peace values practiced by the administrators have influenced to a very high extent in their decision-making. These items are concern for common good, with a mean of 4.60 and sincerity, with a mean value of 4.54. This means that the EVSU administrators’ decisions are influenced to a high extent when it is for the common good of the University and its constituents. Further, their decisions are also influenced by their sincerity and honest dealings with the stakeholders.

TABLE V-A

EXTENT OF INFLUENCE OF VALUES ON PEACE IN DECISION-MAKING

Statement	Mean	Rank	Description
Love	4.25	6	To high extent
Compassion	4.35	4.5	To high extent
Harmony	4.45	2	To high extent
Tolerance	4.43	3	To high extent
Spirituality	4.35	4.5	To high extent
Gratitude	4.34	5	To high extent
Self-Identity	4.51	1	To a very high extent

TABLE V-B

EXTENT OF INFLUENCE OF VALUES ON HUMAN RIGHTS IN DECISION-MAKING

Statement	Mean	Rank	Description
Truth	4.35	5	To high extent
Equality and Justice	4.30	6.5	To high extent
Respect for Human Dignity	4.60	1	To a very high extent
Integrity	4.50	2	To high extent
Accountability	4.40	4	To high extent
Honesty	4.48	3	To high extent
Freedom and Responsibility	4.30	6.5	To high extent

In terms of values of human rights practiced by the EVSU administrators, the extent of influence of such values in the decisionmaking is shown in Table V-B

It can be seen from the table above that the administrators rated themselves “to high extent” with a mean rating of 4.19. This mean that their decision-making is influenced to a high extent by the values on human rights they practiced. This means further that the EVSU administrators consider the human rights of the members of the organization in making their decisions. Among the items in the values on human rights that influenced most the decisions of the administrators’ zeroes in on respect: respect for self and others and respect for the rights of others, both with a mean of 4.60, interpreted as “to a very high extent”. This means that the administrators respect the members of the organization and their rights. Shown in Appendix J, other human rights values practiced by the administrators of EVSU also influenced their decision-making to a high extent include the following: moral uprightness, ethical behavior and personal responsibility with mean ratings 4.50 interpreted as “to a high extent”. This means that the EVSU administrators believed that their decision-making is influenced to a high extent by these human rights values. In terms, of values on democracy, the mean ratings of the perceptions of the administrators as to the extent of influence in their decision-making are reflected in Table V-C. The succeeding table reveals that in general, the administrators’ decision-making is influenced to a high extent by the values on democracy they practiced. This is indicated by the mean rating of 4.19 interpreted as “to a high extent”. This means that values on democracy practiced by the school administrators has a role to play in the decision-making process. This shows that these values are considered by the administrators before they make their decisions. It implies that the administrators make decisions that show respect for authority and discipline. Further, it implies that the EVSU academic community is aware of the importance of democracy values and therefore considers it a significant component before arriving at decisions.

TABLE V-C

EXTENT OF INFLUENCE OF VALUES ON DEMOCRACY IN DECISION-MAKING

Statement	Mean	Rank	Description
Respect for law and order	4.50	1	To high extent
Cooperation	4.40	2	To high extent
Self-Discipline	4.37	3	To high extent
Social Identity	4.03	7	To high extent
Openness	4.04	6	To high extent
Solidarity	4.05	4.5	To high extent
Leadership	4.15	5	To high extent
Individual Opportunity	4.05	4.5	To high extent

TABLE V-D

EXTENT OF INFLUENCE OF VALUES ON SUSTAINABLE DEVELOPMENT IN DECISION-MAKING

Statement	Mean	Rank	Description
Efficiency/Industry	4.25	2	To high extent
Future Orientation	4.17	4	To high extent
Stewardship of Resources	4.15	5.5	To high extent
Creativity	4.20	3	To high extent
Frugality/Simplicity	4.15	5.5	To high extent
Professional and Work Identity	4.33	1	To high extent

Reflected in Table V-D is the extent of influence of values on sustainable, development being practiced by the administrators towards their decision-making. As indicated in Table V-D, the decision-making of the administrators of EVSU is influenced to high extent by the values on sustainable development that they practiced as denoted by a mean rating of 4.09, interpreted as “to a high extent”. This means that in one way or another, the decision-making of the administrators is influenced by the values they practiced. It can be implied that EVSU administrators’ decision-making is influenced by the values that they practiced on sustainable development. External environment also plays a role in the decision-making of the administrators of EVSU and the extent of its influence is presented in Table VI-A to Table VI-E. It can be seen from Table VI-A that the social environment has influenced to a certain degree on the decision-making of EVSU administrators. The over-all mean rating on the extent of influence of the social environment in the decision-making of the administrators of EVSU is 3.10 which is interpreted as “to a high extent”. This means that the social environment has influenced the decision-making of the administrators to a high extent.

TABLE VI-B
EXTENT OF INFLUENCE OF GOVERNMENT LAWS AND RULES IN DECISION-MAKING OF ADMINISTRATORS

Statement	Mean	Description
Do government laws and rules hinder your decision-making?	2.78	To a moderate extent
Do you receive regularly updated memoranda and circulars from government agencies on the following matters:		To a moderate extent
Personnel?	2.80	To a moderate extent
Budgeting?	2.70	To a moderate extent
Accounting	2.70	To a moderate extent
Auditing?	2.70	To a high extent
Is the decision in terms of funding requirements of school's programs dependent on the Department of Budget and Management?	3.60	To a high extent
Is the decision in terms of funding requirement for research dependent on Department of Budget and Management?	3.60	To a high extent
Is the decision in terms of funding requirement for extension dependent on the Department of Budget and Management?	4.00	To a high extent
Do you consider the economic situation of the country when you make plans for your school?	3.80	To a high extent
Are there major decisions made by the top administrators whenever there are issues related to funds?	3.80	To a high extent
Are there major decision made by the school's administrators whenever there are issues related to hiring and firing of employees?	3.60	To a high extent
Do other donor agencies or persons who donated funds for some school projects influence your decision-making?	2.50	To a moderate extent
Overall Mean	3.17	To a moderate extent

The extent of influence of government laws and rules in decision-making among administrator-respondents is presented in Table VI-B. It can be gleaned from Table VI-B that government laws and rules are perceived by the administrators of EVSU to have influence on their decision-making to a moderate extent as indicated by the overall mean rating of 3.17. This finding is tantamount to the observation that administrators also occasionally receive memoranda related to budgeting, accounting and auditing. The extent of influence of the economic aspects in the decision making of the EVSU administrators are shown in Table VI-C. The table reveals that the EVSU administrators perceived that the extent of influence of the economic aspects in their decision making is to a high extent with a mean rating of 3.79. This means that economic aspects are taken into considerations whenever the administrators decide on issues and concerns in the University.

TABLE VI-C

EXTENT OF INFLUENCE OF ECONOMIC ASPECT IN DECISION-MAKING OF ADMINISTRATORS

Statement	Mean	Description
Decision in terms of funding requirements of school's programs is dependent on the Department of Budget and Management?	3.90	To a high extent
Decision in terms of funding requirements for research is dependent on the Department of Budget and Management?	3.80	To a high extent
Decision in terms of funding requirements for extension is dependent on the Department of Budget and Management?	3.75	To a high extent
Do you consider the economic situation of the country when you make plans for your school?	4.10	To a high extent
Major decisions should be made by the top administrators whenever these are issues related to funds.	4.00	To a high extent
Major decisions should be made by the top administrators whenever these are issues related to hiring and firing of employees.	4.10	To a high extent
Do other donor agencies or persons who donated funds for some school projects influence your decision-making?	2.90	To a moderate extent
Overall Mean	3.79	To a high extent

TABLE VI-E

EXTENT OF INFLUENCE OF PEACE AND ORDER IN DECISION-MAKING OF ADMINISTRATORS

Statement	Mean	Description
In making decisions, do you consider the peace and order situation in your community?	4.33	To a high extent
Does peace and order situation pose a great threat in your position?	2.85	To a moderate extent
Does peace and order situation pose a great threat in your school?	2.70	To a moderate extent
Do you hire the services of policemen to ensure safety of your school?	2.50	To a moderate extent
Overall Mean	3.10	To a moderate extent

The extent of political aspects that influence the decision-making of the EVSU administrators is presented in Table VI-D which reflects the perceptions of the administrators on how their decisions are affected. Generally, the decision making of the administrators are seldom influenced by political aspects as indicated by a mean rating of 2.33. The data show that the administrators' believed that their decisions are seldom affected by political aspects. It also implies that the EVSU administrators show their resourcefulness in order to attain the objectives of the University despite of its meager resources. On the extent of influence of peace and order in the decision-making of the EVSU administrators, Table VI-E shows the perceptions of the administrators. Table VI-E reveals that generally, the administrators' decisions are influenced by peace and order to a moderate extent as indicated by the mean rating of 3.10. This means that the decisions of the administrators are moderately influenced by the peace and order situation of the academic community. This further means that the administration officials consider the peace and order situation in their decision making. This means that the administrators are careful in making their decisions especially if it involves the community where the University is located and also in making decisions where the academic community is involved.

TABLE VII

SUMMARY OF THE EXTENT OF INFLUENCE OF EXTERNAL ENVIRONMENT

External Environment	Mean	Description
Social Environment	3.10	To a moderate extent
Government Laws and Rules	3.17	To a moderate extent
Economic Aspect	3.79	To a high extent
Political Aspect	2.33	To a lesser extent
Peace and Order	3.10	To a moderate extent

TABLE VIII

RELATIONSHIP BETWEEN ADMINISTRATORS' PROFILE AND DECISION-MAKING STYLES

Profile	r	p-level	Interpretation
Age	0.25	0.121	Not Significant
Sex	0.09	0.326	Not Significant
Educational Qualification	0.28	0.094	Not Significant
Work Experience as Administrator	0.33	0.046	Significant
Trainings Related to Management	0.18	0.283	Not Significant

$\alpha = 0.05$

As indicated in Table VII, the economic aspect is the only one among external environment factor that influenced most decision making of the administrators, with a mean rating of 3.79. The external factor that has influenced to a least extent in the decision making of EVSU administrators is the political aspect with a mean rating 2.33, interpreted as seldom or to a slight extent. The test of relationship between the respondents' profile in terms of age, sex, educational qualification, work experience, training related to management and the decision-making styles they adopt are presented in Table VIII. Along the profile variables of the administrators, only work experience as administrator yielded positive correlation with r-value of 0.33, whose p-level is less than 0.05. Other r-values of 0.25 for age, 0.09 for sex, educational qualification is 0.28, and training's related to management with 0.18 are not significantly related to the decision making style of the respondents. The positive correlation between the work experience as administrator and their decision making means that the longer the experience or the more number of work experience the administrators acquire, the better they become in making decisions. It implies that the experience they have acquired in the working place in managing the department or unit in the organization have broaden their knowledge in making decisions. Thus, the hypothesis which states that there is no relationship between the profile of respondents and their decision making style is rejected along work experience. The same hypothesis however, is not rejected with the other profile variables. The

relationship between the administrators’ decision making style and extent of influence of external environment is presented in Table IX.

TABLE IX
RELATIONSHIP BETWEEN THE ADMINISTRATORS’ DECISION-MAKING STYLES AND EXTENT OF INFLUENCE OF EXTERNAL ENVIRONMENT

External Environment	r	p-level	Interpretation
Social	-0.28	0.094	Not Significant
Government Laws and Regulations	0.21	0.103	Not Significant
Economic	0.37	0.044	Significant
Political	0.14	0.251	Not Significant
Peace and Order	-0.25	0.121	Not Significant

$\alpha=0.05$

As reflected in Table IX, the external environment that yielded a positive correlation is economic aspect. It got a computed r value of 0.37 whose p-level is 0.044 which is less than the significance level at 0.05. Other external environment factors like social, government laws and regulations, political, peace and order have obtained r-values whose p-level are greater than the 0.05 significance level. These results indicate that the economic aspect of administrators is related to their decision making styles. Therefore, the hypothesis which states that there is no significant relationship between the administrators’ decision making style and extent of influence of external environment is rejected along economic aspect but it is not rejected along social, government laws and regulations, political and peace and order. The test of relationship between the decision-making styles of the administrators and their organizational values practiced are shown on Table X. As gleaned from the table below, human rights and sustainable development got r-values of 0.47 with p-level of 0.038 and 0.51 and p-level of 0.029 respectively. Both r-values yielded significant results at 0.05 probability level with p-values less than 0.05.

TABLE X
RELATIONSHIP BETWEEN THE DECISION-MAKING STYLES OF THE ADMINISTRATORS AND THEIR ORGANIZATIONAL VALUES

Values	r	p-level	Interpretation
Peace	0.23	0.124	Not Significant
Human Rights	0.47	0.038	Significant
Democracy	0.14	0.371	Not Significant
Sustainable Development	0.51	0.029	Significant
Social Environment	0.09	0.456	Not Significant

$\alpha=0.05$

These findings show that the administrators’ good decision-making is a manifestation that they have better values practiced that contribute to the management of the organization. The positive correlation denotes that truth equality and justice, honesty, integrity and freedom of responsibility are highly observed under human rights. Likewise, on sustainable development, the administrators consider the importance of efficiency, stewardship of resources, creativity, simplicity and professionalism and work identity. On the contrary, peace, democracy and social environment did not get significant results. They got r-values of 0.23 whose p-level is 0.124, 0.14 and p-level 0.371 and 0.09 with p-level of 0.456, respectively. All of the p-values are greater than the p-level of 0.05. Thus, the hypothesis that there is no significant relationship between the decision making style of administrators and organizational values they practiced is rejected along human rights and sustainable development. However, it is not rejected on peace and democracy.



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V. CONCLUSION AND FUTURE WORK

Most of the administrators of EVSU are female with ages above middle age, majority are doctorate degree holders with high administrative experience and attended less training related to management. EVSU administrators much practiced. The values on peace, human rights, democracy and sustainable development are much practiced by EVSU administrator. The decision making style of EVSU administrators is consultative. The decision making of the EVSU administrators is influenced to a high extent by the following values: peace, human rights, democracy and sustainable development. The decision making of the EVSU administrators is influenced to a high extent by the economic aspects; to a moderate extent by social development, government laws and rules and peace and order; and to a slight extent by political aspects. A significant relationship exists between the profile variable along work experience as administrator and their decision-making styles. On the other hand, there is no significant relationship between age, sex, educational qualification and training's related to management. There exists a significant relationship on decision-making styles and extent of influence of external environment on economic aspect. A significant relationship exists between decision-making styles organizational values practiced on human rights and sustainable development. Other organizational values practiced are not significantly related to the decision-making styles of the administrators. It is highly recommended that, since majority had limited training's in line with management, in house seminars, training's and workshops may be initiated by the administration of EVSU system. The Human Resource Management Office shall identify the training needs of the middle managers and other related officials to address the relevant training's they need. EVSU administrators especially those who have not acquired masters'/doctorate degrees should be encouraged to pursue graduate education. They will be more prepared to handle managerial position. Administrators should continue to practice values and consider these values as guide in the discharge of their duties and responsibilities. The administrators must adopt varied decision making styles which will be dependent on certain situation and circumstances. Whatever style they adhere to, they must be firm with their decisions considering all possible angles before making any move so that the decisions they will arrive at are within the bounds of law and for the good and benefit of the stakeholders. The administrators may realize how crucial their decisions are in the organization for them to be resilient so that external factors will never create a disadvantage to the stakeholders. A similar study may be pursued the use of other variables like supervisory skills and functions of administrators to broaden the courage of the investigation

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