



## DECISION-MAKING CAPABILITY AND PRODUCTIVITY OF ELEMENTARY SCHOOL TEACHERS IN CUARTERO

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### ABSTRACT

*The decision-making capability of elementary school teachers is a complex and multifaceted process that encompasses a diverse range of choices, each which of with substantial implications for dynamics, students outcomes and long-term academic success. This study aimed to determine the extent of decision-making capability and degree of productivity of 177 elementary school teachers in the district of Cuartero for the school year 2023-2024, with a specific focus on elements such as extra-personal, interpersonal, intrapersonal, and personal and work related. The study placed emphasis on the critical need to understand the relationship between decision-making and productivity. The study utilized a quantitative descriptive-correlational design in which data were collected through a researcher-made questionnaire and analyzed using IBM SPSS Statistics version 26, employing various statistical methods such as frequency, mean, t-test, f-test, and Pearson's correlation. The findings showed high levels of decision-making capability across various dimensions and very high productivity among teachers. Socio-demographic factors like age, sex, and length of service didn't significantly affect decision-making or productivity, except for educational attainment. However, there was a significant relationship between decision-making capability and productivity of elementary school teachers in the district of Cuartero.*

**Keywords:** *decision-making, productivity, elementary school teachers.*

### 1. Introduction

In the dynamic landscape of elementary education, teachers are increasingly recognized as pivotal agents shaping not just the academic journey of their students, but also the very fabric of society. Their roles extend far beyond the traditional transmission of knowledge; they are tasked with a multitude of responsibilities, chief among them being complex decision-making processes. The efficacy of decision-making among elementary educators holds profound implications, not only for their instructional methods but also for the overall productivity and success of their students. While decision-making has been extensively explored across various disciplines such as education, business, and health, there exists an ongoing discourse surrounding the balance between individual autonomy and collective policymaking. Moreover, the phenomenon of risk-averse decision-making, despite its significance, has yet to receive consistent attention across these fields.

In the United States, the decision-making capacity of elementary teachers is intricately intertwined with factors

like the quality of their pedagogical training and the level of administrative support they receive. These factors significantly shape the complexity of the modern classroom and directly influence teaching practices. Similarly, in Singapore, where educational standards are stringent and cultural diversity abounds, research underscores the dynamic nature of decision-making and its indispensable role in fostering educational productivity.

In the Philippines, decision-making among teachers is shaped by a myriad of contextual factors, ranging from geographical considerations to cultural nuances and socioeconomic disparities. Yet, despite the complexity of these influences, there exists a notable gap in understanding how decision-making processes specifically impact the productivity of elementary educators within this unique context.

Appreciating the significance of this research extends beyond the confines of academia; it reverberates throughout society, touching upon the very foundations of education and societal progress. Effective decision-making among elementary teachers directly impacts the quality of education imparted to future generations, thereby shaping the trajectory of societal advancement. This study, centered in the District of Cuartero, endeavors to bridge this gap by delving into the intricate details that shape decision-making capability and productivity among elementary public school teachers. By offering insights tailored to the Philippine educational landscape, this research aims to provide context-specific recommendations that not only enhance decision-making but also bolster overall productivity. In doing so, we pave the way for growth and improvement in decision-making practices, aligning with the unique needs of the local educational environment and contributing to the broader advancement of education on a national scale.

**Teachers Decision Making.** The exploration of decision-making traverses a diverse landscape of disciplines, offering insights into the intricate processes of choice and judgment (Simon, 2013; March & Simon, 2014). Initially rooted in rational models, decision-making research evolved with the paradigm-shifting work of Kahneman and Tversky (2017), which revealed cognitive biases and heuristics that challenge traditional rationality. Subsequent investigations, such as Janis's (2016) exploration of groupthink and Bechara et al.'s (2018) study of neurological underpinnings, have broadened our understanding of decision-making dynamics. In the realm of technology, Power's (2019) examination of Decision Support Systems (DSS) highlights the growing role of technology in aiding decision-makers. Additionally, Hofstede's (2015) cultural dimensions shed light on cross-cultural decision-making preferences, while Rest's (2016) ethical decision-making model emphasizes the importance of ethical considerations.

Gender differences in financial decision-making have been elucidated by Powell (2018), while Hess (2013) delves into the interplay between affective/experiential and deliberative processes, particularly regarding age-related dynamics. These studies collectively contribute to a comprehensive understanding of decision-making capabilities, underscoring the influence of individual characteristics and contextual factors. Expanding the discourse, researchers have increasingly focused on extra-personal elements, recognizing that choices are influenced by more than individual cognition (Smith, 2018). Wang's (2019) investigation into corporate decision-making and Garcia's (2020) exploration of ethical decision-making within societal contexts offer valuable insights into the integration of external factors in decision processes.

Interpersonal capability, essential for effective communication and collaboration, has been studied extensively across cultural contexts (Leclerc, 2019; Takahashi, 2020; Ramos, 2021). These studies reveal the nuanced ways in which cultural norms and communication styles shape interpersonal intelligence and decision outcomes.

Intrapersonal capability, focusing on self-awareness and emotional intelligence, plays a crucial role in decision-making processes (Gardner, 2014; Goleman, 2015). Rodriguez's (2021) research on emotional regulation and Baker & Laygo's (2020) exploration of intrapersonal capability in organizational ethics underscore the significance of emotional intelligence in ethical decision-making.

## LITERATURE REVIEW

### Productivity

Productivity, a multifaceted concept central to various fields, represents the efficient use of resources to achieve desired outcomes. Scholars have explored productivity from diverse angles, shedding light on factors

influencing individual and organizational performance. Foundational work by Harter et al. (2012) underscores the importance of employee engagement in driving overall performance, while Shani and Laufer's (2015) study on morale's impact emphasizes the relationship between employee well-being and organizational outcomes. Raghuram et al. (2019) examine the impact of telework on productivity, recognizing the need to adapt to evolving work environments, and Gajendran and Harrison's (2017) meta-analysis explores workplace flexibility's influence on job satisfaction and performance. Wang and Cheng (2010) identify transformational leadership as a significant factor in motivating employees and enhancing performance, while Hamermesh and Lee's study on working hours' impact highlights the delicate balance needed for optimal performance. Lesiuk's (2005) research on environmental factors underscores their role in shaping employee performance. Productivity is broadly defined as efficiency and effectiveness in achieving organizational goals (Drucker, 2002), extending beyond output metrics to encompass quality and innovation (Jones & Robinson, 2018). Smith's (2018) study examines external factors' influence on productivity, revealing their potential to either facilitate or impede performance, and Wang's (2019) research delves into extra personal information's effects on job efficiency, offering insights into strategic decision-making processes. Garcia's (2020) investigation into ethical decision-making highlights the influence of societal norms on productivity within professional settings, while Choi's (2021) study on extra-personal intelligence in personal productivity sheds light on the external variables affecting time and task management. Nguyen's (2022) cross-cultural exploration reveals the impact of cultural variations on productivity, emphasizing the need for tailored strategies. Smith et al.'s (2016) analysis of flexible work arrangements' impact on productivity identifies industry-specific patterns, informing the broader applicability of flexible practices, and Wang et al.'s (2018) longitudinal study on technology adoption underscores its evolving connection with organizational efficiency. Johnson et al.'s (2019) meta-analysis links employee well-being to workplace productivity, highlighting the global implications of prioritizing welfare, while Garcia et al.'s (2017) empirical study explores leadership styles' influence on productivity across cultures, offering insights into effective leadership practices. Gonzales (2020) emphasizes the correlation between personal productivity and effective work-life boundaries, fostering a sense of control, and Babol's (2020) findings challenge gender stereotypes, revealing comparable productivity levels irrespective of gender.

## 2. Method

This study employed a descriptive correlational design to explore the socio-demographic characteristics, decision-making capability, and productivity of public elementary school teachers in the district of Cuartero. Descriptive design, as outlined by Babol (2020), describes a population's characteristics, while correlational analysis, following Turao (2018), examines potential relationships between variables. The sample consisted of 177 teachers randomly selected from a total population of 210, ensuring diverse representation. Simple random sampling was used to ensure equal opportunity for selection, with a 97% confidence level and a 0.03 margin of error. Bourley's Proportional Allocation Formula was applied to allocate respondents among different schools. A researcher-made questionnaire, validated for content validity and reliability, was used to gather data on socio-demographic profiles, decision-making capability, and productivity. Data were collected ethically, ensuring informed consent, confidentiality, and anonymity. Descriptive and inferential statistical analyses, including frequency counts, percentages, means, T-tests, F-tests, and Pearson's correlation coefficient, were employed for data interpretation. Ethical considerations were paramount throughout the research process, adhering to guidelines outlined in the Data Privacy Act of 2012 and ensuring participant welfare and confidentiality at all stages of the study.

## 3. Results and Discussion

### Extent of Decision-making Capability of Elementary School Teacher as a Whole

The questionnaire that was distributed using the Google form gave results where as many as 348 respondents had collected. The respondents' demographic information in the study is shown in Table 1.

Table 2. Extent of decision-making capability of elementary school teachers as a whole.

Indicators	Mean	Verbal Interpretation
Intrapersonal	4.52	Very High

Extra-personal	4.49	Very High
Interpersonal	4.48	Very High
<b>Grand Mean</b>	<b>4.50</b>	<b>Very High</b>

Legend: 4.21-5.00 = *Very High*; 3.41-4.20 = *High*; 2.61-3.40 = *Average*; 1.81-2.60 = *Low*; 1.00-1.80 = *Very Low*.

Note: Components are presented from Highest to lowest

Table 2 presents the decision-making capability of 177 elementary school teachers in Cuartero district, with a grand mean score of 4.50, indicating a "Very High" level of competence across intrapersonal, extra-personal, and interpersonal domains. Specifically, mean scores for Intrapersonal, Extra-personal, and Interpersonal decision-making are 4.52, 4.49, and 4.48 respectively, all falling within the "Very High" range. This reflects teachers' adeptness in making informed choices personally, considering external factors, and collaborating effectively with others. Such proficiency is crucial for fostering conducive educational leadership environments, meeting contemporary pedagogical demands, and enhancing decision-making experiences for teachers and students alike. These findings align with Garud's (2020) research, emphasizing the significance of informed decision-making in educational settings, which mirrors the impressive proficiency observed among Cuartero district elementary school teachers.

### Degree of Productivity of Elementary School Teachers in the District of Cuartero as a Whole

Table 3. Degree of productivity of elementary school teachers in the district of as a whole.

Indicators	Mean	Verbal Interpretation
Work-related	4.61	Very High
Personal-related	4.59	Very High
<b>Grand Mean</b>	<b>4.60</b>	<b>Very High</b>

Legend: 4.21-5.00 = *Very High*; 3.41-4.20 = *High*; 2.61-3.40 = *Average*; 1.81-2.60 = *Low*; 1.00-1.80 = *Very Low*.

Note: Components are presented from Highest to lowest

Table 3 indicates a grand mean score of 4.60 for the overall productivity level reported by elementary school teachers in Cuartero district. Work-related productivity received the highest mean score of 4.61, while personal-related productivity scored 4.59, both rated as "Very High" by respondents. These findings suggest that teachers possess strong internal motivation and mental resilience, key components of productivity, consistent with Gonzales's (2020) observations on individual productivity. Productive individuals tend to complete tasks efficiently, manage time effectively, and maintain a healthy work-life balance. This highlights the importance of school administrators' support and positive engagement in fostering teacher productivity.

### Differences in the extent of decision making capability of elementary school teachers in the district of Cuartero.

Table 5. Differences in the extent of decision-making capability of elementary school teachers in the district of Cuartero and when grouped according to sex, age, educational attainment and length of service.

Profile	f/t-Value	Significant Value	Probability
Sex	0.036	0.971	n.s.
Age	0.395	0.757	n.s.
Educational Attainment	2.351	0.056	n.s.
Length of Service	1.477	0.223	n.s.

p-value > 0.05 = not significant

The analysis revealed that there were no significant differences in the extent of decision-making capability among elementary school teachers in Cuartero based on intrapersonal capability, interpersonal capability, and extra-personal capability, as indicated by the non-significant p-values obtained from the analysis of variance (ANOVA) and t-test for independent samples. Specifically, the significant values for sex (0.971), age (0.757), educational attainment (0.056), and length of service (0.223) were all greater than the 0.05 alpha threshold, indicating non-significance.

Therefore, the null hypothesis, which posited no significant difference in decision-making capability among teachers when grouped according to sex, age, educational attainment, and length of service, is accepted. These findings suggest that demographic characteristics such as sex, age, educational attainment, and length of service do not influence the decision-making abilities of elementary school teachers in Cuartero.

Additionally, the results imply that decision-making skills are consistent across different backgrounds and professional phases, supporting the idea that decision-making is a talent that transcends individual traits. The study suggests that the instructional method in Cuartero could benefit from decision-making homogeneity, creating a coherent educational atmosphere where teachers share decision-making methods regardless of their demographic profiles. Furthermore, the non-significant differences based on sex, age, educational level, and length of service suggest that existing professional development programs may already be inclusive and meet the diverse requirements of teaching staff. This indicates effectiveness in developing a supportive and collaborative culture that promotes decision-making abilities without bias.

### **Difference in the Degree of Productivity of Elementary School Teachers and When Grouped According to their Selected profile**

Table 6. Differences in the degree of productivity of elementary school teachers and some variables.

<b>Profile</b>	<b>f/t-Value</b>	<b>Significant Value</b>	<b>Probability</b>
Sex	0.954	0.341	n.s.
Age	0.908	0.438	n.s.
Educational Attainment	2.256	0.040	s.
Length of Service	0.871	0.457	n.s.

p-value > 0.05 = not significant

The results of the analysis indicated that among the considered demographic indicators – sex, age, and length of service – only educational attainment showed a significant difference in terms of productivity, as confirmed by an analysis of variance (ANOVA) and t-test for independent samples. Specifically, the significant value for educational attainment (0.040) fell below the 0.05 alpha threshold, indicating significance. Therefore, the null hypothesis, which posited no significant difference in the degree of productivity among Elementary School teachers in Cuartero when grouped according to educational attainment, is rejected. Conversely, the findings revealed non-significant differences for sex (0.341), age (0.438), and length of service (0.457), as their significant values exceeded 0.05 alpha. These results imply that the degree of productivity among elementary school teachers in Cuartero did not uniformly align with these demographic factors, except for educational attainment. Therefore, the null hypotheses related to sex, age, and length of service, which stated no significant differences in the degree of productivity among teachers when grouped according to these variables, are accepted. Educational attainment emerged as a significant predictor of productivity, suggesting that possessing specific skills or expertise sought by employers, typically associated with higher educational levels, may impact productivity. This finding resonates with Dunton (2019), who emphasized the importance of both education and experience in enhancing productivity, highlighting that a degree alone may be insufficient without accompanying experience. Thus, while length of service may not significantly affect productivity levels, the educational background emerges as a critical factor influencing productivity among teachers in Cuartero.

### **Relationship between the Extent of Decision-making Capability and the Degree of Productivity of Elementary School Teachers**

Table 7. Relationship between the extent of decision-making capability and the degree of productivity of Elementary School teachers.

<b>Variable</b>	<b>N</b>	<b>Pearson's r</b>	<b>Significance Value</b>	<b>Probability</b>
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Decision-making Capability	177	0.775	0.000	s.
Productivity				

p-value > 0.05 = not significant

Table 7 displays the correlation between decision-making capability and productivity among elementary school teachers in Cuartero. The Pearson's correlation coefficient ( $r$ ) measures the strength and direction of this relationship, while the associated p-value indicates its statistical significance. The analysis reveals a strong positive correlation ( $r = 0.775$ ) between decision-making capability and productivity, with a significant p-value of 0.000, indicating a statistically significant relationship. Consequently, the null hypothesis, which posited no significant relationship between decision-making capability and productivity, is rejected. This result suggests that improving decision-making abilities has the potential to enhance teachers' productivity, holding significant implications for educational practices and professional development. These findings imply a dynamic relationship between decision-making capability and productivity, wherein higher decision-making competence corresponds to increased productivity levels among teachers. This aligns with Brent's (2020) research, emphasizing the importance of strategic decision-making skills in understanding and adapting to dynamic environments. In education, enhanced decision-making capabilities enable teachers to navigate challenges effectively, fostering collaboration and achieving common objectives.

#### 4. Conclusion and Implications

Based on the findings of the study, several conclusions and generalizations can be drawn. Elementary school teachers in the district of Cuartero exhibit a very high level of decision-making capability, showing proficiency in considering outcomes and receiving feedback before making decisions. Additionally, these teachers demonstrate exceptional efficiency in fulfilling their responsibilities, indicating resilience and dedication to maintaining productivity standards. Regardless of demographic backgrounds, elementary school teachers in Cuartero display uniform levels of decision-making ability. However, there are variations in productivity levels among teachers with different educational backgrounds, suggesting that educational attainment influences productivity. Lastly, the study highlights a positive correlation between decision-making capability and productivity, indicating that teachers with higher decision-making skills are more likely to demonstrate elevated levels of productivity.

Based on the findings and conclusions of the study, recommendations are formulated for administrators and teachers in the district of Cuartero to enhance decision-making capability and productivity among elementary school teachers. Administrators are encouraged to maintain and foster the high level of decision-making capability exhibited by teachers through trust, open forums, rewards, and support mechanisms. Motivating and engaging teachers through recognition, incentives, and tailored support can sustain their commitment and productivity. Encouraging teacher participation in decision-making through hands-on activities, inclusive training, and skills assessments, tailored professional development programs, collaboration, and individualized support plans can further enhance productivity. Cultivating a school culture that empowers and recognizes effective decision-making is essential, with opportunities for autonomy, targeted professional development, and collaborative decision-making processes. Furthermore, future research should explore additional facets of decision-making capability and productivity enhancement to ensure continuous improvement and innovation in educational practices.

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