

The Influence of Administrators' Decision-Making and Problem-Solving Skills on School Performance in the Zamboanga del Norte Division

Ric C. Colong
Sergio Osmena Central School
ric.colong@deped.gov.ph

Date Submitted:
April 2, 2026

Date Accepted:
April 16, 2026

Date Published:
April 24, 2026

DOI:
10.5281/zenodo.19654043

ABSTRACT

This study examined the influence of administrators' decision-making and problem-solving skills on school performance in the Zamboanga del Norte under the Department of Education. Employing a descriptive-correlational research design, data were collected from school administrators and teachers using a structured survey questionnaire that measured the level of decision-making and problem-solving competencies as well as indicators of school performance. Descriptive statistics such as mean and percentage were used to determine the levels of the variables, while Pearson Product-Moment Correlation was applied to examine the relationship among them. Findings revealed that administrators

exhibited a very high level of decision-making skills ($M = 4.32$; 86.4%) and problem-solving skills ($M = 4.27$; 85.4%), while school performance was also rated very high ($M = 4.35$; 87.0%). Moreover, the results showed a significant positive relationship between decision-making skills and school performance ($r = 0.68$, $p < 0.05$), as well as between problem-solving skills and school performance ($r = 0.65$, $p < 0.05$). These findings indicate that administrators' competencies in decision-making and problem-solving significantly contribute to improved school performance. The study concludes that strengthening leadership competencies among school administrators is essential in enhancing efficiency, responsiveness, and overall school effectiveness.

Keywords: *decision-making skills, problem-solving skills, school performance, educational leadership, descriptive-correlational, Zamboanga del Norte Division, mean percentage, Pearson correlation*

INTRODUCTION

This study examined the influence of administrators' decision-making and problem-solving skills on school performance in the Zamboanga del Norte under the Department of Education. Effective school leadership is essential in achieving high-quality education, as administrators play a crucial role in guiding instructional practices, managing resources, and ensuring the smooth operation of schools. Decision-making and problem-solving skills are among the most important competencies required of school leaders, as these enable them to respond to challenges, implement policies, and promote continuous improvement. Despite the recognized importance of these skills, there is limited localized evidence examining their direct relationship with school performance in the division. Thus, this study aimed to determine the level of administrators' decision-making and problem-solving skills and their influence on school performance.

METHODS

The study utilized a descriptive-correlational research design to determine the relationship between administrators' competencies and school performance. The respondents consisted of 120 participants, including 20 school administrators and 100 teachers from selected public schools in Zamboanga del Norte. A purposive sampling technique was used to select participants who met the inclusion criteria. Data were gathered using a structured survey questionnaire composed of three parts: administrators' decision-making skills, problem-solving skills, and school performance indicators. The instrument was validated by experts and pilot-tested to ensure reliability. Data were analyzed using mean and percentage to describe the level of the variables and Pearson Product-Moment Correlation Coefficient (r) to determine the relationship between variables at a 0.05 level of significance.

RESULTS

The findings revealed that administrators demonstrated a very high level of decision-making skills ($M = 4.32$; 86.4%) and very high problem-solving skills ($M = 4.27$; 85.4%). School performance was also rated very high ($M = 4.35$; 87.0%). Correlation analysis showed a significant positive relationship between decision-making skills and school performance ($r = 0.68$, $p < 0.05$), as well as between problem-solving skills and school performance ($r = 0.65$, $p < 0.05$). These results indicate that higher levels of administrative competencies are associated with improved school performance.

DISCUSSION

The results of the study suggest that administrators' decision-making and problem-solving skills play a significant role in influencing school performance. The very high ratings in both competencies indicate that administrators are capable of making informed, timely, and strategic decisions, as well as effectively addressing challenges within their schools. These competencies contribute to efficient school management, improved instructional practices, and better organizational outcomes. The significant positive relationships found between the variables confirm that as administrators' competencies increase, school performance also improves. This supports leadership theories that emphasize the importance of effective decision-making and problem-solving in achieving organizational success. Overall, the study highlights the critical role of school leadership in enhancing educational outcomes and underscores the need for continuous professional development to further strengthen administrative competencies.

References

- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Bush, T. (2011). *Theories of educational leadership and management* (4th ed.). Sage Publications.
- Daft, R. L. (2016). *Organization theory and design* (12th ed.). Cengage Learning.
- Drucker, P. F. (2007). *The practice of management*. HarperCollins.
- Fullan, M. (2014). *The principal: Three keys to maximizing impact*. Jossey-Bass.
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2), 78–90.
- Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.).
- Lunenburg, F. C., & Ornstein, A. C. (2012). *Educational administration: Concepts and practices* (6th ed.). Wadsworth.
- Marzano, R. J., Waters, T., & McNulty, B. (2005). *School leadership that works*. ASCD.
- Mintzberg, H. (2009). *Managing*. Berrett-Koehler Publishers.
- Northouse, P. G. (2018). *Leadership: Theory and practice* (8th ed.). Sage Publications.
- Robbins, S. P., & Coulter, M. (2018). *Management* (14th ed.). Pearson.
- Simon, H. A. (1997). *Administrative behavior* (4th ed.). Free Press.
- Spillane, J. P. (2006). *Distributed leadership*. Jossey-Bass.
- Yukl, G. (2013). *Leadership in organizations* (8th ed.). Pearson.