

# Agility in Decision-Making: Challenges and Coping Mechanisms of School Heads

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Publication Date: 2025/06/21

**Abstract:** This study employed a qualitative phenomenological approach to capture the lived experiences of school heads face in decision-making. In-depth interviews (IDIs) and focus group discussions (FGDs) were conducted with 10 purposefully selected participants. Thematic analysis was used to identify key patterns and themes related to decision-making challenges, coping strategies, and leadership insights. Findings revealed six major challenges that hinder school heads' agility in decision-making: (1) rigid bureaucratic policies and slow approval processes, (2) conflicting priorities between policy compliance and school needs, (3) limited autonomy in implementing context-specific solutions, (4) resource constraints affecting quick decision-making, (5) resistance to change from stakeholders, and (6) unclear or changing guidelines from higher authorities. To address these constraints, school heads adopted various coping mechanisms, including (1) strategic networking and liaison with higher authorities, (2) practicing adaptive leadership and creative problem-solving, (3) delegating responsibilities and empowering teachers, (4) engaging in community and partnerships, (5) consensus-building and stakeholder involvement, and (6) continuous monitoring and proactive communication. Furthermore, insights drawn from the findings suggest that (1) balancing policies and school needs, (2) maintaining strong networks, (3) promoting shared leadership, (4) leveraging community support, (5) ensuring clear communication, and (6) staying informed about policy changes are essential in enhancing school heads' decision-making agility. The results indicate that bureaucratic constraints significantly impact school heads' ability to make timely decisions, necessitating strategic approaches to leadership agility.

**Keywords:** School Leadership, Decision-Making Agility, Bureaucracy in Education, Leadership Strategies, School Governance, Stakeholder Engagement.

**How to Cite:** Claire Lynde F. Delos Reyes; Remigilda Gallardo (2025) Agility in Decision-Making: Challenges and Coping Mechanisms of School Heads. *International Journal of Innovative Science and Research Technology*, 10(6), 1278-1286. <https://doi.org/10.38124/ijisrt/25jun791>

## I. INTRODUCTION

Agility refers to the ability to quickly adapt and make effective decisions in a changing environment, a crucial skill for school leaders managing complex educational demands. However, the bureaucratic nature of schools often restricts their responsiveness. School leaders must balance policy compliance with innovation to respond effectively while meeting administrative requirements.

School heads worldwide face significant challenges to their agility due to bureaucratic systems that limit quick decision-making and innovation. In the U.S. and Europe, rigid administrative hierarchies and centralized governance slow responses and hinder adaptability. Similar issues arise in Asian countries like India, Malaysia, and China, where hierarchical structures and conflicting priorities complicate leadership agility. The Philippine education system also exemplifies these constraints, with strict DepEd policies, centralized approvals, and hierarchical reporting limiting school leaders' autonomy—challenges that are especially pronounced in local areas like Sta. Maria, Davao Occidental. Across global, national, and local contexts, educational leaders struggle to balance policy compliance with the need

for flexibility, highlighting the need for reforms that empower school heads to lead more responsively and effectively.

This study aimed to explore how school heads in the bureaucratic Philippine education system, especially in Davao Occidental, navigate decision-making and demonstrate leadership agility despite hierarchical constraints. It focused on identifying the challenges they face in being flexible, responsive, and innovative, as well as the strategies they use to overcome bureaucratic limitations. The findings seek to provide insights to improve educational leadership, inform policies, and create more adaptive and agile school environments.

The research questions for this study focused on the challenges, coping mechanisms, and insights related to the agility of school heads in a bureaucratic educational system:

- What are the challenges of school heads in exercising agility in decision-making?
- What coping mechanisms do school heads employ to address the constraints of exercising agility in decision-making?
- What insights can be drawn to enhance school heads' agility in decision making?

Transformational Leadership Theory explains how leaders inspire and motivate followers to exceed expectations by fostering vision and innovation, helping them navigate rigid bureaucratic systems. Adaptive Leadership Theory focuses on leaders' ability to diagnose challenges and adapt creatively within bureaucratic constraints. Both theories offer key insights into how leaders can drive change and maintain flexibility in bureaucratic environments.

## II. METHOD

This study used a qualitative phenomenological design to explore the lived experiences of school leaders operating within bureaucratic systems. Phenomenology was chosen to deeply understand how these leaders perceive and navigate their roles, challenges, and strategies in structured, rule-bound environments.

This study is guided by constructivist philosophical assumptions, recognizing that multiple realities exist based on individuals' experiences (ontology) and that knowledge is co-created through interaction between the researcher and participants (epistemology). It acknowledges the influence of values on the research process, with both the researcher's and participants' perspectives shaping the study (axiology). Employing a qualitative, phenomenological methodology, the research uses semi-structured interviews to deeply explore the lived experiences of school leaders navigating leadership within bureaucratic systems, aiming to capture the complex and subjective meanings they attach to their roles and challenges.

The researcher's qualitative assumption is that reality is socially constructed and context-dependent, with individuals creating meaning through their experiences within specific environments. In this study, this means recognizing that school leaders' experiences are shaped by bureaucratic constraints and organizational culture. Aligned with a constructivist paradigm and using a phenomenological approach, the research seeks to understand how leaders interpret their roles and navigate challenges, capturing detailed narratives that reveal the complex relationship between personal agency and systemic limitations.

The study involved ten school heads from Sta. Maria, Davao Occidental, selected through purposive sampling to ensure relevant and diverse perspectives. Participants met specific criteria, including having at least five years of experience as school heads—especially during the pandemic—and willingness to share their experiences with leadership in a bureaucratic system.

The researcher collected data through In-Depth Interviews (IDIs) and Focus Group Discussions (FGDs) using an interview guide with open-ended questions. IDIs involved one-on-one sessions to explore participants' detailed experiences and perspectives on leadership within a bureaucratic system. The researcher prepared semi-structured questions, scheduled interviews at convenient times and locations, and ensured a comfortable setting. Each session began with an explanation of the study and obtaining informed consent, followed by audio-recorded interviews with probing questions to deepen understanding. Notes were also taken to capture non-verbal cues. The same procedure was applied for the FGDs.

The researcher analyzed the data using Braun and Clarke's (2006) thematic analysis approach. This involved familiarizing with the transcripts through repeated reading, then generating initial codes inductively from the data. Related codes were grouped to form overarching themes, which were then refined and clearly defined to capture participants' experiences. Finally, the researcher integrated these themes and supporting data into a coherent narrative to provide deep insights into the study's focus.

## III. RESULTS AND DISCUSSIONS

The study found that school heads face six main challenges that hinder agile decision-making: rigid bureaucratic policies and slow approvals delay urgent actions; conflicting demands between policy compliance and school needs create tough trade-offs; limited autonomy restricts context-specific decisions; resource shortages constrain swift responses; stakeholder resistance impedes new initiatives; and unclear or frequently changing guidelines cause uncertainty, forcing delays while awaiting clarification.

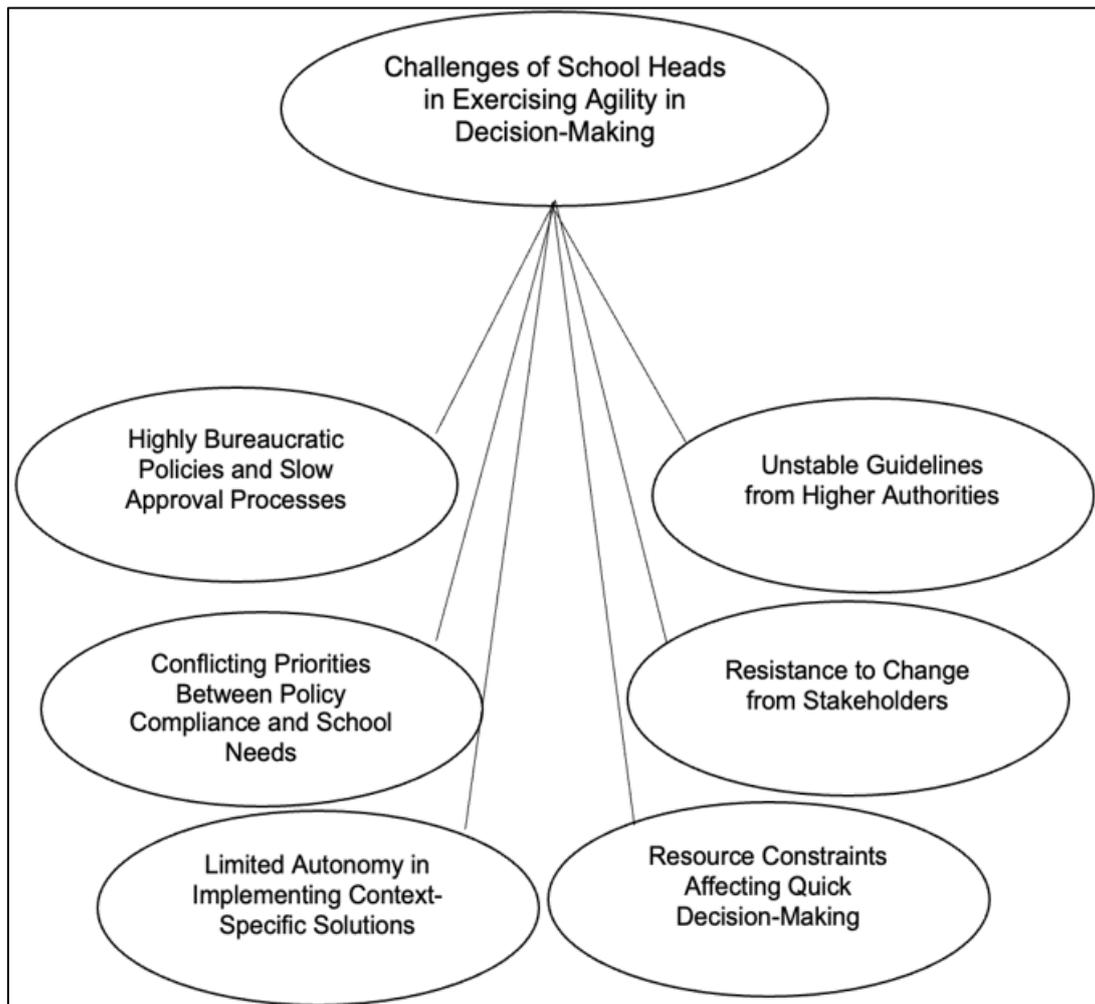


Fig 1 Challenges of School Heads in Exercising Agility in Decision-Making

School heads navigate bureaucratic constraints, limited resources, and stakeholder resistance by using six key coping strategies to maintain agile decision-making. These include networking with higher authorities to speed approvals, practicing adaptive leadership and creative problem-solving, delegating tasks to empower teachers, engaging community partnerships for resources, building consensus to reduce resistance, and maintaining proactive communication to anticipate and respond to changes.

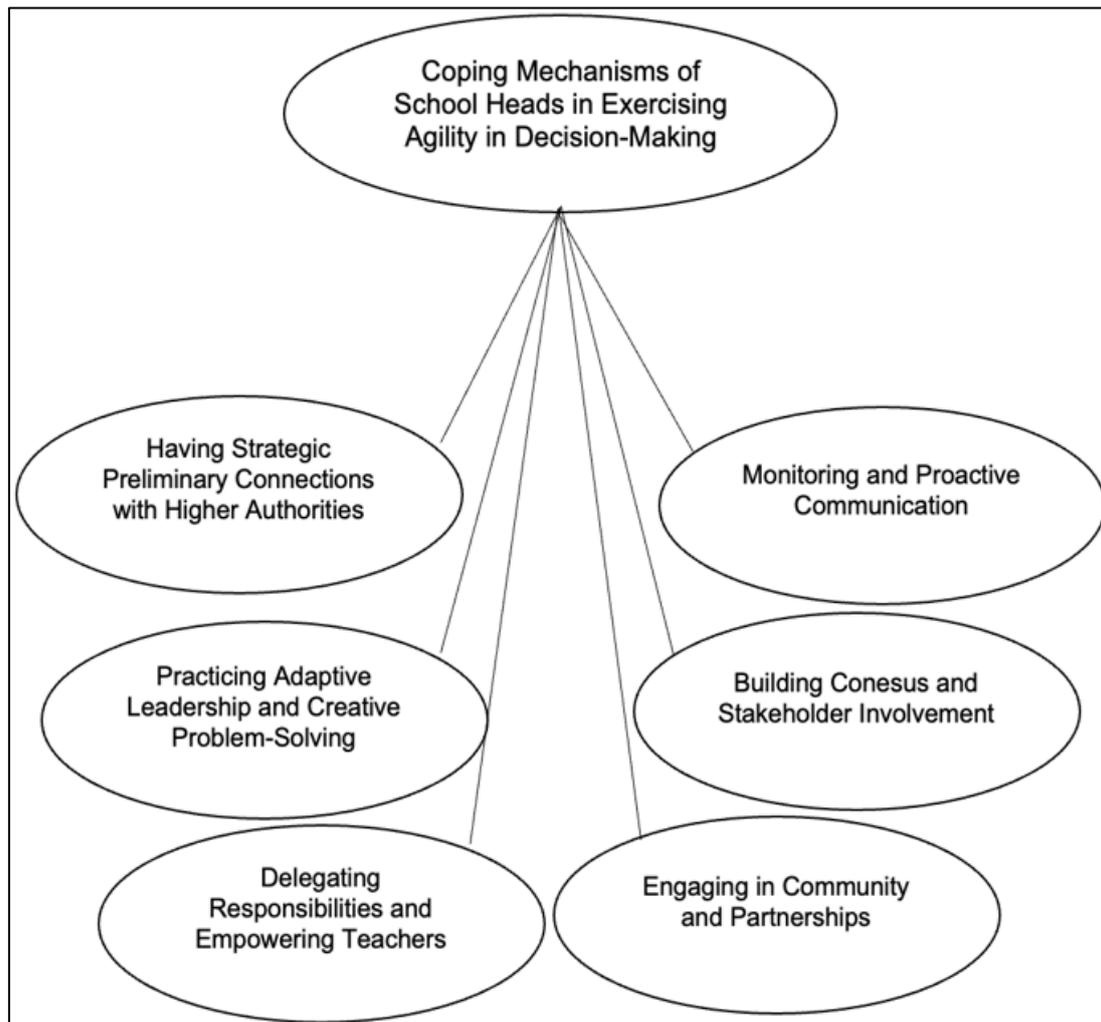


Fig 2 Coping Mechanisms of School Heads in Exercising Agility in Decision-Making

School heads face bureaucratic constraints that challenge their decision-making, but their experiences offer valuable insights to enhance leadership agility and school governance. This study identifies six key strategies: balancing policy compliance with school needs, building strong networks with higher authorities to expedite approvals, delegating tasks to promote shared leadership, engaging the community to fill resource gaps, ensuring clear communication to reduce resistance, and staying informed to anticipate policy changes.

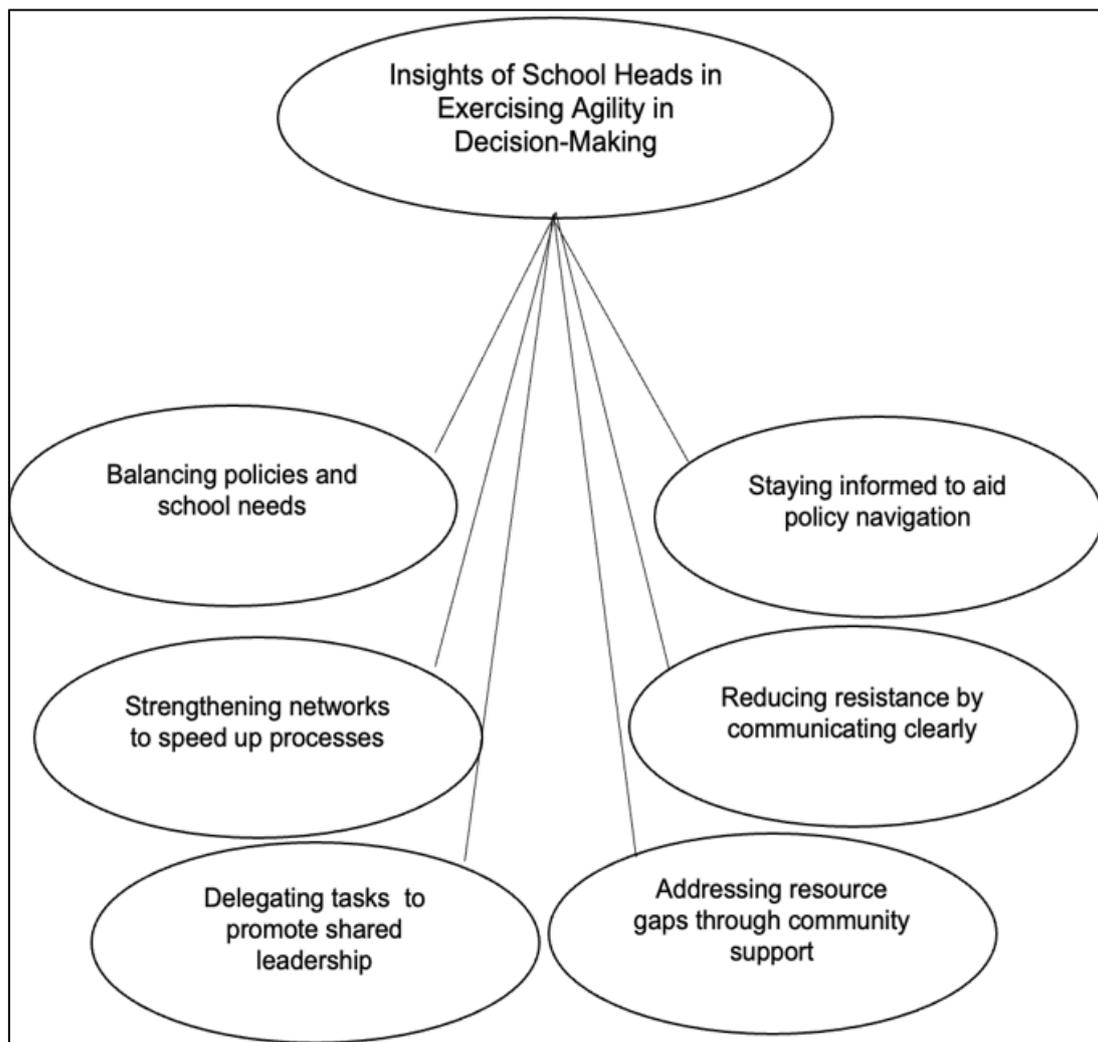


Fig 3 Insights of School Heads in Exercising Agility in Decision-Making

The study identified key challenges limiting school heads’ agility in decision-making within a bureaucratic system, including rigid policies, slow approvals, conflicting demands between compliance and school needs, limited autonomy, resource shortages, stakeholder resistance, and unclear or changing guidelines.

To cope, school heads use strategies like networking with higher authorities to expedite processes, practicing adaptive leadership and problem-solving, delegating tasks to empower teachers, building community partnerships for extra resources, involving stakeholders to reduce resistance, and maintaining proactive communication to stay informed and respond effectively.

The findings highlight the need for policy reforms that grant school heads greater autonomy and flexibility to address bureaucratic delays, conflicting priorities, and resource constraints. Decentralizing decision-making and providing clearer, more stable guidelines from higher authorities can reduce confusion and improve school governance. These changes would enable school leaders to implement solutions tailored to their schools’ unique contexts more effectively.

Additionally, the coping strategies used by school heads—such as building professional networks, promoting shared leadership, and engaging the community—point to the importance of leadership training focused on adaptive skills, problem-solving, and stakeholder collaboration. Strengthening partnerships with local governments and private organizations can help address resource challenges. Overall, continuous professional development, proactive communication, and participatory decision-making are essential to enhancing leadership agility and fostering responsive, collaborative school environments.

To improve school heads’ decision-making agility, DepEd should decentralize administrative functions, clarify policies, streamline approvals, and offer leadership training focused on adaptability and stakeholder engagement. School heads can build stronger networks, practice adaptive leadership, delegate tasks, and communicate proactively. Teachers should engage in shared leadership and ongoing development, while students can participate through councils and feedback to build leadership skills. Future research might explore the impact of shared leadership, decentralization, community partnerships, and policy challenges on school governance and outcomes.

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