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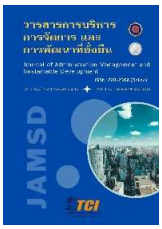

Leadership in the decision-making behavior of educational institution administrators at Guangdong Open University

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Abstract

The rapid advancement of technology and the increasing complexity of educational governance have created significant challenges for administrators in higher education institutions. Many leaders struggle to adapt to digital transformations, effectively integrate technology into institutional management, and foster an environment conducive to continuous learning and development. Addressing these challenges requires a profound understanding of transformational leadership competencies and their impact on institutional success. The goals of this study are to 1. look into the transformational leadership skills that school administrators need in a technology-driven environment, 2. look into the link between transformational leadership skills and institutional performance, and 3. come up with ways to make leadership more effective in the digital age. This mixed-method research combines qualitative and quantitative approaches. The research instruments included questionnaires and semi-structured interviews. The sample group for the quantitative study consisted of 100 administrators, including department heads, deans, and senior leaders, selected using stratified random sampling. The sample size was calculated using the Taro Yamane formula at a 0.05 error level. Data collected from the questionnaires were analyzed using descriptive statistics, including percentages, means, and standard deviations, and inferential statistics, such as the t-test and the F-test. For the qualitative study, 20 executives were selected for in-depth interviews, and the data were analyzed using content analysis. The results indicated that administrators demonstrated strong transformational leadership skills, with an average competency score of 4.2 out of 5.

Intellectual stimulation received the highest score (mean = 4.5), while individual consideration scored the lowest (mean = 3.8). A significant positive correlation ($r = 0.68$, $p < 0.01$) was identified between leadership skills and institutional performance indicators, such as student satisfaction and faculty engagement. Qualitative findings highlighted key themes, including adaptability to technological changes, the importance of collaborative leadership, and the need for ongoing professional development in digital skills.

Keywords: leadership, decision-making behavior, educational institution administrator, Guangdong Open University

Background and Significance

Effective leadership is a key determinant of institutional success (Yasuttamathada & Worapongpat, 2025). Research suggests that decision-making behavior among educational administrators significantly influences governance, stakeholder engagement, and institutional effectiveness (Dongling & Worapongpat, 2023). This study examines decision-making behaviors among administrators at Guangdong Open University to identify challenges and propose effective strategies. Studies indicate that effective leaders play a crucial role in navigating the complexities of educational governance, fostering collaboration, and driving innovation. For instance, Siphai & Siphai (2024) highlight the impact of decentralized decision-making on stakeholder engagement and institutional accountability, while Lartlam et al. (2024) emphasize the role of leadership in promoting institutional adaptability. However, despite these advancements, a gap remains in understanding the specific decision-making processes utilized by educational leaders across different contexts. This is particularly relevant in light of contemporary educational reforms and the growing demand for adaptive leadership strategies (Xunan & Worapongpat, 2023).

Decision-making behaviors of educational administrators in Guangdong Open University, this research focuses on educational institutions at Guangdong Open University, examining administrators' decision-making behaviors within the context of ongoing educational reforms (JianFeng & Worapongpat, 2024). Key challenges identified include a lack of clarity in decision-making processes and insufficient stakeholder involvement, both of which hinder effective educational governance (Phunaha & Worapongpat, 2023). First-hand experience working closely with educational administrators has provided valuable insights into the difficulties they face in balancing operational demands with strategic goals (Pisjapo & Worapongpat, 2024). Previous studies, emphasize the need for improved leadership frameworks that support inclusive decision-making. Additionally, Worapongpat (2024) highlight the significance of leadership adaptability in fostering institutional effectiveness. This research aims to address these challenges by exploring the characteristics and decision-making practices of educational leaders and assessing their implications for institutional effectiveness.

The primary objective of this research is to investigate the decision-making behaviors of educational institution administrators and identify effective strategies that enhance leadership in educational governance (Dongling & Worapongpat, 2023). This study will employ a mixed-methods

approach, combining qualitative interviews and quantitative surveys to collect comprehensive data on decision-making processes. Understanding the root causes of ineffective decision-making is essential, as it directly impacts educational quality and institutional performance (Worapongpat & Yothachai, 2024). The findings will benefit educational policymakers, institutional leaders, and practitioners by providing evidence-based recommendations for improving decision-making frameworks (Worapongpat et al., 2024). Moreover, the insights gained will serve as a guideline for enhancing leadership practices in educational institutions, ultimately contributing to the advancement of the education sector at Guangdong Open University (Luo & Asavisanu, 2022).

This research article presents a structured analysis of the decision-making behaviors of educational administrators, examining the factors that influence their choices and the impact of these decisions on institutional outcomes. The subsequent sections will delve into the research methodology, findings, and implications for both academic circles and society at large, highlighting the importance of effective leadership in fostering educational excellence.

Objectives

1. To examine the differences in decision-making behavior patterns among administrators of Guangdong Open University based on the varying educational levels of teachers and personnel.

2. To investigate how different work experiences influence the decision-making behavior patterns of administrators within the Guangdong Open University

Literature review

Theoretical frameworks in decision-making

Prominent decision-making theories relevant to educational leadership include Herbert Simon's Decision-Making Model, which emphasizes rationality and bounded rationality in organizational contexts, and Mintzberg's Managerial Roles, highlighting interpersonal, informational, and decisional functions in decision-making.

Influence of educational levels on decision-making

Research by Worapongpat and Sriaroon (2024) indicates that administrators' educational backgrounds influence their decision-making styles, affecting problem-solving approaches and leadership effectiveness (Worapongpat, 2024; Worapongpat et al., 2024). Studies also reveal variations in decision-making behavior among teachers and personnel with different qualifications and certifications.

Impact of work experience on decision-making

Years of experience in education correlate with enhanced decision-making competencies, particularly in problem-solving and risk assessment (Worapongpat & Viphoouparakhot, 2024). Additionally, diverse professional backgrounds contribute to broader perspectives, enabling administrators to make informed institutional decisions (Worapongpat, Cai, & Wongsawad, 2024).

Context of decision-making in educational institutions

Administrators in vocational education settings, such as Guangdong Polytechnic Vocational College and Guangdong Open University, face unique challenges, particularly regarding practical training and industry partnerships (Worapongpat & Pisjapo, 2024; Xunan & Worapongpat, 2023). Stakeholder involvement significantly enhances decision quality and institutional effectiveness (Worapongpat, 2025).

Cultural influences on decision-making

Cultural factors, particularly China's collectivist orientation, shape decision-making behavior in educational leadership. These cultural values influence administrators' attitudes, shaping their decision-making processes in both formal and informal settings.

Conceptual framework

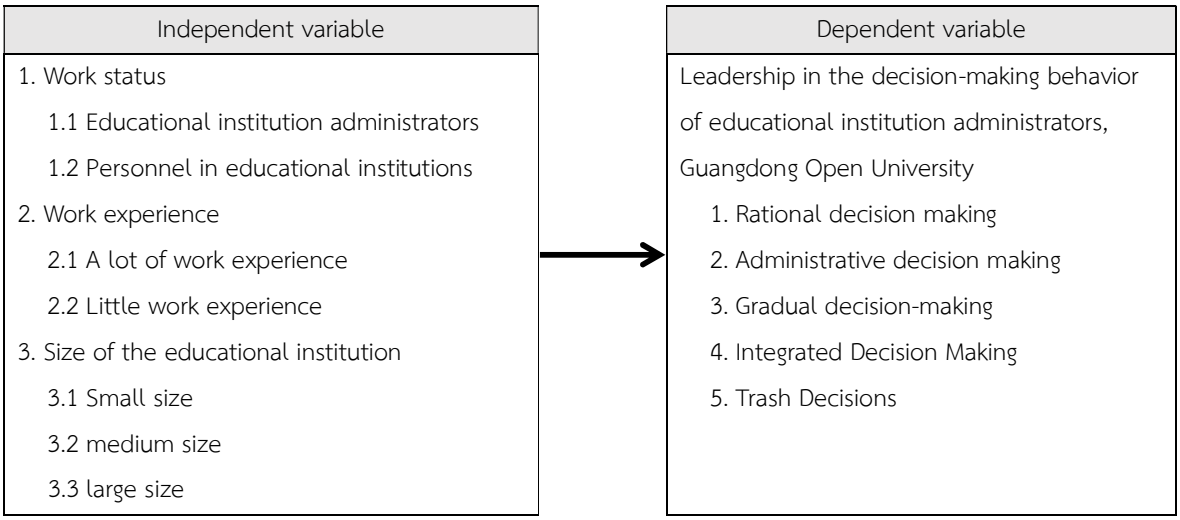

Figure. 1 Research conceptual framework

Methods

The study employs a mixed-method approach. The population includes 212 administrators and personnel from Guangdong Open University. The sample size, determined using Krejcie and Morgan's table, consists of 136 participants selected through cluster and simple random sampling. Data collection was conducted via surveys and in-depth interviews. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were examined through thematic analysis.

1. Population and sample

The population in this research includes educational institution administrators and personnel working in Major: Artificial Intelligence Technology computer network technology software technology computer application technology and 3 open diploma colleges in 3 locations: Zhongshan, Bai Yunshan, and Nanhai. Guangdong Open University has a total of 212 people, consisting of 10 educational institution

administrators and personnel working under the field of artificial intelligence technology computer network technology software technology Computer application technology, 202 people

The sample group in this research includes educational institution administrators and personnel working under the field of artificial intelligence technology. computer network technology software technology. The three computer application technologies are Zhongshan, Bai Yunshan, and Nanhai. The sample size was determined using Krejcie and Morgan's table (Krejcie & Morgan, 1970) and the sampling method was used. Cluster sampling and simple random sampling resulted in a sample size of 136 people, divided into 6 educational institution administrators and personnel working under their supervision. Artificial Intelligence Technology, Computer Network Technology, Software Technology, and Computer Application Technology, totaling 130 people. Details of the sample group appear in Table 1.

Table 1. Population and sample group, classified by 3 places: Zhongshan, Bai Yunshan, and Nanhai

Educational institution/campus	Quantity Educational institution (place)	Population		Sample Group	
		Executive	Personnel	Executive	Personnel
Zhongshan	1	5	87	3	55
Bai Yunshan	1	1	10	1	8
Nanhai	1	4	105	2	67
Total	3	10	202	6	130

2. Research tools

The research instruments included questionnaires and semi-structured interviews.

Validity: Measured using the Index of Item-Objective Congruence (IOC). Item Discrimination: Assessed using Item-Total Correlation via Pearson’s Correlation Coefficient.

Reliability: Established through Cronbach’s Alpha, yielding a 0.977 confidence level in a pilot test with 30 government teachers.

3. Data collection

A formal introduction letter from Bangkok Thonburi University was sent to administrators at Guangdong Open University in fields including Artificial Intelligence Technology, Computer Network Technology, Software Technology, and Computer Application Technology, requesting assistance in data collection. Questionnaires were distributed to educational institution administrators and personnel in the specified fields. Respondents completed the questionnaire in person, with prearranged collection times. A total of 130 valid responses were collected, achieving a 95.59% response rate.

4. Data analysis

Descriptive Statistics: Percentage, Mean ($\overline{X}$), Standard Deviation (S.D.). Inferential Statistics: t-test for independent samples (comparing transformational leadership and digital-age skills by qualification and experience), One-way ANOVA, and Scheffe’s test.

Results

Table 2. Number and percentage general information of the sample group

List	(n = 136)	
	Quantity	Percentage
1. Work status		
Educational institution administrators	6	4.00
Personnel	130	96.00
2. Work experience		
Lots of experience in working	54	40.00
Little work experience	82	60.00
3. Size of the educational institution		
Small size	9	7.00
Medium sized	58	43.00
Large size	69	50.00

From Table 2., Overall, the data reflects a workforce that is mainly comprised of personnel with limited experience, with a large number of representatives from large institutions. This emphasizes areas for developing leadership training potential and gaining experience.

Table 3. Mean and standard deviation decision-making behavior of educational institution administrators

Decision-making behavior patterns	(n = 235)		
	$\overline{X}$	S.D.	Level
1. Rational decision making	4.02	0.68	High
2. Administrative decision making	3.93	0.70	High
3. Gradual decision-making	3.95	0.71	High
4. Integrated Decision Making	3.91	0.68	High
5. Trash Decisions	3.89	0.71	high
Overall	3.94	0.69	high

From Table 3., the findings reveal that administrators primarily employ rational decision-making ($\overline{X}$ = 4.02), followed by gradual decision-making ($\overline{X}$ = 3.95) and administrative decision-making ($\overline{X}$ = 3.93).

Table 4. Mean and standard deviation decision-making behavior administrators, rational decision making

Decision-making behavior patterns	(n = 235)		
Rational decision making	$\overline{X}$	S.D.	Level
1. Executives have an understanding of the actual situation.	4.04	0.78	High
2. Analytical executives Extract detailed information relevant to the situation.	4.00	0.76	High
3. Executives attach importance to the completeness of information.	4.10	0.84	High
4. Executives search for appropriate alternatives for decision making.	4.11	0.80	High
5. Executives determine the desired destination before making a decision.	4.07	0.84	High
6. Executives have collected information, all then create a choice.	3.91	0.83	High
7. Management has evaluated all options, before making a decision	3.97	0.83	High
8. Executives select appropriate alternatives and implement those alternatives.	3.89	0.86	High
Overall	4.02	0.68	High

From table 4, it is shown that the decision-making behavior of administrators is the decision-making behavior of educational institution administrators. Guangdong Open University rational decision-making overall, it is at a high level ($\overline{X}$ = 4.02). When considering each item, it is found that Most are at a high level. Sorted by average from highest to lowest, the first three are: Executives search for appropriate alternatives for decision-making ($\overline{X}$ = 4.11). Executives place importance on completeness of information ($\overline{X}$ = 4.10). Manage and determine the desired destination, before making a decision ($\overline{X}$ = 4.07).

Table 5. Mean and standard deviation behavioral decision-making of educational institution administrators, administrative decision

Decision-making behavior patterns	(n = 235)		
Administrative decision	$\overline{X}$	S.D.	Level
1. Executives are aware of the importance of the problem.	4.11	0.85	High
2. Executives clearly identify problems before making decisions.	3.97	0.88	High

Table 5. (continued)

Decision-making behavior patterns	(n = 235)		
Administrative decision	$\overline{X}$	S.D.	Level
4. Management has determined measures to solve the problem.	3.90	0.79	High
5. Executives have analyzed the risks that may occur after making decisions.	3.93	0.83	High
6. Management has developed an operational model for making decisions.	3.87	0.85	High
7. Executives set a framework for solving problems every time they make a decision.	3.86	0.85	High
8. Executives use the limitations of various alternatives as criteria for decision making.	3.90	0.85	High
9. Executives make decisions by taking into account the satisfaction of co-workers.	3.97	0.96	High
Overall	3.93	0.70	High

From Table 5., it is shown that the decision-making behavior of administrators, the decision-making behavior of administrators at Guangdong Open University, the administrative decision-making overall was at a high level ($\overline{X}$ = 3.93). When considering each finding, it was found that Most are at a high level. Sorted by average from highest to lowest, the first three are: Executives are aware of the importance of the problem ($\overline{X}$ = 4.11). Executives clearly identify problems before making decisions ($\overline{X}$ = 3.97). Executives make decisions by taking into account the satisfaction of co-workers. ($\overline{X}$ = 3.97)

Table 6. Mean and standard Deviation Behavioral decision-making of administrators, gradual decision making

Decision-making behavior patterns	(n = 235)		
Gradual decision making	$\overline{X}$	S.D.	Level
1. Executives believe that decisions are necessary and cannot be avoided.	3.96	0.89	High
2. Executives make decisions by considering possible alternatives based on conditions.	3.88	0.82	High
3. Executives always summarize issues that occur.	3.93	0.85	High
4. Executives rank the importance of problems.	3.99	0.87	High
5. Executives set objectives before making decisions.	3.94	0.89	High

Table 6. (continued)

Decision-making behavior patterns	(n = 235)		
Gradual decision making	$\overline{X}$	S.D.	Level
6. Executives accept the problem situation by gathering information.	3.94	0.86	High
7. Management will determine more than one alternative for each issue to be decided.	3.95	0.82	High
8. Executives analyze the situation and trends by considering the most appropriate options and make decisions.	3.94	0.83	High
9. Executives use decision options that are concrete and actionable.	4.02	0.83	High
Overall	3.95	0.71	High

From table 6, it shows that the decision-making behavior of the leadership behavior of the administrators of the Guangdong Open University school follows the gradual decision-making model. Overall, it was a high level. ($\overline{X}$ = 3.95) when considering each item, it was found that most were at a high level. Sorted by average from highest to lowest, the top three are: Executives use concrete and actionable decision options ($\overline{X}$ = 4.02). Executives rank the importance of Problem ($\overline{X}$ = 3.99) Executives believe that decisions are necessary and cannot be avoided ($\overline{X}$ = 3.96).

Table 7. Mean and Standard Deviation Decision-making behavior of administrators, integrated decision making

Decision-making behavior patterns	(n = 235)		
Integrated decision making	$\overline{X}$	S.D.	Level
1. Executives study the organization's policy framework.	4.17	0.82	High
2. Executives make decisions consistent with the organization's policy framework.	4.15	0.80	High
3. Executives make decisions only in areas close to the issues that arise.	3.89	0.80	High
4. Executives compare alternatives, theories, and experiences, combining them as decision elements.	3.93	0.82	High

Table 7. (continued)

Decision-making behavior patterns	(n = 235)		
Integrated decision making	$\overline{X}$	S.D.	Level
5. Executives, if they are not confident in the outcome of their decision, will prolong the decision time.	3.74	0.92	High
6. Executives seek additional information or divide decision-making into parts.	3.82	0.87	High
7. Executives bring experience, knowledge, and comparative information to use in making decisions.	4.00	0.86	High
8. Executives always prepare for adverse decisions.	3.60	0.95	High
Overall	3.91	0.68	High

From table 7, it showns that the decision-making behavior model of administrators, the decision-making behavior of educational institution administrators. Guangdong Open University continues the integrated decision-making model. Overall, it was at a high level ($\overline{X}$ = 3.91). When considering each finding, it was found that Most are at a high level. Arranged by average from highest to lowest. The first three are: Executives study the organization's policy framework ($\overline{X}$ = 4.17). Executives make decisions in line with the organization's policy framework. ($\overline{X}$ = 4.15) Executives bring experience, knowledge, and comparative information to make decisions ($\overline{X}$ = 4.00)

Table 8. Mean and standard deviation Decision-making behavior model of administrators, trash can decision

Decision-making behavior patterns	(n = 235)		
Trash can decision	$\overline{X}$	S.D.	Level
1. Executives have the ability to make decisions under uncertainty. Ambiguity in details and participation	4.17	0.82	High
2. Executives give importance to every problem, even if it is an issue that does not require attention	4.15	0.80	High
3. Executives provide opportunities for organizational members to participate in decision making.	3.89	0.80	High

Table 8. (continued)

Decision-making behavior patterns Trash can decision	(n = 235)		
	$\overline{X}$	S.D.	Level
4. Executives analyze problems to find points of dissatisfaction that occur before making decisions.	3.93	0.82	High
5. Executives provide opportunities for members of the organization to propose ideas and methods to solve problems.	3.74	0.92	High
6. Executives consider appropriate solutions to problems before making decisions.	3.82	0.87	High
7. The executives have analyzed the people involved in the problems that arise in the organization.	4.00	0.86	High
8. Executives have the ability to make decisions on complex, unsystematic problems of the organization.	3.60	0.95	High
9. Executives can make decisions based on the confusion of problems and how to solve problems that arise.	3.83	0.84	High
10. Executives can make decisions even if the issues they decide on are not related to organizational events.	3.87	0.90	High
Overall	3.89	0.71	High

From table 8, it is shown that the decision-making behavior model of administrators, the decision-making behavior of administrators at Guangdong Open University, follows the trash can decision-making model. Overall, it was at a high level ($\overline{X}$ = 3.89). When considering each finding, it was found that Most are at a high level. Sorted by the average value from highest to lowest, the first three are: Executives give opportunities for members of the organization to participate in decision-making ($\overline{X}$ = 4.03). Executives give opportunities for members of the organization to propose ideas and methods. To solve problems ($\overline{X}$ = 3.98), executives consider appropriate solutions to problems before making decisions ($\overline{X}$ = 3.98).

Part 3 Data analysis results Compare the decision-making behavior model of administrators with the decision-making behavior of administrators at Guangdong Open University, classified according to work status. Operating experience and the size of the educational institution.

Table 9. Results of comparing the decision-making behavior patterns of administrators with regard to the decision-making behavior of administrators

decision-making behavior patterns		n = 6 Educational institution administrators		n = 130 Personnel		t	P
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	Rational decision making	4.50	0.481	3.95	0.688	4.059**	0.000
2	Administrative decision making	4.36	0.538	3.87	0.710	3.481**	0.001
3	Gradual decision making	4.46	0.450	3.88	0.713	4.236**	0.000
4	Integrated decision making	4.25	0.455	3.87	0.630	2.873**	0.004
5	Trash decision making	4.29	0.458	3.84	0.720	3.181**	0.002
	Total	4.37	0.399	3.88	0.640	3.906**	0.000

** P < .01

From table 9., it shows that Decision-making behavior of facility administrators Leadership in decision-making behavior of administrators of Guangdong Open University, classified by status. When considering both overall and each decision-making model, every decision-making was found that the decision-making behavior pattern of educational institution administrators Group of Saha Schools, Krung Nakhon Chon Campus They are significantly different at the 0.01 level.

Table 10. Comparative results of decision-making behavior patterns of facility administrators Leadership in terms of decision-making behavior of administrators

Decision-making behavior patterns		n = 54 Operating experience a lot		n = 82 Little work experience		t	P
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	Rational decision making	3.99	0.659	4.04	0.711	-0.529	0.597
2	Administrative decision making	3.88	0.694	3.96	0.720	-0.826	0.409
3	Gradual decision making	3.91	0.659	3.97	0.750	-0.705	0.482
4	Integrated decision making	3.85	0.576	3.96	0.746	-1.312	0.191
5	Trash decision making	3.83	0.644	3.94	0.763	-1.210	0.227
	Total	4.37	0.399	3.98	0.640	3.906**	0.319

From Table 10., show that Executive decision-making behavior leadership in terms of decision-making behavior of administrators at Guangdong Open University, classified according to work experience. Overall and individual decisions Found that the differences are not statistically significant.

Table 11. Results of analysis of variance in decision-making behavior patterns of executives decision-making behavior model

Executive decision-making behavior model		SS	df	MS	F	P
1	Rational decision making					
	Between groups	843.00	2	.421	.887	.413
	Within the group	110.28	232	.475	-	-
	Total	111.131	234	-	-	-
2	Administrative decisions					
	Between groups	.358	2	179	.354	.702
	Within the group	177.326	232	.506	-	-
	Total	117.684	234	-	-	-
3	Gradual decision making					
	Between groups	.754	2	.377	.741	.478
	Within the group	117.976	232	.509	-	-
	Total	118.730	234	-	-	-
4	Integrated decision making					
	Between groups	.961	2	.480	1.038	.356
	Within the group	107.333	232	.463	-	-
	Total					
5	Trash decision making					
	Between groups	1.226	2	.613	1.198	.304
	Within the group	118.671	232	.512	-	-
	Total	119.897	234	-	-	-
	Overview					
	Between groups	.763	2	.382	.922	.399
	Within the group	96.011	232	.414	-	-
	Total	96.775	234	-	-	-

From Table 11., shows that Eexecutive decision-making behavior model Leadership in terms of decision-making behavior of administrators at Guangdong Open University, classified according to the size

of the educational institution. Overall and individual decision-making patterns Found that the differences are not statistically significant.

Discussion and Conclusion

The study supports existing literature that highlights the importance of transformational leadership in decision-making. Administrators at Guangdong Open University exhibit high adaptability and a preference for data-driven decision-making. However, there is a need for further training in individual consideration and personalized mentoring.

Results from Research Objective1: The study found that the decision-making behaviors of educational institution administrators were rated high in all aspects, particularly in analyzing and synthesizing information prior to decision-making. This may be due to the necessity for administrators to confront various challenges and limitations in management, prompting them to gather and analyze detailed information about existing problems to select the most appropriate decision-making method. This finding is consistent with supporting literature, which highlights the importance of having comprehensive information in the decision-making process (Worapongpat & Muensai, 2023) .which highlights the importance of having comprehensive information in the decision-making process.

Results from Research Objective 2: The research revealed that administrators employed a managerial decision-making style that emphasizes creating employee satisfaction. They clearly identified problems before making decisions and analyzed the difficulties faced in the situation. This could be attributed to administrators recognizing the impact of their decisions on organizational personnel. This aligns with the concept proposed by Worapongpat et al. (2023), which suggests that managerial decision-making strategies focus on enhancing satisfaction.

Results from Research Objective 3: The study found no statistically significant differences in the decision-making behaviors of administrators based on the size of the educational institution. This may indicate that administrators can adapt their decision-making styles to fit the context of the institution without being influenced by its size. This is supported by the study by Worapongpat et al. (2024), which found that work experience and institution size did not significantly affect the decision-making behaviors of administrators in any aspect.

Body of knowledge

From Figure. 2, the study on decision-making behavior among educational administrators at Guangdong Open University highlights the following key findings.

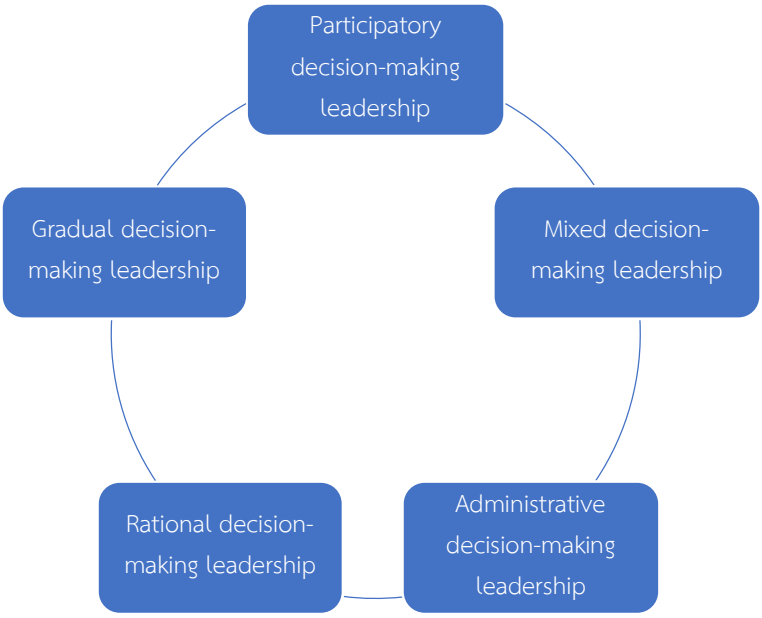

Figure. 2 Body of knowledge

From Figure. 2, it shows that the decision-making behavior of educational administrators, especially in the context of Guangdong Open University, High decision-making competence educational administrators demonstrate strong decision-making abilities, effectively analyzing problems and synthesizing information. Continuous professional development is essential for addressing complex challenges. Diverse decision-making styles administrators utilize five key decision-making styles rational, administrative, incremental, integrative, and participative adapting their approach to different situations to enhance organizational effectiveness. Leadership influences inclusive leadership fosters participation and collaboration, leading to higher satisfaction and improved institutional outcomes, emphasizing its critical role in decision-making. Contextual Adaptability decision-making styles remain consistent across institutions, regardless of size or administrator experience, demonstrating adaptability to diverse educational environments. Policy and Practice Implications Understanding decision-making behaviors supports the development of targeted training programs, encourages collaboration, and strengthens leadership capacity in educational institutions.

Suggestions

1. Investigating Influential Factors: Future research should focus on identifying and analyzing the factors that influence the decision-making behavior patterns of administrators. Specifically, a study examining leadership styles and contextual variables impacting decision-making among school administrators at Guangdong Open University and the Saha Schools Group in Krung Nakhon Chon Campus would be beneficial. This could involve exploring how elements such as organizational culture, stakeholder engagement, and external pressures affect decision-making processes.

2. A qualitative study examining the executive decision-making behavior patterns among administrators at Guangdong Open University could provide deeper insights into their leadership styles and decision-making processes. Utilizing methods such as interviews, focus groups, and case studies would allow researchers to capture the nuances of decision-making behavior, including the motivations, experiences, and challenges faced by administrators. This approach could uncover underlying themes and patterns that quantitative studies may
overlook.

3. Conducting longitudinal studies to track changes in decision-making behaviors over time could offer valuable insights into how administrators adapt their styles in response to evolving educational contexts, policies, and stakeholder needs. Such research could help to identify trends, shifts in leadership strategies, and the long-term effects of specific decision-making approaches on institutional outcomes.

4. Future research could include comparative studies of decision-making behaviors among administrators from different educational institutions, both within and outside the region. By examining variations in decision-making styles and outcomes, researchers can identify best practices and potential areas for improvement across diverse educational contexts.

5. Investigating the impact of professional development programs on the decision-making capabilities of administrators could provide insights into effective training strategies. Research could explore how targeted training initiatives influence the decision-making styles of administrators and lead to improved organizational effectiveness and staff satisfaction.

6. Role of Technology in Decision-Making: As educational institutions increasingly integrate technology into their operations, future research could explore the role of digital tools and data analytics in shaping decision-making processes. Understanding how technology influences administrators' decision-making can provide insights into the benefits and challenges of tech-driven approaches.

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