A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION TOWARDS ADMINISTRATIVE SUPPORT AND THEIR DECISION-MAKING STYLES IN A PUBLIC MIDDLE SCHOOL, GUIZHOU PROVINCE, CHINA

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Abstract: This study investigated the relationship between teachers' perception towards administrative support and their decision-making styles in a public middle school, Guizhou Province, China. This study aimed (1) to identify the level of teachers' perception towards administrative support; (2) to identify level of teachers' perception of decision-making styles; (3) To determine the relationship between teachers' perception towards administrative support and their decision-making styles in a public middle school in Guiyang, Guizhou province, China. The study had 81 respondents, all full-time teachers in the selected middle school and 100% of them responded to the survey. This research used Means and Standard Deviation to analyze the teachers' perceptions toward the level of administrative support and their decision-making styles. Pearson Product Moment Coefficient of Correlation was used to test the relationship between the two variables. This study found that the teachers had a relatively positive attitude towards administrative support, the perception level in which teachers use decision-making styles was high, and there was a positive relationship between teachers' perception toward administrative support and their decision-making styles.

Introduction
In the historical and cultural background of China, teachers have always been considered to have an important influence on students. Confucius' educational thoughts are a valuable legacy of China's excellent traditional culture. After

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being baptized and tested in practice, it has a positive theoretical significance for our education today. Many of his students have made outstanding contributions to future generations under his influence. It can be seen that teachers will have a non-negligible impact on students, society, and even an era.

Wang (2013) mentioned that in China, since the 1980s thirty years, non-governmental education appeared in succession, scale, teaching quality and education level are gradually improving and progressing. This has had a competitive impact on the running of public schools. At the same time, the fast-growing economy and education in the 21st century also put pressure on school-running organizations. A high level of teaching staff is the key to competition in the education industry. Teacher is often education industry's main competitive ability. Some researchers believe that teachers are one of the key factors for the success of educational organizations, because their performance directly affects students' achievements. And high-quality teachers can produce attractive learning results in schools (Marzano, 2003 & Chich-Jen, 2003 & Hill and Gillette, 2005). In today's market economy, the teacher industry is gradually forming a mobile trend. Even in public schools, the flow of teachers is a very common problem. (Wang, 2013) Whether it is a public school or a private school, the loss of teachers will inevitably cause losses to the development and construction of the school.

Leslie (2012) mentioned that in fact, teachers, especially those new teachers, left the education profession earlier than expected because they lack administrative support, which is an important reason why schools cannot retain excellent teachers for a long time. One.

Wang (2013) pointed out that the departure of teachers is more likely to cause the floating of other teachers' thoughts and negative hints of emotion, which will reduce the enthusiasm of teachers. At the same time, teachers will become passive when they encounter problems and need to solve them, and their ability and efficiency to deal with the problems will decline. Therefore, letting teachers correctly understand how to solve problems and use appropriate decision-making styles is the guidance support that school administrators can provide efficiently and orderly.

As a key factor in the educational process, teachers' decision-making plays an extremely important role in the school and constitutes the link between the policy and students. It means that according to their understanding of the school's overall policy to develop their unique teaching methods and their own management style (Maringe, 2012). Therefore, in the process of education,

having the ability to make decisions is one of the abilities that teachers need to master. For teachers working in schools, workplace decisions are not only self-management behaviors, but also information processing activities. The quality of information processing by teachers will also be affected by the school management system. At the same time, as a student leader, teachers' decision-making style will also have an impact on students and teaching outcomes.

Ramanigopal (2008) research pointed out that there is a significant positive correlation between teachers' self-esteem and their decision-making style. This is the influence of teachers' internal factors on decision-making style, and there are many external factors, including school leadership style and school leaders' administrative support. Therefore, in order to realize the educational concept of sustainable development, it requires planned efforts between managers and teachers (Normore & Loughry, 2006). Providing administrative support for teachers is considered to be the most effective way to retain teachers, and letting teachers correctly understand various decision-making styles and use them properly is considered to be one of the means to develop teacher professionalism.

Research Objectives
The objectives of this study were as follows:
1) To identify the level of teachers' perception towards administrative support in a public middle school in Guiyang, Guizhou province, China.
2) To identify level of teachers' perception of decision-making styles in a public middle school in Guiyang, Guizhou province, China.
3) To determine the relationship between teachers' perception towards administrative support and their decision-making styles in a public middle school in Guiyang, Guizhou province, China.

Literature Review
Administrative Support
In defining administrative support, Laub (2000) used the term "servant leadership" and identified six important characteristics of servant leadership. These representative administrative supports were characterized by cherishing talent, developing talent, building communities, showing authenticity, providing leadership, and sharing leadership. Such descriptions can see the role played by the principal or school staff in administrative support to teachers.

Butterworth (1981) proposed that administrative support is achieved through a variety of methods, including providing help to allow teachers to brainstorm ideas and seek new ideas; supporting teachers in student discipline and

attendance; addressing unreasonable requirements raised by parents; reasonable allocation of special projects; providing Course materials and give teachers the opportunity to practice the course.

Butterworth (1981) explained that the support of the principal is a resource provided, which can increase teachers 'awareness and promote teachers' professional development. In this support session, the importance of the principal as a school administrator for teachers' support in all aspects is emphasized. At the same time, support can take various forms according to the leadership style adopted by the principal.

For Wong (2004), outstanding leaders know the teachers and students they lead. They show an attitude that all teachers have the potential to be effective teachers, and as leaders they also spend time collaborating with teachers. Collect teachers' support and feedback on teaching content knowledge and classroom management strategies regularly (Wood, 2005).

Darling-Hammond (2003) stated that "good school leaders create a good teaching environment that enables successful teaching to flourish" (p. 13). According to Denton (2009), principals play a vital role in fostering interpersonal relationships among teachers, and teachers need principals to listen, respect, and fight for them.

Path-Goal Theory and Supportive Leader Behavior
Path-goal theory believed that the job of a leader is to use structure, support, and compensation to establish a work path that helps employees achieve organizational goals. The basic task of leaders is to play the role of their subordinates. To play the role of their subordinates, they must help their subordinates set goals, grasp the value of the goals, and support and help subordinates achieve their goals. In the process of achieving goals, improve the ability of subordinates, so that subordinates are satisfied.

According to the summary of House (1997), the leader's behavior degree is accepted by the subordinates depends on whether the subordinates regard this behavior as an immediate source of satisfaction or as a means to obtain satisfaction in the future. The motivation of leader behavior is: 1) Associate the needs of subordinates with effective work performance; 2) Provide the coaching, guidance, support and rewards necessary for effective job performance.

Ridley (2003) noted earlier, the variables of Path-Goal Theory are the leaders' behavior, thus the path–goal theory assumes that people (leaders) are flexible

in that they can change their behavior or style, depending upon the situation. Therefore, the principal can provide different types of support to teachers according to different situations.

According to Lacoma (2019)'s description of supportive leadership, supportive leadership was a natural and emotionally sensitive style. Supportive leaders listen carefully to employees and help them cope with stress and personality conflicts with other employees. This requires empathy and sensitivity that is difficult for some managers to achieve.

The Social Support Framework
In the 1970s, research on social relations and health appeared in the field of scientific research on "social support" (House, Landis, & Umberson, 1988).
The support provided by the leader reduced the work pressure of employees. The support and care of superiors can improve the enthusiasm and efficiency of employees. Littrell and Billingsley (1994) used House's conceptual framework for social support to formulate constitutive and operational measures for school social support, especially the principal's support to teachers. They defined emotional support as showing appreciation, maintaining open communication, encouraging support from colleagues, and recognizing teachers' ideas.

House (1981) divided social support into four dimensions: emotional support, assessment support, information support, and teaching support. Emotional support involved "compassion, care, love and trust", which House (1981) considered to be the most important. Emotions have a great influence on the enthusiasm of individuals in their work. Appraisal Support provides data for self-assessment. This type of support generates information that is directly related to worker performance, and this feedback can enhance reflection on teacher progress (House, 1981). Littrell (1994) proposed that informational support can help teachers perform better in classroom exercises and teaching skills. Also, information can enable teachers to understand the substance of their work without the help of others. Instrument support refers to behaviors that directly help teachers complete the task at hand. Emphasis on completing the task itself and provide direct help.

Related studies on Administrative Support
Peterson (2016) completed his research on the concept of administrative support. The purpose of this study was to investigate teachers and principals' views on administrative support. According to the data, of the four dimensions of primary support, teachers need emotional support the most. Followed by

social support. Information and physical support will then proceed sequentially.

Tasdan and Yalsin (2010) studied the relationship between elementary school teachers perceived social support and organizational trust. Based on data obtained from the study, a moderate level of positive correlation was found between the perceived social support of primary school teachers and the organization trust.

Phyu (2016) studied teachers' perceptions of administrative support in three public schools, and the researchers explained that the types of administrative support include teaching improvement, feedback, discourse, reflection and growth, and anxiety. The result showed that teachers who have worked for ten years and teachers who have worked for more than ten years indicated that they need the support of the principal in their daily work.

Decision-Making
Decision-making is a situation that is also encountered in daily life and work, but making a decision is not a simple process, especially to make the right decision. Kreitner (1995) argued that decision-making is a process of identifying and selecting alternative courses of action in a manner appropriate to the specific situation. Emphasize the initiative of decision-making. It also explains that changes in the environment and specific circumstances can affect decision-making. Therefore, decision-making is not uniform and fixed.

According to Daft (1997), decision-making is the process of identifying problems and opportunities and then solving problems. In other words, the problem is the source and beginning of the decision, and solving the problem is the ultimate goal of the decision. It should also include analytical feedback on unresolved issues. Therefore, in any case, it will involve communication or commitment with others. Decision-making is also the process of putting commitments into action.

Wild (1983) defined decision-making as the process of achieving goals affected by operability and personal preference. Similarly, Mesut (2011) believed that decision-making is the process of solving problems that affect individuals, groups, and entire organizational processes. In any structured organization, the individual's decision-making style and the influence of the group are inseparable, and the two also interact in two directions. Of course, different organizations have different decision-making models.

When this process rises to the strategic level, it requires senior management or team to make strategic decisions (Nooraie, 2008). In other words, in the decision-making process, managers still play a key role in being able to lead the organization to make correct and adapt to the current situation.

Vroom and Yetton's Theory of Decision-Making Styles
Vroom and Yetton (1973) argued that, as one of organizational leadership, decisions are not made unilaterally by individuals but by social processes within the organization. Of course, not all decisions are created equal. Some decisions are important and require the input of many people. Some decisions can be made quickly because they do not have a long-term impact on the entire organization. Cited by Lunenburg (2010), Yetton offers three well-known decision-making styles: Autocratic decision-making style, Consultative decision-making style, and Group decision-making style.

When a decision maker makes a decision using an authoritarian style, he only needs to make the decision, and then speed up the decisions that others have already made, without the need for long meetings, back-and-forth conversations with team members, etc. In this style, decision makers only need to use the information that is already available, or they can obtain the information themselves and make the best choice.

Consultative decision-making style included Consultative l and Consultative ll. This leadership style is a "soft", authoritarian decision-making style. Leaders still decide for themselves but will first consult with team members to gather opinions and suggestions. The decision is solely the responsibility of the leader. However, before the final decision, information will be collected from the team and other interested parties.

Leaders of this leadership style make decisions with team together. In the matter of decision-making, it is no longer a matter of leading one person, but the joint efforts of the entire group empowered to make decisions. Therefore, the team's decision-making process is a brainstorming process. In this process, the leader must humbly accept the opinions and suggestions of the team members and use these opinions and suggestions as stimulus. Leaders need to motivate team members to actively seek to solve problems. Best idea. Through the full cooperation of the group, we make a decision that everyone is satisfied with, and this decision is based on the ideas of everyone in the team.

Related studies on Decision-Making Styles
Braddy, & Dina Anderson (1991) used research to determine the relationship between the leadership style of public elementary and middle schools in North

Carolina and the level of teacher participation in decision-making. The result showed that the stronger the teacher's understanding of the principal's leadership style, the higher the degree of teacher participation. Therefore, the level of teacher participation in decision-making has a close relationship with the principal.

Ramanigopal (2008) studied the self-esteem and decision-making styles of teachers. The research took Agra University as the research object, and the results of data analysis showed that there was a significant positive correlation between self-esteem and decision-making style.

Dan (2018) studied school climate and decision-making styles of teachers in Lanzhou Province, China. The research took a primary school as the research object, and the result of data analysis showed that there was a significant relationship between teachers' perception towards school climate and their decision-making styles.

Conceptual Framework

This study investigated the relationship between teachers' perception towards administrative support and their decision-making style in a public middle school in Guiyang, China. The two main variables of this study were the teachers' perception towards administrative and their decision-making styles. Since House's (1981) the Social Support Framework, which includes an intense focus on emotional support, appraisal support, informational support and instructional support; and Vroom and Yetton's (1973) decision-making style theory (Autocratic, Consultative and Group), were used as the theoretical foundations. Figure 1 below showed the details of conceptual framework for this study.
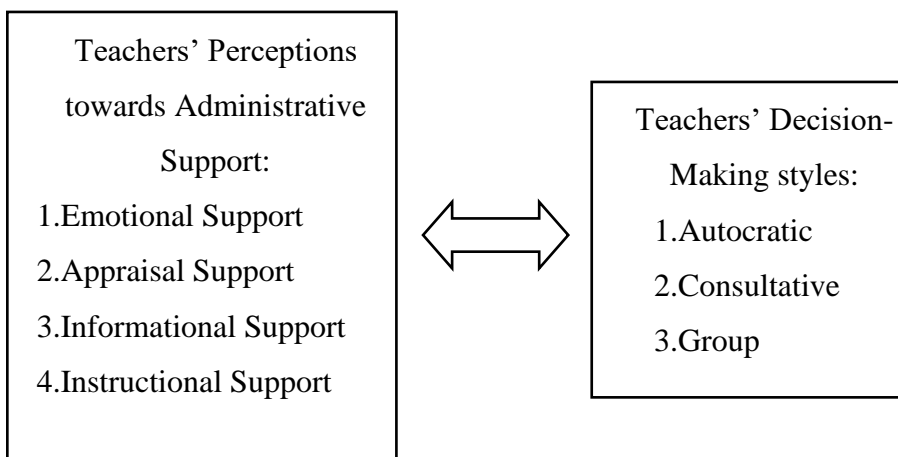

Teachers' Perceptions towards Administrative Support:
1. Emotional Support
2. Appraisal Support
3. Informational Support
4. Instructional Support

Teachers' Decision-Making styles:
1. Autocratic
2. Consultative
3. Group

Figure 1: *Conceptual Framework for this study*

Method

Participants

The researcher investigated the relationship between teachers' perception towards administrative support and their decision-making styles in a public middle school, Guizhou Province, China. The populations of this study are 81 full time teachers in the 2020 school year (Mar-Jun).

Instrumentation

The researcher used one questionnaire which was divided into two sections:
1. Principal support questionnaire
2. Decision-making style questionnaire

The first section consisted of the administrative support which is adopted from Principal Support Questionnaire developed by Littrell's (1992). This questionnaire used a 5-point Likert scale consisting of 28 questions. These items contain four components of administrative support. Teacher decision-making style was measured by the Teacher Decision-Making Style Questionnaire of Vroom& Yetton's (1973). This questionnaire used a 5-point Likert scale consisting of 12 questions.

The researcher tested the reliability of the administrative support and decision-making style subscales by using a statistical software tool. As shown in the table below, the reliability of the administrative support was .98 and decision-making style was at .92. This questionnaire was regarded as reliable.

Table1. *Cronbach's Alpha Values of the instrument*

		Alpha
Part 1	Administrative Support Questionnaire	.98
Part 2	Teacher's Decision-Making Styles Questionnaire	.92

Findings

Demographic Results of the Participants

The researcher distributed and collected back 100% of the 81 questionnaires from all of the full-time teachers of a public middle school at Guizhou province, China. There are three factors of respondents' demographics which include gender, age, length of work. These demographics were shown through the use of frequency distribution and percentage as follows.

There were 39 or 48.1% of all respondents who are male. A total of 42 teachers or 51.9% are female.

There were 12 teachers or 14.8% of all respondents whose age fall in the over 46 years old range. This age group is lowest level of population. A total of 26 teachers or 32.1% are in the over 26–35-year-old age group making this the highest populated age group.

There were 6 teachers or 7.4% of all respondents whose length of work fall in the less than one year range. This group is lowest level of population. A total of 19 teachers or 23.5% are in the over 4-5 years group making this the highest populated length of work group.

Research Objective One
Table 2. *Mean for Teachers' Perception Towards Administrative Support (N= 81)*

Administrative Support	Mean	S.D.	Interpretation
Emotional Support	3.66	0.82	High
Appraisal Support	3.79	0.80	High
Informational Support	3.82	0.77	High
Instrument Support	3.67	0.80	High
Total	3.73	0.73	High

Table 2 shows the means and standard deviations of each dimension of teachers' perception towards administrative support in the selected middle school. The total mean scores of the teachers' perception of administrative support was 3.73, in the scale of 3.51-4.50, it meant teachers' perception of administrative support in the selected public middle school were regarded as high. The mean score of emotional support was the lowest (3.66), and the mean score of informational support was the highest (3.82), which meant the level of the teachers' perception towards informational support was the highest.

Research Objective Two
Table 3. *Mean for Teachers' Decision-making Styles (N=81)*

Decision-Making Style	Mean	S.D.	Interpretation
Autocratic style	3.70	0.65	High
Consultative style	3.71	0.67	High
Group style	3.77	0.78	High
Total	3.73	0.63	High

Table 3 shows the summary of means and standard deviations of teachers' perception towards their decision-making styles. Accordingly, the total mean score was 3.73, in the range of 3.51-4.50, which mean all 81 teachers'

perception of used these three decision-making styles "high". Meanwhile, from the data shown in Table 3, the score of group decision-making style was the highest, which meant teachers' perception of used group decision-making styles was high in selected public middle school.

Research Objective Three
Table 4. *Result of Pearson Product Moment Correlation*

Correlation Test	Teachers' perception toward administrative support		Conclusion
Teachers' perception toward administrative support	Pearson Correlation	.609[**]	There is a significant relationship
	Sig. (2-tailed)	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

According to the Table 4, results of the Pearson correlation indicated that there was a positive relationship between teachers' perception towards administrative support and their decision-making styles, r (81) = .609, p = .000. Meanwhile, since the Sig. (2 tailed) result was .000 which smaller the .01, so the researcher accepted the research hypothesis: There is a significant relationship between teachers' perceptions towards administrative support and their decision-making styles in a public middle school in Guiyang, Guizhou province, China.

Discussion
The results of the study indicated that the teachers of the target school generally have positive views on school administrative support. This means that the principal and administrative department are relatively complete in supporting the work of teachers and can basically meet the support required by teachers in their daily work. And for every kinds of administrative support, teachers' attitudes are at a high level, which shows that teachers feel the support of school leaders in all aspects. But teachers' attitude towards emotional support and instrument support is lower than the other two types of support, indicating that teachers are eager to get more support in these two areas.

Wang, Kraut, & Levine (2012) pointed out that many information needs are short-term. Therefore, people with information needs are more likely to obtain informational support from others to meet immediate needs which showed that once a teacher has a demand for information resources in the teaching work, the principal can quickly provide guidance or advice to enable the teacher to obtain informational support, which is more satisfying for teachers. Littrell (1992) found that the attitude of the teachers towards informational support is

related to the teachers' work experience. Older and experienced teachers said that they do not need much informational support. In this study, 67.9% of the respondents had work experience of less than ten years. Therefore, the researchers believed that in the process of teacher professionalization, more informational support can help them improve their teaching.

Hose (1981) pointed out that appraisal support is also a self-evaluation tool. Through the feedback of the evaluation performance data given by the principal or administrative department, teachers can better reflect on their own work process to promote the summary and the next stage carry out.

Therefore, in school organizations, teachers are also eager to get emotional support. However, Wang, Kraut, & Levine (2012) pointed out that emotional needs are long-term. To meet the emotional needs of teachers, principal must establish long-term contact with teachers and often provide necessary emotional support. Peck (2002) pointed out that when teachers feel that leaders care about themselves, they can be motivated and more satisfied with their work. Therefore, the principal's emotional support for teachers will better promote teachers' progress and development.

Also, from the perspective of the teachers of the target school towards instrument support, school leaders and administrative departments often provide teachers with the basic elements required for teaching. Teachers will certainly involve students and parents in their daily teaching work, as well as questions about them. Littrell (1992) believed that principal should help teachers solve problems about students' parents. And can provide teachers with more planning time. Therefore, the principal needs to play a greater role in instrument support.

In this study, from the study results, teachers' perception of use the three decision-making styles is generally relatively high. And teachers' perception of use group decision-making style was the highest, which shows that most teachers in the target school hope to solve problems through teamwork. As Wild (1983) pointed out that decision-making is the process of achieving goals affected by operability and personal preference, so differences in personal decision-making style are inevitable, but in school organizations, the close relationship between teachers and teaching quality to make it necessary for the principal and administrative departments to understand teachers' decision-making styles.

According to the theory of Vroom and Yetton (1973), there are a series of factors that influence the decision-making behavior, including personal

experience, the personality of the decision maker, the urgency to solve the problem and the time limit for solving the problem. Taking into account these factors, teachers will also choose autocratic decision-making style or consultative decision-making style in certain circumstances. There are no decision-making styles is suitable for any situation.

The statistical results were consistent with the researchers' expectations that the target school's teachers' perception on administrative support are closely related to their perception of decision-making styles in the workplace. In the school's organizational structure, teachers are both managers and decision makers of their own classrooms, as well as participants in the school's teaching system. Therefore, the teacher is a very important link between the school and the teaching output. However, in the face of teaching or teaching-related work, teachers often need to solve problems through decision-making. When they feel friendly and supportive leadership, teachers are more willing to participate in group discussions to share their information and opinions (Thapa et al., 2013). The way of promoting teaching by sharing information and opinions will also affect the teaching quality of the school. Therefore, the school's administrative support affects the decisions made by teachers and the way they make them to a certain extent.

Recommendations
Recommendation for Principals and School Administrators
The researcher would recommend managers consult more teachers' needs and care more about teachers' feelings. It is also recommended that school administrators provide teachers with long-term and sustained appraisal support and give timely feedback to teachers so that teachers can improve their professional skills through feedback from evaluations. The management department should open more communication channels to ensure that teachers can obtain more effective information in a timely manner.

Recommendation for Teachers
The researcher would recommend that teachers should actively reflect their support needs to managers and help solve problems through the support they receive. Also, it is recommended that new teachers in the school actively look for the skills of old teachers' consultation and learning teaching and classroom management methods to help them develop their professional skills faster, and at the same time better transition to the next stage of teacher professional development.

Recommendation for Future Researcher

The researcher would recommend future researchers to put these two variables in high schools, universities, or other types of schools for research. In the future, researchers should be able to find more elements to determine administrative support and teacher decision-making styles to understand whether the level of administrative support and teacher decision-making styles are different from this study.

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