The Role of Behavioral Complexity and Intuitive Decision-Making in Effective

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Abstract

Behavioral complexity involves adaptability and flexibility, while intuitive decision-making relies on instinct, experience, and intuition. These competencies enable school leaders to effectively manage themselves and others, fulfilling both managerial and leadership roles. This study employed a relational screening model as part of a quantitative research approach to explore the interplay between behavioral complexity and intuitive decision-making. The aim of this research is to examine the relationship between school leaders' behavioral complexity repertoire and their intuitive decision-making competence. The research data were collected during the 2024–2025 academic year from a total of 498 principals and vice principals serving as administrators in public schools in Hatay Province. For the purposes of the study, 42 forms that were incomplete or incorrectly filled out were excluded from the evaluation, and analyses were conducted using the remaining 456 valid forms. Findings indicate that the relationship between the intuitive decision-making competence and behavioral complexity of school leaders. The analysis revealed that there was a noteworthy positive relationship between intuitive decision-making skill levels and behavioral complexity and its sub-dimensions. In simpler terms, the study found that as school leaders' behavioral complexity levels increase, their intuitive decision-making competence also increases. This relationship highlights the value of developing comprehensive leadership competencies that allow administrators to respond proactively to complex organizational demands and rapidly changing school conditions. Also school leaders play a crucial role in managing the multifaceted nature of school environments by leveraging their behavioral complexity skills. The results underscore the importance of these competencies in navigating the challenges of modern educational leadership.

Keywords: *Behavioural complexity, Decision-making strategies, Educational management, School leadership*

INTRODUCTION

Leadership is a crucial aspect of management science, influencing, directing, motivating, and helping individuals achieve common goals, with leaders exerting influence, mobilizing, and motivating others (Lambert, 2011; Toprakçı, 2017), while also influencing both leaders and followers to accomplish organizational goals through changes by expressing their opinions, gaining approval, and encouraging followers to promote and execute their ideas (Lussier & Achua, 2010). It is a key factor for both individual and organizational success (House, 1996). Leadership is a widely researched topic, with the concept being used in various fields. However, defining the concept can be challenging, as noted by Landis et al., (2014). The need for leaders to guide and unite employees to achieve goals is on the rise in organizations (Uguroglu & Celik, 2009; Toprakçı & Güngör, 2016). James MacGregor Burns posits that leadership begins with sensible human desires and needs, which leaders respond to and legitimize as necessary needs (Wren, 2006). It can be said that leadership is effective if these needs are met. Effective leadership is essential for an organization's success, as it influences different aspects including recruitment and employee retention, long-term planning, objective establishment, conflict management, professional growth, and financial management, all of which have the potential for success or failure (Lunenburg & Ornstein, 2012).

In their first years, individuals who become new leaders within an educational organization, a board, or a community face high demands and responsibilities from stakeholders. In this case, ethical decision-making skills have a very important place. To form effective leadership, individuals should give priority to mentoring training. A well-designed program can serve as a lifeline for new leaders, helping them achieve their goals and creating a positive impact on the environment (Autry, 2001). New leaders often require guidance from experienced mentors in decision-making, as it is crucial for their leadership to be effective and not face criticism. Mentors play an essential role in providing guidance for daily problem-solving and ensuring the enduring effect of significant decisions. Ethical decision-making exemplifies a scenario in which mentors work together with their mentees (Augustine-Shaw & Hachiya, 2017). The study explores intuitive decision-making competence, focusing on the concepts of intuition and decision-making, which are linked to the role of emotion in human life (Orlandi & Paul, 2020).

Effective decision-making is a crucial competency essential for educators, administrators, and leaders (Yavas, 2012), as it involves selecting options from a range of alternatives and is a critical skill in all managerial functions; effective leaders need to be proficient in this competency to navigate the complexities of decision-making (Kowalski, 2013). It is a difficult task that can steer individuals and teams towards success or failure. Amna et al., (2023) emphasize that comprehending and learning about various options is crucial to attaining success, as making wise choices can significantly improve lives, especially in a professional setting.

Education and schools face numerous challenges in the present times. Effective school leadership is becoming increasingly crucial for supporting change and ensuring the quality of education, as school leaders are the backbone of these institutions, and their decisions significantly impact the school's improvement (Sehra et al., 2012). A school's effectiveness significantly depends on the leadership of its administrators (Pashiardis & Brauckmann, 2009). School and district leaders play an essential role in impacting student achievement, school outcomes, and community outcomes through effective leadership in complex political systems (Waters et al., 2003). Therefore, decision-making is a critical aspect of management that involves an individual's perception and choice of problem-solving skills. There are conflicting theoretical perspectives regarding the relationship between behavioral complexity and intuitive decision-making. Some researchers argue that behavioral complexity enhances leaders' cognitive flexibility, thereby strengthening their intuitive decision-making abilities. For instance, Lord & Shondrick (2011) suggested that leaders who employ diverse behavioral strategies can better navigate environmental uncertainties, which positively influences their intuitive decision-making processes. Similarly, Dane & Pratt (2007) emphasized that effective intuitive decision-making requires extensive experience and a broad behavioral repertoire, supporting the idea that behavioral complexity facilitates intuitive processes. On the other hand, some theoretical approaches argue that intuitive decision-making develops not through complex behavioral patterns but rather through a simpler and more direct cognitive process. Gigerenzer & Gaissmaier (2011), in their "fast and frugal" heuristic model, suggested

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that simple heuristic rules can be more effective without the need for excessive cognitive processing. In this context, excessive behavioral complexity might unnecessarily complicate the intuitive process or lead to decision fatigue, thereby reducing the accuracy of intuitive judgments (Simon, 1997). These conflicting perspectives indicate that the relationship between behavioral complexity and intuitive decision-making may vary depending on factors such as context, individual differences, and organizational dynamics.

The decision-making abilities of school leaders also significantly affect the future of the country. They need a clear vision for informed choices, which makes decision-making a crucial trait for exceptional educators. This enables them to cope effectively with challenges and contributes to the quality of education (Ahmad & Dilshad, 2016). In this context, we can discuss intuitive decision-making competence and behavioral complexity in detail.

Behavioral complexity and intuitive decision-making competence

In recent decades, the social, economic, business, and educational environments have undergone significant changes, resulting in genuine and dramatic transformation. Implementing new technological 'advances' in education and globalization are merely two of the future indicators, requisites for a more skilled workforce, heralding the intense workplace intricacy owing to the information overload, growing rate of turbulent environment, geopolitical unrest, and globalization (Gumport, 2000; Turner & Baker, 2019). Organizational complexity is the manner through which structures composed of interdependent elements change, and order is restored, whilst no longer tending to equilibrium or stability (Cole, 2003). Organizations must handle this expanding complexity with the human resources at their disposal, by adopting and directing the diffusion of the complexity. Managers could perhaps sway strategic behavior by changing the fitness environment for glo-local agents and reorganizing the organizational architecture to make it easier for them to adapt (Anderson, 1999; Grobman, 2005).

Due to the ongoing developments, educational organizations are dynamic and complicated environments, requiring leaders to adapt to diverse roles and stakeholders they encounter. Within an organization, behavioral complexity is the capability to 'perform the multiple roles and behaviors that circumscribe the requisite variety implied by an organizational or environmental context' (Denison et al., 1995), as described by competitive forces, organizations, and members (Lawrence, Suddaby & Leca, 2009). In other words, behavioral complexity is characterized by a leader's ability to play many roles and perform them in diverse ways (Bullis, 1992; Hooijberg et al., 1997; Satish & Streufert, 1997). Extending the notion of behavioral complexity to educational management (Wu et al., 2010), it is argued that a school manager must develop skills in both behavioral differentiation, behavioral repertoire, and decision-making to build strong relationships with all stakeholders' accounts, including, to a larger extent, the social-business world, government, local authorities, teachers, and learners.

School leaders should possess the key competency of developing an educational organization design and establishing a versatile organizational system capable of adapting to various strategies, structures, cultures, and processes within its environment (Carmeli & Halevi, 2009). Not only can the capacity to handle complicated issues and build a plan for moving forward contribute to more successful management, but it may also help to drive critical organizational change intuition and objectives. Intuitive decision-making capability is regarded as 'sixth sense' and includes being in a position to collect data that others may additionally miss. Intuitive decision-makers assign mental attitudes to agents and lean on their beliefs, desires, and intents, as well as hunches, feelings, and impressions (Parsons & Jennings, 1998; Spicer & Sadler-Smith, 2005). When educational leadership is viewed as economic and social process in which leaders influence stakeholders' perceptions, motivation, and practices in order to develop teaching and learning, the essential function of beliefs, feelings, and impressions of educational leaders has an impact on their decision-making processes (Wang, 2021). This research sheds light on the association between the behavioral complexity repertoire of school leaders and their intuitive decision-making competence. Thus, it is hypothesized:

Based on the school leaders' behavioral complexity repertoire;

1. Building a collaborative atmosphere to develop stakeholders, encourage participation, and acknowledge staff's personal needs is positively related to their intuitive decision-making competence.

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Emotional intelligence in leadership plays a crucial role in fostering collaboration and enhancing decision-making processes, as leaders who understand and manage emotions effectively can create a more engaged and participative work environment (Goleman, Boyatzis, & McKee, 2013; Yukl, 2012).

2. Building an auto-controlling system that facilitates expecting accurate work, clarifying policies, and conducting projects is positively related to their intuitive decision-making competence. Structured and well-defined management systems contribute to more effective decision-making by reducing uncertainty and enhancing leaders' ability to make quick, intuitive judgments (Mintzberg, 1994; Simon, 1997).

3. Building a creative atmosphere that facilitates anticipating stakeholders' needs, inspiring people, and initiating significant change to exceed expectations is positively associated with their intuitive decision-making competence. Creativity in leadership fosters adaptive decision-making, allowing leaders to anticipate emerging challenges and drive innovation within organizations (Amabile, 1996; Mumford et al., 2002).

4. Building a competitive atmosphere that facilitates, emphasizing speed, concentrating on competition, and showing a strong dedication to work is positively related to their intuitive decision-making competence. Competitive leadership strategies, such as focusing on speed and commitment, enhance decision-making effectiveness by encouraging proactive and goal-oriented behaviors (Porter, 1980; Bass, 1990).

5. Overall performance of behavioral complexity repertoire of school leaders' speed is positively related to their intuitive decision-making competence (See Fig. 1). Leaders with a broad behavioral repertoire are better equipped to handle complex and dynamic situations, leading to improved decision-making agility and effectiveness (Denison, Hooijberg & Quinn, 1995; Lawrence, Lenk & Quinn, 2009).
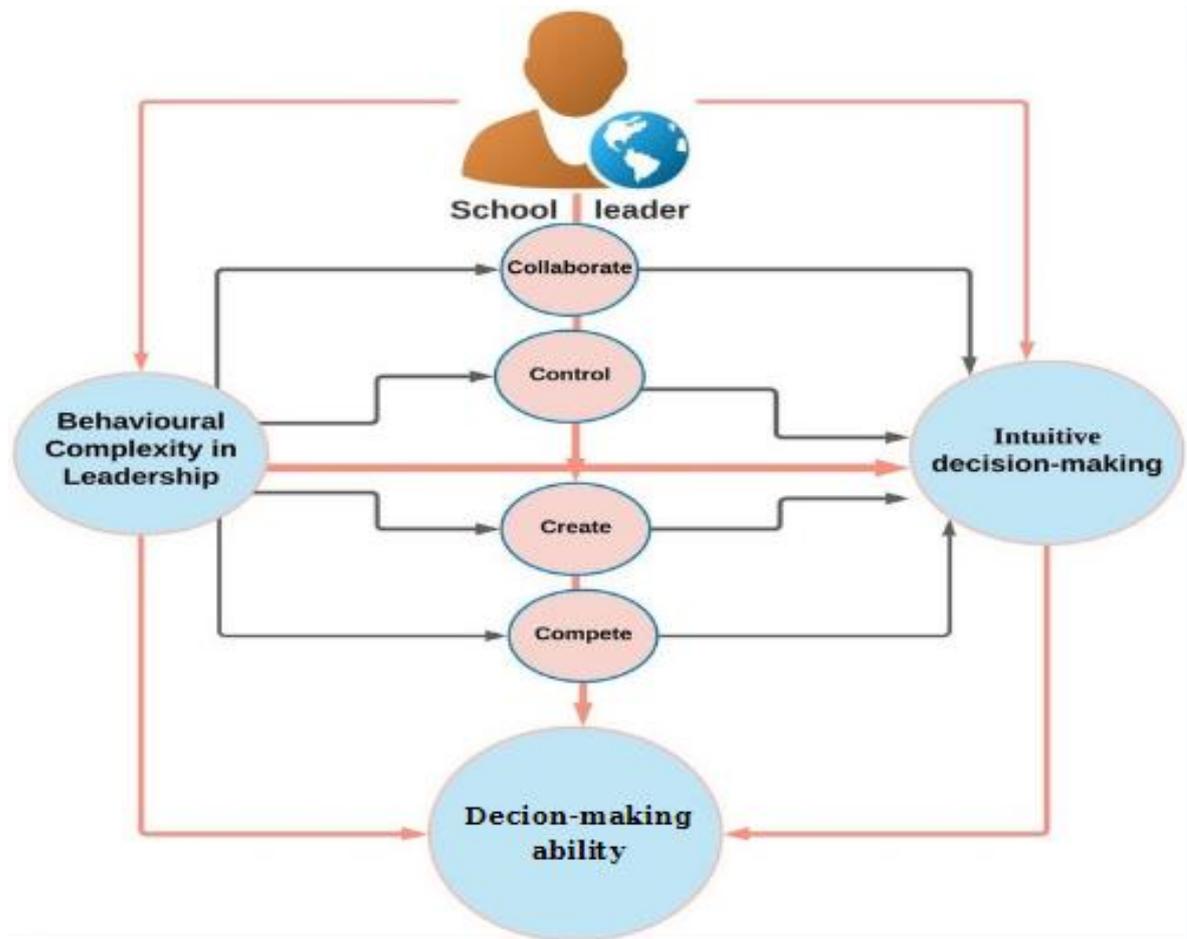
Figure 1. *The relationship between the school leader's behavioral complexity leadership ability and intuitive decision-making - (*Lawrence, Lenk & Quinn, 2009*)*

There are conflicting theoretical perspectives and mixed empirical studies in the field regarding the relationship between school principals' intuitive decision-making competence and their behavioral complexity levels, and how these factors affect teachers' leadership prototypes and anti-prototypes. Additionally, various studies have explored the connection between intuitive decision-making style and counterproductive work behavior, utilizing 78 validated scales within the past 13 years (Alaybek et al., 2023; Da'as et al., 2021; Mendes et al., 2019). After reviewing various studies, it has become evident that there is a lack of research that establishes a correlation between the school leaders' intuitive decision-making skills and their levels of behavioral complexity. A study analyzing whether there is a relationship between the school leaders' intuitive decision-making skills and their levels of behavioral complexity is necessary to bridge this gap in the literature. This study examines the relationship between school leaders' behavioral complexity and their intuitive decision-making skills using a correlational research design. Multiple regression analysis was applied with four sub-dimensions of behavioral complexity as independent variables and intuitive decision-making as the dependent variable. Before analysis, assumptions of normality, multicollinearity, and homogeneity were tested. The aim was to predict the dependent variable based on the independent variables, with each predictor's weight indicating its importance.

METHODOLOGY

1. Research Design

This study examines the association between the school leaders' behavioral complexity repertoire and their intuitive decision-making competence. For this purpose, the study was conducted using the correlational survey model, which is considered one of the quantitative research methods. Quantitative research is an effort to explain relationships between variables through mathematics-based methods, supported by statistical and numerical data (Patton, 2005). The correlational survey model aims to reveal the relationship or effect between two different quantitative variables by means of a correlation coefficient (Fraenkel et al., 2012). The correlational research design is a suitable method for examining the relationship between school leaders' levels of behavioral complexity and their intuitive decision-making skills because this design allows for the statistical testing of relationships between variables. It is a non-experimental research approach that entails examining two variables and establishing a statistically corresponding link between them (Chiang et al., 2015). The aim of correlational research is to find variables that are related to each other to the point where a change in one leads to a change in the other (Fraenkel et al., 2012). The multiple regression analysis has also been used to indicate a relationship between variables. Multiple regression analysis was conducted with the four sub-dimensions of behavioral complexity (collaborative atmosphere, self-control system, creative atmosphere, and competitive atmosphere) as independent variables and intuitive decision-making skills as the dependent variable. Before the analysis, the assumptions of normality, multicollinearity, and homogeneity were tested. It aims at forecasting the value of a sole dependent variable through the utilization of established independent variables (Maxwell, 2000). Each predictor value is weighed, with the weights indicating how important they are to the overall estimation. In order to collect the research data, prior to the commencement of the study, ethical approval was obtained from the Social and Human Sciences Ethics Committee of Hatay Mustafa Kemal University during the meeting dated 06 June 2024 (Meeting No. 06, Decision No. 09).

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2. Research Instrument and Participants

For purposes of this study, two instruments were applied: 'Behavioral Complexity in Leadership Instrument' developed by Lawrence et al., (2009b) was utilized to measure the behavioral repertoire of school leaders. The instrument included measures that were designed to gather the various aspects of behavioral complexity such as collaboration, control, creation, and competition. When examining the validity and reliability of this scale, the following validity types were considered: "content, construct, and criterion-related validity." Expert opinions were obtained to assess whether the scale comprehensively measures the sub-dimensions representing behavioral complexity in leadership. For construct validity, the factor structure of the scale was determined, and various dimensions related to behavioral complexity were evaluated. Additionally, correlation analyses were conducted to test how related the scale is to another reliable and valid measurement tool. For reliability, Cronbach's Alpha coefficient was

calculated (0.82), and to test its consistency over time, the scale was re-administered to the same participants after a certain period, and the correlation between the results was found to be high. Based on all these evaluations, it can be stated that this scale is reliable.

As for the decision-making part, the decision-making style questionnaire developed by Spicer and Sadler-Smith (2005) was implemented. In terms of criterion validity, positive correlations were found between the Rational and Intuitive Decision-Making Styles Scale and the subscales of decision-making styles. The Cronbach's alpha value for the total scale is 0.80. For the subscale dimensions, the Cronbach's alpha for rational decision-making is 0.90, and for intuitive decision-making, it is 0.85. The test-retest correlation for the entire scale was found to be 0.86. All of these data confirm the validity and reliability of the scale as a measurement tool. The instruments employed in the research are based on a five-point Likert scale, where responses range from 1 (strongly disagree) to 5 (strongly agree). In this study, participants were selected using the simple random sampling method. In this sampling method, each participant has an equal probability of being selected. This approach aims to ensure reliable and generalizable results for statistical analyses. The participants of the research consisted of all types of school principals and vice-principals in the public and private schools in Turkey, who were volunteers to participate in the research. A cover letter with a link to the online survey on Google Forms was emailed to their corporate e-mail addresses. 498 responses were received in less than two months, resulting in an 83 percent response rate. The SPSS data analysis program was used for data analysis. Demographic variables were used as control variables in the analysis. 456 of the 498 surveys were useable, meaning they were filled out by principals and vice-principals. Participants' demographic variables are as follows:

Table 1. *Participants' demographic variables*

Variables	Groups	Frequency (f)	Percentage (%)
Gender	Female	76	16,7
	Male	380	83,3
Age	21-30	36	7,9
	31-40	142	31,1
	41-50	193	42,3
	51 and above	85	18,6
School type	State	451	98,9
	Private	5	1,1
School level	Primary	191	41,9
	Secondary	134	29,4
	High	131	28,7
Position at school	Principal	278	61
	Vice-principal	178	39

RESULTS

The participants' descriptive statistical values for behavioral complexity in leadership scale and its sub-dimensions (collaborate, create, control, compete), total behavioral complexity in leadership level, and intuitive decision-making skill level variables are depicted in Table 2.

Table 2. *Relationships between variables*

	Collaborate	Create	Control	Compete	Behavioral complexity in leadership
Collaborate	-				
Create	r=0.89, p=0.00				
Control	r=0.84, p=0.00	r=0.88, p=0.00			
Compete	r=0.78, p=0.00	r=0.81, p=0.00	r=0.82, p=0.00		
Behavioral complexity in leadership	r=0.93, p=0.00	r=0.95, p=0.00	r=0.94, p=0.00	r=0.91, p=0.00	
Intuitive decision-making	r=0.46, p=0.00	r=0.47, p=0.00	r=0.48, p=0.00	r=0.59, p=0.00	r=0.54, p=0.00

Each sub-dimension within the leadership scale for behavioral complexity comprises 9 items, resulting in a total of 36 items for the entire scale, while the intuitive decision-making scale consists of 5 items in total. For each of the sub-dimensions, it can be obtained between 9 and 45 points and the whole leadership scale is in the range of 36 and 180, and 25 points can be obtained from the intuitive decision-making scale.

Participants scored an average of 38.95 points on the collaborate; 38.24 points on the create; 38.05 points on the control; and 37.13 points on the compete dimensions. An average of 152.38 points was scored on the whole scale and an average score of 18.38 on the intuitive decision-making skills.

Correlation analysis was applied between variables to ascertain if there was a correlation between the overall level of behavioral complexity, its sub-dimensions, and intuitive decision-making skills level. It has been found a very high positive correlation between collaborate and create; collaborate and control; collaborate and leadership; create and control; create and compete; create and the overall scale; control and compete; control and overall; compete and the overall scale. It has been found a high positive correlation between collaborate and compete, and a medium level positive correlation between intuitive decision-making skills and collaborate; intuitive decision-making skills and create; intuitive decision-making skills and control; intuitive decision-making skills and compete; intuitive decision-making skills and the overall scale.

To identify whether the overall and sub-dimensions of the behavioral complexity scale were the predictors of intuitive decision-making ability, the sub-dimensions of the behavioral complexity scale and the overall scale were evaluated as independent variables, intuitive decision-making skills were evaluated as dependent variables, and multiple regression analysis was performed among the variables (see Table 3).

Table 3. *Multiple regression analysis of behavioral complexity in leadership*

Independent variables	Regression load	t	p
Collaborate	0.025	0.24	0.80
Create	-0.021	-0.16	0.86
Control	0.356	11.83	0.00*
Compete	0.421	4.42	0.00*
Behavioral complexity in leadership	0.002	-0.03	0.97

β=2.92, R=0.59, R^2= 0.35
F= 61.50 (p=0.00*)

*p<0.00

It was observed that the multi-regression analysis model was significant (p=0.00<0.05), and the fixed value was 2.92. In addition, according to the model, 35 percent of the variation in intuitive decision-making is due to the independent variables in the model. Collaborate and create variables are not predictors of decision-making (p>0.05) although control and competition are predictors of decision-making skills. The model is formed as follows:

Intuitive decision-making = 2.92 + (0.025 x Collaborate) + (-0.021 x Create) +(0.356 x Control) +(0.421 x Compete) +(0.002 x the overall scale)

According to the model, as the collaborate variable increases by one unit, decision-making shows a corresponding increase of 0.025 units. Conversely, a one-unit increase in the create variable results in a decrease of 0.021 units in decision-making. Similarly, when the control variable increases by one unit, decision-making sees an uptick of 0.356 units. Furthermore, an increase of one unit in the compete variable leads to a larger increase of 0.421 units in decision-making. Finally, a one-unit increase in the overall scale contributes to a rise of 0.002 units in decision-making.

Independent samples t-test was applied to establish whether behavioral complexity and decision-making level differed by gender (see Table 4), revealing that behavioral complexity and decision-making levels do not differ between genders.

Table 4. *Independent samples t-test for gender*

	Gender	N	X	s.d.	t	p
Behavioral complexity	Male	380	151.62	22.59	-1.68	0.094
	Female	76	156.18	15.34		
Intuitive decision-making	Male	380	18.21	4.34	-1.90	0.057
	Female	76	19.22	3.49		

p<0.05

To determine whether the level of behavioral complexity and intuitive decision-making differs according to school type (state-private), an independent samples t-test was applied between these dependent variables and school type (see Table 5).

Table 5. *Independent samples t-test for school type*

	School type	N	X	s.d.	t	p
Behavioral complexity	State	451	152.18	21.61	-1.90	0.058
	Private	5	170.60	11.58		
Intuitive decision-making	State	451	18.36	4.22	-0.96	0.022*
	Private	5	20.20	4.54		

*p<0.05

The research discovered that there is no variation in behavioral complexity based on the type of school, (p>0.05), however, the level of intuitive decision-making differs according to the school type, and the intuitive decision-making skills of those working at a private school were higher than those working at a public school (p<0.05).

One-way variance analysis (ANOVA) was applied to identify if behavioral complexity and intuitive decision-making levels differ by the school level (see Table 6). It was found that behavioral complexity and intuitive decision-making do not differ by the type of school (p>0.05).

Table 6. *Independent samples test for school-level*

	School Level	N	X	s.d.	F	p
Behavioral complexity	Primary	191	151.02	22.55		
	Secondary	134	151.11	23.64	2.15	0.11
	High-school	131	155.68	17.43		
Intuitive decision-making	Primary	191	18.48	4.14		
	Secondary	134	18.00	4.20	0.78	0.45
	High-school	131	18.61	4.35		

p<0.05

One-way variance analysis (ANOVA) was applied to figure out whether behavioral complexity and decision-making levels differ by age (see Table 7). It was found that behavioral complexity and intuitive decision-making do not differ by age factor (p>0.05).

Table 7. One-way variance analysis (ANOVA) for age

	Age	N	X	s.d.	F	p
Behavioral complexity	20-30	36	152.66	14.43		
	31-40	142	151.71	22.60	0.39	0.75
	41-50	193	151.83	23.20		
	51 and above	85	154.64	18.65		
Intuitive decision-making	20-30	36	18.44	3.69		
	31-40	142	18.38	4.51	0.35	0.78
	41-50	193	18.20	4.38		
	51 and above	85	18.76	3.56		

p<0.05

Independent samples t-test was used to determine whether behavioral complexity and decision-making level differed by managerial position (see Table 8).

Table 8. *Independent samples t-test for the managerial position*

	Managerial position	N	X	sd	t	p
Behavioral complexity	Principal	278	153.36	21.93	1.20	0.22
	Vice-principal	178	150.86	21.07		
Intuitive decision-making	Principal	278	18.34	4.31	-0.25	0.80
	Vice-principal	178	19.44	4.08		

p<0.05

It was found that behavioral complexity and intuitive decision-making do not differ by managerial position (p>0.05).

DISCUSSION AND CONCLUSION

Building a collaborative atmosphere to develop stakeholders, encourage participation, and acknowledge staff's personal needs is positively related to their intuitive decision-making competence. The study examined the relationship between the intuitive decision-making competence and behavioral complexity of school leaders. The analysis revealed that there was a noteworthy positive relationship between intuitive decision-making skill levels and behavioral complexity and its sub-dimensions. In simpler terms, the study found that as school leaders' behavioral complexity levels increase, their intuitive decision-making competence also increases. A similar situation was encountered by Kataoka & Shimomura (2019). They examined the relationship between leaders' intuitive decision-making skills and behavioral complexity. The results showed that as leaders' behavioral complexity levels increased, their intuitive decision-making skills also improved. In other words, the flexibility of leaders in understanding environmental factors and adopting a more intuitive approach to events makes them more effective in their decision-making processes. This finding supports the first hypothesis in our study.

The analysis revealed that control and competition, among the behavioral complexity levels, had a positive and significant impact on intuitive decision-making. This indicates that perceived levels of behavioral complexity significantly affect intuitive decision-making (second & forth hypothesis are confirmed). A similar situation is found in the study by Hannah & Avolio 2010. In their research, they examined the impact of leaders' behavioral complexity levels on intuitive decision-making processes. Specifically, it was found that behavioral complexity dimensions such as control and competition had a positive and significant effect on leaders' intuitive decision-making skills. In other words, similar to this study, the ability of leaders to better understand environmental conditions allows them to develop more flexible and intuitive approaches when making various strategic decisions.

The research has shown that the ability to make intuitive decisions varies depending on demographic variables and the type of school. It was found that school leaders in private schools exhibited greater intuitive decision-making skills compared to those in public schools. However, it was observed that there was no difference in behavioral complexity and intuitive decision-making skills regarding demographic characteristics such as age, gender, school level, and managerial position.

There is currently no research available in the literature that directly explores the link between school leaders' ability to make intuitive decisions and their levels of behavioral complexity. However, several studies have investigated how school leaders' use of intuitive decision-making approaches affects their ability to handle complex and uncertain situations they may face. These studies aim to explore the association between the school leaders' intuitive decision-making skills and their level of behavioral complexity. The research will examine the factors that affect this relationship and its impact on outcomes such as creativity, performance, learning, effectiveness, success, satisfaction, motivation, self-confidence, stress, and development of school leaders. These factors will be thoroughly investigated to better understand their influence on the aforementioned outcomes. Some studies explore how decision-making is affected by situational factors in school leadership, without considering behavioral complexity. Other studies analyze the relationships between complex behaviors experienced by school leaders. The studies that analyze the relationships between school leaders and various variables conduct correlation and multiple regression analyses. Some studies compare characteristics, behaviors, strategies, roles, competencies, effectiveness, and success of school leaders with different variables to obtain statistically significant results. In a study in the literature (Liu & Lee, 2017), the impact of a creative

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atmosphere on leaders' intuitive decision-making skills was examined. The research found that creative leadership facilitates anticipating stakeholders' needs, inspiring people, and initiating significant change, which in turn enhances intuitive decision-making abilities. However, this study did not yield a similar result, and the third hypothesis was not supported. The possible reasons for this could be: "sample differences (e.g., cultural context), methodological differences (e.g., data collection methods, analysis techniques, or variable measurement types), contextual factors (e.g., leadership styles and employee expectations), measurement and definition differences (e.g., variations in how creative atmosphere and intuitive decision-making are defined), and moderating or mediating variables (e.g., psychological safety, leadership support)".

Effective decision-making by school leaders in a complex environment requires understanding and managing complexity, as demonstrated by research findings (Hypothesis five). These leaders' decisions will be shaped by their interactions with the environment, their emotional intelligence, and their quick decision-making skills. School leaders' ability to manage behavioral complexities and make intuitive decisions is crucial for effectively integrating with the school and achieving its goals. Hence, it can be inferred that possessing intuitive decision-making skills significantly contributes to improving leadership effectiveness within educational institutions.

Looking at the limitations of this study, initially, although data were collected from 456 participants, the majority of the participants are school principals and assistant principals. This means that the findings may only apply to school leaders in this group, making it difficult to generalize to other school staff or educational managers. In the independent samples t-test conducted according to school type, the low number of participants in some school categories may have reduced the statistical power and limited the generalizability of the findings. Additionally, the study only examines the relationship between behavioral complexity and intuitive decision-making. However, other factors that affect school leaders' decision-making processes (such as the size of the school, the socio-economic status of the school, educational policies, etc.) should also be considered. Furthermore, since this academic study is a cross-sectional research, the data were collected only at a specific point in time. This makes it difficult to examine the relationship between behavioral complexity and intuitive decision-making as a process that changes over time.

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RECOMMENDATIONS

In light of the study's results, the establishment of training and awareness initiatives is proposed for public school principals who are deficient in intuitive decision-making skills. These training programs should focus on empowering, informing, and guiding the principals to improve their decision-making abilities in school management. Such initiatives are necessary to enhance the overall quality of decision-making in school management.

Future studies could explore the impact of behavioral complexity and intuitive decision-making skills at different educational levels, such as primary, middle, or high schools. Research could also examine these competencies across diverse cultural and geographical contexts to understand how they vary in different settings. Additionally, qualitative research methods, such as interviews or focus groups, could provide deeper insights into how school leaders make decisions. Further studies could investigate the relationship between behavioral complexity and overall leadership performance, especially in terms of school success and student achievement. Longitudinal studies could also be conducted to examine the development and long-term effects of these competencies over time. These recommendations could contribute to enhancing the understanding of school leadership and inform future educational policies and leadership development programs.

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Etkili Liderlikte Davranışsal Karmaşıklık ve Sezgisel Karar Vermenin Rolü

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Özet

Davranışsal karmaşıklık uyum sağlama ve esneklik becerilerini içerirken, sezgisel karar verme içgüdü, deneyim ve sezgiye dayanır. Bu yeterlilikler, okul liderlerinin hem kendilerini hem de başkalarını etkili bir şekilde yönetmelerine, böylece hem yönetsel hem de liderlik rollerini yerine getirmelerine olanak tanır. Bu çalışma, davranışsal karmaşıklık ile sezgisel karar verme arasındaki etkileşimi incelemek amacıyla nicel araştırma yaklaşımının bir parçası olarak ilişkisel tarama modeli kullanılarak yürütülmüştür. Araştırmanın amacı, okul liderlerinin davranışsal karmaşıklık repertuarı ile sezgisel karar verme yeterliliği arasındaki ilişkiyi incelemektir. Araştırma verileri, 2024–2025 akademik yılında Hatay ilindeki devlet okullarında yönetici olarak görev yapan toplam 498 okul müdürü ve müdür yardımcısından toplanmıştır. Çalışma kapsamında, eksik ya da hatalı doldurulmuş 42 form değerlendirme dışı bırakılmış ve analizler, geriye kalan 456 geçerli form üzerinden gerçekleştirilmiştir. Bulgular, okul liderlerinin sezgisel karar verme yeterliliği ile davranışsal karmaşıklığı arasında bir ilişki olduğunu göstermektedir. Analizler, sezgisel karar verme beceri düzeyleri ile davranışsal karmaşıklık ve alt boyutları arasında kayda değer bir pozitif ilişki olduğunu ortaya koymuştur. Daha basit bir ifadeyle, okul liderlerinin davranışsal karmaşıklık düzeyleri arttıkça sezgisel karar verme yeterliliklerinin de arttığı görülmüştür. Bu ilişki, yöneticilerin karmaşık örgütsel taleplere ve hızla değişen okul koşullarına proaktif bir şekilde yanıt vermelerini sağlayan kapsamlı liderlik yeterliliklerinin geliştirilmesinin değerini vurgulamaktadır. Ayrıca okul liderleri, davranışsal karmaşıklık becerilerini kullanarak okul ortamlarının çok yönlü doğasını yönetmede kritik bir rol oynamaktadır. Sonuçlar, modern eğitim liderliğinin zorluklarını aşmada bu yeterliliklerin önemini vurgulamaktadır.

Anahtar Kelimeler: *Davranışsal karmaşıklık, Karar verme stratejileri, Eğitim yönetimi, Okul liderliği*

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Genişletilmiş Özet

Problem: Okul liderlerinin, farklı stratejilere, yapılara, kültürlere ve süreçlere uyum sağlayabilen çok yönlü bir örgütsel sistemi kurma ve eğitim örgütü tasarımı geliştirme yönünde temel bir yetkinliğe sahip olmaları gerekmektedir (Carmeli & Halevi, 2009). Karmaşık sorunlarla başa çıkma ve ilerlemek için bir plan oluşturma kapasitesi yalnızca daha başarılı bir yönetim sürecine katkı sunmakla kalmayıp, aynı zamanda kritik örgütsel değişim sezgisi ve hedeflerini de destekleyebilir. Sezgisel karar verme yeteneği bir "altıncı his" olarak kabul edilmekte ve başkalarının kaçırabileceği verileri toplama becerisini içermektedir. Sezgisel karar vericiler, etmenlere zihinsel tutumlar yükler ve onların inançlarına, arzularına ve niyetlerine olduğu kadar, sezgilerine, duygularına ve izlenimlerine de dayanırlar (Parsons & Jennings, 1998; Spicer & Sadler-Smith, 2005). Eğitim liderliği, liderlerin paydaşların algılarını, motivasyonlarını ve uygulamalarını öğretim ve öğrenmeyi geliştirmek üzere etkilediği ekonomik ve sosyal bir süreç olarak görüldüğünde, eğitim liderlerinin inanç, duygu ve izlenimlerinin karar verme süreçleri üzerinde önemli bir etkisi bulunmaktadır (Wang, 2021). Bu araştırma, okul liderlerinin davranışsal karmaşıklık repertuvarı ile sezgisel karar verme yeterlikleri arasındaki ilişkiyi ortaya koymaktadır. Bu doğrultuda, Okul liderlerinin davranışsal karmaşıklık repertuarına dayanarak, şu hipotezler geliştirilmiştir:

1. Paydaşları geliştirmek, katılımı teşvik etmek ve personelin bireysel ihtiyaçlarını kabul etmek amacıyla işbirlikçi bir atmosfer oluşturmak, sezgisel karar verme yeterlikleriyle pozitif yönde ilişkilidir. Liderlikte duygusal zekâ, işbirliğini desteklemede ve karar verme süreçlerini geliştirmede kritik bir rol oynamakta; duyguları anlayan ve yönetebilen liderler, daha katılımcı ve ilgili bir çalışma ortamı yaratabilmektedir (Goleman, Boyatzis, & McKee, 2013; Yukl, 2012).

2. Doğru işi beklemeyi kolaylaştıran, politikaları netleştiren ve projeleri yürüten bir öz-denetim sistemi oluşturmak, sezgisel karar verme yeterliğiyle pozitif yönde ilişkilidir. Yapılandırılmış ve iyi tanımlanmış yönetim sistemleri, belirsizliği azaltarak liderlerin hızlı ve sezgisel yargılarda bulunma yeteneğini güçlendirmektedir (Mintzberg, 1994; Simon, 1997).

3. Paydaşların ihtiyaçlarını öngören, insanları motive eden ve beklentileri aşmak için önemli değişimleri başlatan yaratıcı bir atmosfer oluşturmak, sezgisel karar verme yeterliğiyle pozitif yönde ilişkilidir. Liderlikte yaratıcılık, uyarlanabilir karar vermeyi teşvik ederek liderlerin ortaya çıkan sorunları öngörmesine ve örgüt içinde yenilikçiliği desteklemesine olanak tanır (Amabile, 1996; Mumford et al., 2002).

4. Hız vurgusunu, rekabete odaklanmayı ve işe güçlü bir bağlılık sergilemeyi kolaylaştıran rekabetçi bir atmosfer oluşturmak, sezgisel karar verme yeterliğiyle pozitif yönde ilişkilidir. Hıza ve kararlılığa vurgu yapan rekabetçi liderlik stratejileri, proaktif ve hedef odaklı davranışları teşvik ederek karar verme etkinliğini artırmaktadır (Porter, 1980; Bass, 1990).

5. Okul liderlerinin davranışsal karmaşıklık repertuvarının genel performansı, sezgisel karar verme yeterlikleriyle pozitif yönde ilişkilidir (Bkz. Şekil 1). Geniş bir davranışsal repertuvara sahip liderler, karmaşık ve dinamik durumları daha iyi yönetebilmekte, bu da karar verme çevikliği ve etkinliğini artırmaktadır (Denison, Hooijberg & Quinn, 1995; Lawrence, Lenk & Quinn, 2009).

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Alanyazında okul yöneticilerinin sezgisel karar verme yeterliği ile davranışsal karmaşıklık düzeyleri arasındaki ilişkiye dair çelişkili teorik görüşler ve karmaşık bulgular bulunmaktadır. Ayrıca sezgisel karar verme stili ile işe zarar veren davranışlar arasındaki ilişkiyi inceleyen ve son 13 yılda kullanılan 78 ölçekten yararlanan çeşitli çalışmalar mevcuttur (Alaybek et al., 2023; Da'as et al., 2021; Mendes et al., 2019). Bu incelemeler, okul liderlerinin sezgisel karar verme becerileri ile davranışsal karmaşıklık düzeyleri arasındaki ilişkiyi ortaya koyan araştırmaların eksikliğini göstermektedir. Bu nedenle böyle bir ilişkinin incelenmesi literatürdeki önemli bir boşluğu giderecektir.

Bu çalışma, okul liderlerinin davranışsal karmaşıklığı ile sezgisel karar verme becerileri arasındaki ilişkiyi ilişkisel araştırma deseni kapsamında incelemektedir. Davranışsal karmaşıklığın dört alt boyutu bağımsız değişken; sezgisel karar verme ise bağımlı değişken olarak ele alınmış ve çoklu regresyon analizi uygulanmıştır. Analizden önce normallik, çoklu doğrusal bağlantı ve homojenlik varsayımları test edilmiştir. Amaç, bağımsız değişkenlere dayanarak bağımlı değişkenin yordanmasıdır ve her bir yordayıcı değişkenin ağırlığı, önem düzeyini göstermektedir.

Yöntem: Bu çalışma, okul liderlerinin davranışsal karmaşıklık repertuvarı ile sezgisel karar verme yeterliği arasındaki ilişkiyi incelemektedir. Araştırma, nicel araştırma yöntemlerinden ilişkisel tarama modeli kullanılarak yürütülmüştür. Nicel araştırma, değişkenler arasındaki ilişkileri istatistiksel ve sayısal verilere dayalı matematik temelli yöntemlerle açıklamayı amaçlar (Patton, 2005). İlişkisel tarama modeli, iki nicel değişken arasındaki ilişkiyi veya etkiyi korelasyon katsayısı ile ortaya koymayı hedefler (Fraenkel et al., 2012). Okul liderlerinin davranışsal karmaşıklık düzeyleri ile sezgisel karar verme becerileri arasındaki ilişkinin incelenmesinde bu yöntem uygundur; çünkü değişkenler arasındaki ilişkilerin istatistiksel olarak test edilmesine olanak sağlar (Chiang et al., 2015). Araştırmada çoklu regresyon analizi kullanılmıştır. Analiz öncesinde normallik, çoklu doğrusal bağlantı ve homojenlik varsayımları test edilmiştir. Çoklu regresyon analizi, bağımsız değişkenlere dayanarak tek bir bağımlı değişkenin değerini tahmin etmeyi amaçlayan bir yöntemdir (Fraenkel et al., 2012). Analiz kapsamında davranışsal karmaşıklığın dört alt boyutu—işbirlikçi atmosfer, öz-denetim sistemi, yaratıcı atmosfer ve rekabetçi atmosfer—bağımsız değişken; sezgisel karar verme becerisi ise bağımlı değişken olarak ele alınmıştır. Analizden önce normallik, çoklu doğrusal bağlantı ve homojenlik varsayımları test edilmiştir. Çoklu regresyon analizinin temel amacı, belirlenmiş bağımsız değişkenler aracılığıyla tek bir bağımlı değişkenin değerini öngörmektir (Maxwell, 2000). Bu süreçte her bir yordayıcı değişkene verilen ağırlık, modelin geneline katkı düzeyini göstermektedir. Araştırma verilerinin toplanmasına başlanmadan önce, 06 Haziran 2024 tarihli toplantıda Hatay Mustafa Kemal Üniversitesi Sosyal ve Beşerî Bilimler Etik Kurulu'ndan etik onay alınmıştır (Toplantı No: 06, Karar No: 09).

Sonuçlar: Bulgular, okul liderlerinin sezgisel karar verme yeterlikleri ile davranışsal karmaşıklıkları arasında anlamlı bir ilişki bulunduğunu göstermektedir. Yapılan analizler, sezgisel karar verme beceri düzeyleri ile davranışsal karmaşıklık ve onun alt boyutları arasında kayda değer ve pozitif yönlü bir ilişki olduğunu ortaya koymuştur. Daha açık bir ifadeyle, okul liderlerinin davranışsal karmaşıklık düzeyleri arttıkça sezgisel karar verme yeterlikleri de artmaktadır. Bu ilişki, yöneticilerin karmaşık örgütsel taleplere ve hızla değişen okul koşullarına proaktif bir biçimde yanıt verebilmelerini sağlayan kapsamlı liderlik yeterliklerinin geliştirilmesinin önemini vurgulamaktadır. Ayrıca okul liderleri, davranışsal karmaşıklık becerilerini kullanarak okul ortamlarının çok boyutlu doğasını yönetmede kritik bir rol üstlenmektedir. Elde edilen sonuçlar, modern eğitim liderliğinin karşı karşıya olduğu zorlukların aşılmasında bu yetkinliklerin önemli katkılar sunduğunu göstermektedir.

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Öneriler: Araştırmanın bulguları doğrultusunda, sezgisel karar verme becerileri yetersiz olan devlet okulu yöneticileri için eğitim ve farkındalık programlarının geliştirilmesi önerilmektedir. Bu programların yöneticileri güçlendirmeye, bilgilendirmeye ve karar verme süreçlerinde yol göstermeye odaklanması gerekmektedir. Böyle girişimler, okul yönetiminde karar verme kalitesinin genel olarak artırılması açısından önem taşımaktadır.

Gelecekte yapılacak araştırmalar, davranışsal karmaşıklık ve sezgisel karar verme becerilerinin ilkokul, ortaokul ve lise gibi farklı eğitim kademelerindeki etkilerini inceleyebilir. Ayrıca bu yeterliklerin farklı kültürel ve coğrafi bağlamlardaki görünümü araştırılarak değişkenlikleri ortaya konabilir. Bunun yanında, görüşme veya odak grup gibi nitel araştırma yöntemleri kullanılarak okul liderlerinin karar verme süreçlerine ilişkin daha derinlemesine bilgiler elde edilebilir. İlerleyen çalışmalar, davranışsal karmaşıklık ile genel liderlik performansı arasındaki ilişkiyi; özellikle okul başarısı ve öğrenci çıktıları bağlamında inceleyebilir. Ayrıca, bu yeterliklerin gelişimini ve uzun vadeli etkilerini değerlendirmek amacıyla boylamsal araştırmalar yapılması da önerilmektedir.