

# Decision Making Style of Higher Secondary School Teachers

Dr.P. Senthamizh Pavai and J. Vigneshwari

**Abstract---** *Decision making is the cognitive process involving information search, evaluation, judgement, problem solving and responses to a set of motivational forces that determine the manner in which decisions are made. A decision is a result of making judgement or a reaching a conclusion. Progress of making a nation depends to a large extent, on individual who can lead and guide their fellowmen. This study has been undertaken to examine the style of decision-making- style of headmistresses, to evaluate teachers in terms of levels of morale and tries to explore whether there exists a relationship between the dimension of decision-making style and teacher morale.*

**Keywords---** *Decision Making Styles, Problem Solving Skill.*

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## I. INTRODUCTION

Decision making is a cognitive process involving information search and evaluation, judgement and problem solving as well as responses to a set of motivational forces that determine the manner ancient men who sought the help of a mighty one among them, to take lead in all important activities in their lives. The school has become one of the key institutions in Indian Society. It is believed that the crisis in school education and the complex problems confronting the schools may be due to lack of realization of educational objectives, inadequate knowledge of scientific administrative principles and improper functioning of educational institutions. A decision is the result of making a judgement or reaching a conclusion. Progress of a nation depends, to a large extent on individuals who can lead and guide their fellowmen.

### *Statement of the Problem*

"Decision Making Style of Secondary and Higher Secondary School Teachers."

### *Objectives of the Study*

1. To investigate decision-making styles of secondary and secondary teachers;
2. To find out the morale of secondary and higher secondary teacher; and
3. To compare the relationship between decision-making style and morale of a teachers.

### *Hypothesis*

1. Secondary and Higher Secondary School Teachers do not differ in their decision making styles based on the select sub samples, Types of institutions, Gender and Locality.
2. Secondary and Higher Secondary teachers do not differ in their morale based on the select sub-samples, Types of institution, Gender and locality.
3. There is no relationship between decision making styles and their morale among secondary and higher secondary school teachers.

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**Related Studies:** Mualuko, *et al.*, (2009), studied Improving Decision Making in Schools through Teacher Participation. It was found that teachers desired greater involvement in decision making than they were currently involved. It was recommended that school managers should increase

## II. RESEARCH METHOD

Normative survey method was adopted for the present study. The sample selected for the study consists of 116 secondary and higher secondary school teachers from Chennai and Thiruvallur District. The Sampling technique used is stratified random sampling.

## III. TOOL USED FOR THE STUDY

Flinders decision - making questionnaire II developed by Leon Mann is used in this study. This tool consists of 31 items, which measures six dimensions of decision - making styles and the morale check list consist of 15 items. The reliability coefficients obtained for the six styles of Decision Making Questionnaire II were found to be 0.82. These tools possess both content and face validity. These values indicate that the tool is highly valid.

**Hypothesis -1:** Secondary and Higher secondary School Teachers do not differ in their Decision making style based on the select subsample

- a. Gender
- b. Locality
- c. Type of institution

Table 1: Decision Making Style of Secondary and Higher Secondary School teachers with respect to their Gender, Locality, an Type of institution

Variables	No	Decision Making Style		t- value	Level of Significance
		Mean	SD		
Male	60	62.14	5.2	2.138	Significant
Female	56	67.40	6.6		
Rural	101	61.40	6.48	1.994	Significant
Urban	15	65.47	5.71		
Govt.	90	65.89	5.48	1.2067	NS
Govt.Aided	26	63.73	8.69		

From the table- 1 it was found that t values for gender and locality was significant and 't' value for type of institution is not significant, Male and Female secondary and higher secondary school teacher's differ in their Decision Making Style. Female teachers mean scores are high than Male teachers mean scores, Secondary and Higher Secondary school teacher's differ in their Decision Making style on the basis of Locality. Urban teachers mean scores are high than Rural teachers mean scores, Secondary and Higher Secondary school teacher's do not differ in their Decision Making Style on the basis of type of school.

**Hypothesis -2:** Secondary and Higher Secondary school teachers do not differ in their Morale based on the select subsample

- a. Gender
- b. Locality
- c. Type of Institution

Table 2: Morale of Secondary and Higher Secondary School Teachers with Respect to their Gender, Locality, Type of Institution

Variables	No	Morale		t- value	Level of Significance
		Mean	SD		
Male	60	64.8	6.12	0.338	Significant
Female	56	64.20	6.6		
Rural	101	61.40	6.71	3.444	Significant
Urban	15	68.47	5.23		
Govt.	90	65.89	5.48	1.2067	NS
Govt.Aided	26	63.73	8.69		

From the table- 2 it was found that 't' value for Locality was significant and for gender and type of institution 't' values are not significant, Secondary and Higher Secondary school teacher's differ in their Morale on the basis of Locality. Male and female secondary and higher secondary school teachers do not differ in their Morale. Secondary and Higher Secondary school teachers do not differ in their Decision Making style and Morale on the basis of type of school.

**Hypothesis - 3: There is no relationship between Decision Making Style and Morale of Secondary and Higher Secondary School Teacher's**

Table 3: The Relationship between Decision Making Style and Morale of Secondary and Higher secondary school Teacher's

Variable	N	'r' value	Level Of Significance
Decision Making Style	116	0.724	significant
Morale	116		

The calculated 'r' value is high than the table value. so there is high positive relationship between Decision Making Style and Morale. There is significant relationship between Decision Making Style and Morale of secondary and higher secondary school teacher's.

**IV. DISCUSSION**

The investigator found that female showed better decision - making than male while comparing the similar results were seen by Mualuko, et al., (2009), with respect to the superiority of female over male in their overall decision making style.

Similar results with respect to decision-making style in the institution type. The findings with the respect to locality was found to be similar to findings of Thomas, Vernadine (2007)

**V. RECOMMENDATIONS**

Our effort is to create and implement decision-skills with respect to curricula point in exciting directions. The key steps in decision-making take place constantly in students' lives and once we acknowledge that good decision-making is an important and learnable skill, many doors open. Teachers can become more actively engaged in the classroom and students can learn to work successfully in groups to address complex problems. Moreover, students can extend their learning beyond the classroom as they apply their decision skills to real-world problems. Without a

doubt, decision skills can be introduced successfully in a board range of classroom settings, a fact which lies at the heart of our hope for students to become active and creative decision-makers.

From the study it was concluded that the teachers are not creative in their approach to solving a problem. Since they follow Routine Decision-Making style in solving a problem there will not be any room for getting advice from others or ask for advice from teachers who might have something to contribute. The same thing was reflected in the study also. Teachers' perception on the Decision Dimension - 'Requests advice' and Receptivity to advice differ significantly. It highlights the expectations of the teachers to weigh their advice during decision-making. To be a successful decision maker leadership must be positive and requests should be made.

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