

# Decision-Making Styles of Prospective Secondary Teachers in Relation to Gender and Locale

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## Abstract

Decision making is a crucial skill for teachers, directly affecting their instructional choices, classroom management and responsiveness to student's needs. The present paper explores the decision-making styles of prospective secondary school teachers in relation to demographic variables gender (male and female), and locale (rural and urban). A descriptive survey method was used and data were collected from a sample (370) of teacher trainees of Mandi District using a standardized decision making style scale by Scot and Bruce. The five styles analysed were rational, intuitive, dependent, avoidant, spontaneous. The finding indicates no significant differences in decision making styles of prospective teachers suggesting a gender based approach. However locale was found to significantly impact two styles: rational and avoidant. Urban prospective teachers demonstrated a greater tendency toward rational decision making as compare to rural counterparts, while rural teachers exhibits a higher avoidant styles. No significant locale based differences were observed in intuitive, dependent or spontaneous styles. These result highlight the need to include decision -making training in teacher education program especially with consideration of regional and contextual factor. Strengthening these skills can enhance the professional effectiveness of future educators, enabling them to make informed and balanced decisions in diverse school settings.

**Keywords:** Decision-Making Styles, Prospective Secondary Teachers....

## 1. INTRODUCTION

Teachers are the key features in education system, as they mould the young mind and turning human resource of nation in multiple ways. It is thus inevitable that the quality of education depends upon the quality of teacher education. Education is conceived as a powerful agency which is an instrument in bringing about the desired changes in the social, cultural life of a nation .The whole process of education is shaped and moulded by the human personality called teacher who plays a pivotal role in any system of education. A competent teacher will help in holistic development. They nourish the every instincts of the students and develop their mental and intellectual capacities. Therefore teachers are considered as weapon for imparting education.

**Decision Making** Decision is a consequence of deciding which deliberate process of human brain application. The word 'decide' is derived from the Latin prefix 'de' verb 'caedo' ,Det cadeo ; meaning to 'cut off' . So deciding is some cognitive process to cut off as preferred. It is selection or rejection. Decision making is an choice by which an individual or an organization selects the best one out of the available alternatives .To be more specific, decision making to choose the best alternatives or feedback.

**Scott and Bruce (1995) classified Decision Making Styles into five categories**

**Rational Decision Making Style:** it is characterized by thorough search for and logical evaluation of alternatives.

**Intuitive decision making Style:** It is characterized by a reliance on hunches and feelings.

**Dependent Decision Making Style:** It is characterized by a search for advice for other.

**Avoidant Decision - making style:** It is characterized by attempt to avoid decision making.

**Spontaneous Decisions Making:** It is characterized by taking decision on spur of the moment.

**Importance of Decision -Making Styles** “The style is man himself”. Generally, it is stipulated that the head of institution is responsible for management and decision making but this thought is not true. As teacher plays a very important role in instructional management and also takes an action part in decision making process so decision making is very important aspect for teachers as:

- It helps in problem solving and to address challenges in day to day classroom progress.
- Informed decision helps teachers to achieve their goals and organizational achievements.
- Decision making involves assessing and mitigating risks, reducing potential negative consequences.
- Effective decision making ensures optimal resource allocation and competitive advantages.

## 2. Review of Related Literature

Researcher and studies have been made on Decision Making Styles and there were different observation on it. In some other study which is done by styles.

**Pandey, et.al. (2000)**<sup>[7]</sup> Revealed that high and low score of self-esteem and human relationship were the main criteria of decision making.

**Attri (2014)**<sup>[11]</sup> conducted a study on decision making styles of high, average and low achieving prospective teachers. Prospective teachers with higher academic achievement preferred Rational and Intuitive decision-making styles, whereas low achievers tended to use Dependent and Avoidant styles. High achievers used the rational style more than average achievers, and average achievers more than low achievers. No significant difference was found among the groups in the Spontaneous decision-making style.

**Menka (2016)**<sup>[5]</sup> study despite that govt. school principal's decision making are more significant than private school principals. On the other hand there is no significant difference between decision making skills on the bases of gender. The reason behind the first result may be Govt. schools principals are more independent then private school principals because former have to implement the policy on the other hand later have to follow the instruction of the management.

**Bala, I. & R. Singh**<sup>[2]</sup> suggested that necessary help should be provided to adolescence to take right decisions at the right time along with their right decisions should be well recognized. Student's decision-making and academic achievement should be cultivated routinely in senior secondary school students through activities to become competent decision- makers in the future. Proper decision making skill enable the students to translate knowledge, attitudes and values into their actual abilities.

**Bulog, I. & Dadić, L. (2017)**<sup>[3]</sup> in their study Individual Differences and Decision Making Styles among University Students revealed that females are more intuitive and spontaneous in decision making than males; older students are less prone to use avoidant style in decision making; degree graduate students are more rational in decision making than professional graduate.

**Fulara (2019)**<sup>[4]</sup> revealed that there exists a negative co-relation between routine and compromise decision- making styles of principals of senior secondary schools with their emotional intelligence.

**Saryanto, T. et al. (2021)**<sup>[8]</sup> found that male students are better than female students in decision making styles. Male students tend to make more critical decision especially in the aspect of determine action while female students tend to have good critical thinking skills in the aspect of drawing decision.

**Nag, S. K. et.al. (2024)**<sup>[6]</sup> conducted a research and found significant positive co-relation and regression between critical thinking and decision making ability of senior secondary student and significant difference was also observed in decision making ability in respect of critical thinking ability and gender showed by.

### 3. Objectives of the Study

**3.1.** To investigate the Decision -Making Styles among Prospective Secondary Teachers in Relation to their Gender.

**3.2.** To investigate the Decision -Making Styles among Prospective Secondary Teachers in Relation to their Locale.

### 4. Hypothesis of the Study

**4.1** There will be no significant difference in Decision -Making Styles of Male and Female Prospective Secondary Teachers.

**4.2** There will be no significant difference in Decision -Making Styles of Rural and Urban Prospective Secondary Teachers.

### 5. Operational Definitions of Terms and Variables

**Decision Making Style** - Decision-making style in the present study refers to the dominant set of scores measured by the Decision Making Scale designed by Scot and Bruce. The five styles includes rational, intuitive, dependent, avoidant, spontaneous.

**Prospective Teachers** - Prospective teachers refers to pupil teachers who are pursuing B.Ed. Degree.

**Gender** - the fact of being male and female.

**Locale** - the specific place where something happens (urban and rural).

### 6. Research Method

The study was conducted through descriptive survey method of research.

### 7. Research Tool Used

In the present study “**General Decision- Making Style Scale**” by **Scott and Bruce (1995)**<sup>[8]</sup> was used to collect the data from college teachers. The tool attempts to measure five decision making styles viz. Rational, Avoidant, intuitive, Dependent and spontaneous. There are five items to assess each of the styles. It is uses five point likert scale. The respondent is asked to indicate whether he/she agree or disagree with each statement on a five point scale ranging from strongly disagree to strongly agree. The scale was found to be highly reliable in internal consistency ranging from 0.68 to 0.94 (alpha).

### 8. Population and Sampling

For the present study, 370 B.Ed. Trainees from B.Ed. Institutions situated in Mandi district were taken as sample of the study. In the present study lottery method of probability sampling was used.

**9. Statistical Technique Used**

In the present study the statistical techniques of Mean, SD and t-test were used for data analysis.

**10. Data analysis and Interpretation**

To interpret the raw scores meaningfully, the investigator took the help of both the descriptive as well as inferential statistics. The inferential statistics t-test was calculated. The obtained t-ratio was evaluated at 0.05 and 0.01 level of significance with particular degree of freedom. If the obtained value was found equal to, or greater than the tabled value of particular level of significance, the difference between two groups were considered significant. In case obtained t-value remained below the table of t-mean differences of the two groups was treated, non-significant and apparent difference in means were ascribed on chance factor and sampling error.

**Comparison of Decision - Making Styles of Male and Female Prospective Secondary Teachers**

**Table 9.1**

Decision making style	Gender	N	M	S.D.	df	't'-value	Significance
Rational	Male	78	20.76	2.63	368	1.36	NS
	Female	292	21.18	2.39			
Intuitive	Male	78	18.96	3.53	368	1.31	NS
	Female	292	19.46	2.90			
Dependent	Male	78	17.27	3.62	368	1.23	NS
	Female	292	17.81	3.43			
Spontaneous	Male	78	14.19	3.97	368	0.16	NS
	Female	292	14.11	3.57			
Avoidant	Male	78	15.43	3.46	368	0.72	NS
	Female	292	15.12	3.47			

NS: Not Significant at 0.05 level

Table- 9.1 indicates that the obtained 't-value was found to be 1.36, 1.31, 1.23, 0.16, 0.72 in respect of rational, intuitive, dependent, spontaneous, avoidant style of decision making of prospective teachers which are not significant at 0.05 level. It means that the decision making style of prospective teachers is same on the bases on their gender. Hence, the null hypothesis that "there will be no significant difference in decision making styles of male and female prospective Teachers" was accepted.

**Comparison of Decision - Making Styles of Rural and Urban Prospective Secondary Teachers**

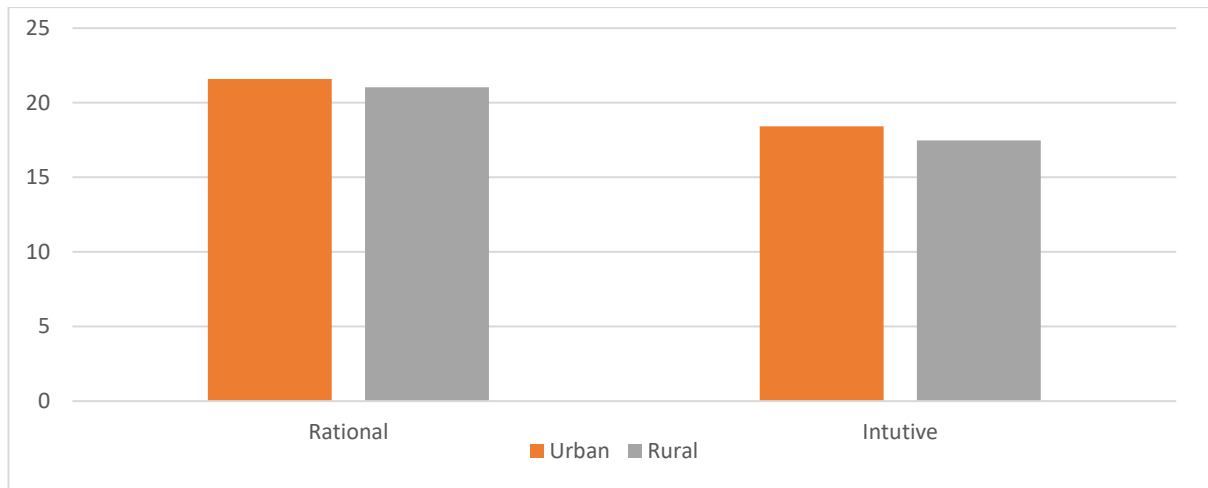
**Table -9.2**

Decision making style	Gender	N	M	S.D.	df	't'-value	Significance
Rational	Urban	74	21.59	2.01	368	2.02	*
	Rural	296	21.03	2.49			
Intuitive	Urban	74	19.44	3.19	368	0.25	NS
	Rural	296	19.34	3.04			
	Urban	74	18.41	3.60	368	2.03	*

<b>Dependent</b>	Rural	296	17.47	3.40			
<b>Spontaneous</b>	Urban	74	13.75	3.97	368	0.91	<b>NS</b>
	Rural	296	14.17	3.49			
<b>Avoidant</b>	Urban	74	14.74	3.20	368	1.25	<b>NS</b>
	Rural	296	15.27	3.46			

\* = Significant at 0.05 level of significance & NS = Not Significant

It is clear from Table-9.2 that statistically computed t-value of Rational and Dependent Decision making styles of prospective teachers in relation locale is significant at 0.05 level with df 368. Hence null hypothesis was rejected. This table also shows that t-value of intuitive, spontaneous, avoidant were found to be 0.25, 0.91, and 1.25 which is non-significant at 0.05 level. It means that prospective teachers do not differ significantly with regard to their Decision Making styles.



### 11. Findings

- Male and Female prospective secondary teachers did not differ significantly with regard to their rational, intuitive, dependent, spontaneous and avoidant decision making style.
- There is no significant difference were found in intuitive, avoidant and spontaneous decision making styles of rural and urban prospective secondary teachers.
- Urban prospective secondary teachers had stronger preference for rational decision making style.
- Significant difference exist in dependent decision making style of rural and urban prospective secondary teachers.

### 12. Conclusion

The study reveals that gender does not significantly influence the decision making styles- rational, intuitive, dependent, spontaneous and avoidant- of prospective secondary teachers. However, differences emerge when considering the residential background. Urban prospective teachers show a strong preference for rational decision making compared to their rural counterparts, while significant differences are also observed in the dependent decision making styles between rural and urban teachers. Conversely no significant difference is found in intuitive avoidant and spontaneous styles based on rural urban background. These findings highlight the influence of environmental and educational context on specific aspects of decision - making among prospective secondary teachers.

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