A Study on Decision Making Styles of Secondary School Heads

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Abstract

In this study an attempt has been made by the researcher to study the differences, if any, between Male and Female Heads of Secondary Schools with respect to dimensions scores of Decision Making Style. The study further intended to compare Male and Female Heads of Secondary Schools with regard to the dimensions scores of Decision Making Styles according to their Educational Qualification. The data was collected using the Decision Making Styles Scale constructed and standardized by Dr.N.N.Ganihar (2005). A total of 120 Secondary School Heads serving in urban and rural schools were drawn using stratified random sampling technique as samples of this study.

The collected data were analyzed using descriptive statistics. The findings revealed that, Male Heads exhibited higher scores for the dimensions 'Routine' and 'Compromise' of Decision Making Style as compared to Female Heads. Whereas Female Heads exhibited higher scores for the dimension 'Heuristic' of Decision Making Style as compared to Male Heads. The study further revealed that, Secondary School Heads with UG as their educational qualification showed higher scores for the dimensions 'Routine' and 'Compromise' of Decision Making Style as compared to Heads with PG as their educational qualification. Whereas, Secondary School Heads with PG as their educational qualification exhibited higher scores for the dimension 'Heuristic' of Decision Making Style as compared to Heads with UG as their educational qualification.

Key words: Decision making styles, secondary school heads, educational qualification etc

Introduction

In an organization, decision making will be done by the higher authorities upon the analysis and critical thinking. Good decision making is regarded as an essential and much needed administrative skill in the administration of an organization now a days. Decision making by the head of an institution is very important that deals with the decisions that are made on behalf of the organization. Once there is a clear understanding of the problem then the decision can be made in an effective manner.

There is a tremendous need for good decision makers in today's world. Hence institutions of the present days are in need of Heads who have the ability to make decisions quickly and responsibly.

The best decision makers are the individuals who can combine logic, problem analysis, and intuition to come up with the correct decision. The improved decision-making skills will increase the efficiency and effectiveness of administration by the heads of institutions.

Decision making is a process of selecting a formal choice among the available options. For an effective decision-making process, the head of an institution must be in a stable mind to weigh both positive and negative options. He should determine which option will/would suit that particular situation.

Literature Review

According to Durai (2015) Decisions cannot be made in a vacuum. External and internal forces influence decisions in every organization either directly or indirectly. To improve the decision-making process, institutional heads must understand the impact and role of such elements.

Pacheco and Webber (2016) in their study asserted that, decision making is an action purposely taken from other alternatives in achieving organizational objectives.

Azeska, Starc, and Kevereski (2017) researched decision-making styles of Principals and discovered that, Principals favored a directed decision-making style with a mix of democratic-participatory decision-making that included teachers in the decision-making process.

Shah (2018) in his study reported that, decision making is regarded as an essential component of the management process, and the life of a headmaster is spent making decisions after decisions. They consider decision-making to be their most important task.

For this reason, the institution's leader should have a well-balanced personality that allows him to meet all requests as and when circumstances allow them to arise.

Head of institutions, according to Shaked and Schechter (2019), must recognize that, there are multiple options in each given situation. A decision maker's values, knowledge, and preferences are always taken into account while making a decision.

A study by Iqbal et.al (2020) aimed to identify the different decision making styles of Heads in public sector institutions of Central Punjab. The results of the study revealed that autocratic style of decision making had the highest mean score as compared to other decision making styles. In addition, there was no significant demographic difference regarding the gender and age of Heads. However, their marital status and qualification both had significant effects on their decision making styles.

Need and Importance of the Study

The school's Head serves as the nodal point for overseeing the school's educational system as well as the development of the school's physical, social and economic components. The role of the Head in any school is to oversee and manage both the instructional programme and the finances of his or her institution.

Heads play a critical role in school planning. They are the leaders, promoters, motivators, caretakers, public relations officers, administrators, academic planners, originators of all academic, cultural, and sporting activities, effective supervisors, and guardian of students and teachers' welfare.

The Head is a group leader who understands how to engage the teaching and non-teaching staff working under him, set up conditions, and launch numerous tasks to achieve the greatest results. They inspire and motivate others to achieve their goals. They serve as the backbone of any school, as is well known.

Not only should Heads be able to detect local requirements inside the school, but they should also be able to deal with difficulties involving other aspects of an organization. They are subjected to a great deal of criticism for failing to meet the expectations of various educational authorities, parents, society, and numerous stakeholders as a result of their decision-making and the outcomes that result from it.

Making decisions is both an art and a science that has been researched for years. The choosing of a course of action in various situations and difficulties is referred to as a decision, which is a pick from a collection of options. The word 'decision' comes from the Latin phrase *de ciso*, which meaning "to cut away or cut off in a practical sense.

Decision making is defined as the process of selecting options from a set of alternatives, which leads to effective decision-making styles. When it comes to school administration, the ability to make decisions is critical for any Head.

The head of any institution is posed with the task of taking the decision/s in one or the other aspects of his routine administration. Thus, decision making plays a very crucial and important role on which the success of any organization is dependent.

The importance of decision making is primarily focused on reviewing and evaluating the achievement of corporate goals and objectives. In terms of literature reviews and previous study, a sufficient number of researchers discovered a significant effect and association between decision-making styles and other factors such as: Decision-making and work satisfaction, Bamidele and Ella (2013) School administrators' decision-making approaches and teacher job satisfaction, Olcum and Titrek (2015) Participatory decision-making and job satisfaction, Pacheco and Webber (2010) Irawanto (2015) Participation of employees in decision-making; Hariri (2011) explains how teachers make decisions and how they feel about their jobs.

Based on the above studies it is clear that, the process of decision making is an ever evolving process and accordingly the present study has been undertaken by the researcher.

Methodology and Design of the Study

The present study has been conducted using descriptive survey method.

Population and Sample

All the secondary school heads of Belagavi district serving in Government, Aided, and Unaided schools belonging to urban and rural areas were considered as the population of the study. A total of 120 Secondary School Heads serving in urban and rural schools of Belagavi district were drawn using stratified random sampling technique as samples of this study.

Objectives of the Study

1) To study the differences, if any, between Male and Female Heads of Secondary Schools with respect to dimensions scores of Decision Making Style.

2) To compare Male and Female Heads of Secondary Schools with regard to the dimensions scores of Decision Making Styles according to their Educational Qualification.

Hypotheses

H[1]: There is no significant difference between Male and Female Heads of Secondary Schools with respect to dimensions scores of Decision Making Style.

This hypothesis is tested using descriptive statistics and the results obtained there from are given in the table below.

Table No.1: Gender-wise analysis of dimensions scores of Decision Making Style of Secondary School Heads.

Variable	Dimensions of DMS	Gender	N	Mean	SD	Mean Difference
Decision Making Style	Routine	Male	73	9.5342	3.48043	1.6619
		Female	47	7.8723	2.60949	
	Compromise	Male	73	20.5068	3.07825	1.6619
		Female	47	16.1064	3.35076	
	Heuristic	Male	73	17.9589	2.49688	6.0624
		Female	47	24.0213	4.47937	

Gender-wise comparison of dimensions scores of Decision Making Style of Secondary School Heads and Mean Difference indicate that,

- Male Heads exhibited higher scores for the dimensions 'Routine' and 'Compromise' of Decision Making Style as compared to Female Heads.

- Whereas Female Heads exhibited higher scores for the dimension 'Heuristic' of Decision Making Style as compared to Male Heads.
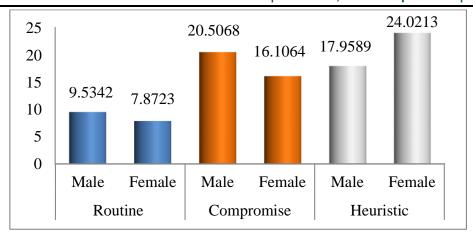
Figure No.1: Gender-wise comparison of dimensions of Decision Making Styles of Secondary School Heads.

H²: There is no significant difference between Male and Female Heads of Secondary Schools with regard to the dimensions scores of Decision Making Styles according to their Educational Qualification.

        This hypothesis is tested using descriptive statistics and the results obtained there from are given in the table below.

Table No.2: Comparison of dimensions of Decision Making Style of Secondary School Heads according to Educational Qualification.

Variable	Dimensions of DMS	Educational Qualification	N	Mean	SD	Mean Difference
Decision Making Style	Routine	UG	34	10.2941	3.85753	1.9685
		PG	86	8.3256	2.82610	
	Compromise	UG	34	21.8235	2.85477	4.2421
		PG	86	17.5814	3.50618	
	Heuristic	UG	34	15.8824	2.11438	-6.2106
		PG	86	22.0930	3.96344	

        Comparison of dimensions of Decision Making Style of Secondary School Heads according to their Educational Qualification and Mean Difference indicate that,

- Secondary School Heads with UG as their educational qualification showed higher scores for the dimensions 'Routine' and 'Compromise' of Decision Making Style as compared to Heads with PG as their educational qualification.

- Whereas, Secondary School Heads with PG as their educational qualification exhibited higher scores for the dimension 'Heuristic' of Decision Making Style as compared to Heads with UG as their educational qualification.
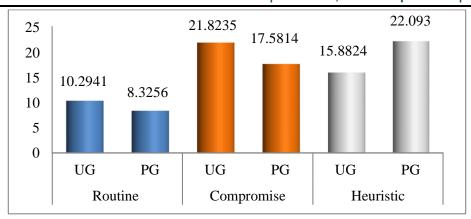
Figure No.2: Comparison of dimensions of Decision Making Style of Secondary School Heads according to their educational qualification.

Major Findings of the Study

- Male Heads exhibited higher scores for the dimensions 'Routine' and 'Compromise' of Decision Making Style as compared to Female Heads.

- Whereas Female Heads exhibited higher scores for the dimension 'Heuristic' of Decision Making Style as compared to Male Heads.

- Secondary School Heads with UG as their educational qualification showed higher scores for the dimensions 'Routine' and 'Compromise' of Decision Making Style as compared to Heads with PG as their educational qualification.

- Whereas, Secondary School Heads with PG as their educational qualification exhibited higher scores for the dimension 'Heuristic' of Decision Making Style as compared to Heads with UG as their educational qualification.

Conclusion

The above statistics revealed that, the secondary school heads differ statistically in their decision making styles on the basis of their gender as well as according to their educational qualification. In other words it can be said that, as no two individuals are alike. In the similar way individual differences can also be seen with respect to the concept of 'decision making style'.

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