

ATTITUDE OF SCHOOL STUDENTS TOWARDS THEIR DECISION-MAKING SKILLS

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*S.Y.B.Ed, Aishabai College of Education***Abstract:**

Traditionally, people throughout the world believed that the efficiency of instruction in the field of education truly depends on the quality of the teacher who is heart of the education system. In the western world, increasing value of students Decision Making has received considerable attention from educationalist. Students are key contributor and inheritor of educational outcome as well as casual factor of educational result. It is therefore important to study the impact of their inclusion into the school key Decision systems. Using data from 128 Schools in Mumbai, this study attempted to understand the attitude of School Students towards Decision Making. Students from Higher Secondary Section had a higher attitude towards their Decision Making as compared to Secondary School Students. Gender had no role to play in their Decision Making. Equipping students with the capability to perform considerate Decision-Making is a key competence to elaborate their social skills and to make them responsible and independent members to the fast paced society

Keywords: *Decision Making, Higher Secondary School Students, Secondary School Students*

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Introduction:

People all over the world believe that the effectiveness of instruction merely depends on the quality of the teacher, who is the center of the educational system. In the western world the concept of Decision Making has recently received appreciable attention from the educationists.

In the study of Decision Making ability the most appropriate period is adolescents. Important Decisions such as choosing educational fields or getting engaged in risky behaviours which may lead to substance use are common during adolescence. Basically the critical period in life is adolescents because they are uncontrolled and risky which also can lead teenagers to make sensitive Decisions and experience the result of this Decision (Akbari, & Zare, 2012). Adolescence is considered as an important developmental stage where many new characteristics are gained. So to develop a healthy identity of adolescent. The identity must formed asexual professional and idealistic dimensions. Through their Decisions the Future life of the students may get affected . Clark and Robbins (2002) suggest that, in difficult situations teenagers who have poor Decision Making skills choose to rely on substance use instead of solving the problem. Which leads to risk factor of addiction, adolescent who use substance are less rational and use poor strategies for Decision Making. Decision-Making involves the selection of a course action from among two or more possible alternatives in order to arrive at a solution for a given problem. Decision Making procedure involve evaluation of different terms of presentation. (i.e. cost-benefit assessment) (Syngelaki et al., 2009). According to Janis and Mann (1977, cited in ÇolakkadÖo=lu & Güçray, 2007) Decision Making is stressful. Individual who are in Decision Making



process factor affecting them most is conflict, decreasing conflict or eliminating conflict which leads them to necessity of Decision Making. (Çolakkadıo÷lu & Güçray, 2007). Decision Making thought as an essential part of daily life of a student. Decision Making is a critical function which carried out by them . This is simply because they are always in hunt for appropriate solutions to different problems which comes across them during the process from start to end. Besides being the important part in all types of management functions, Decision Making accounts for every base of planning.

Decision makers engage and involve students in a meaningful and systemic way. There are many different levels of Decision-Making that happen in every school. Decision-Making involves individual classrooms, whole schools, state education agencies, and the nationwide education system. They can also be involved in their personal Decision Making .The Decisions are made by individual students which affect themselves. They can easily select whether they have to do their homework or Assignments. Cohesive student involvement allows them to make a personal Decision-Making in schools they have to choose whether to attend school or behave fortunate. There are various local schools where student involvement in Decision-Making is becoming the norm. Many districts had policies that supported student involvement for decades, although few are ironically imposed. Hence, this paper deals with Decision Making among students of different age groups.

Review of Related Literature:

Decision-Making is one of the central cognitive processes of human beings (Wang, Y; Ruhe, G, 2007) it is constituting a key component in formal teaching and learning (Zeidler, D.L; Sadler, T.D; Simmons, M.L; Howves, EV. 2005)(Stefanou, CR; Perencevich ,kc, Dicintio M; Turner, JC 2004) On a daily basis, plenty of our decisions are made. Making these decisions is often unconscious, quick and justified in a next process (Haidt, J 2007) Besides this subliminal Decision-Making, some decision situations require more conscious considerations.

Student style inventory in Secondary School where administrated by Adolescents . Decision Making style were tested by using multiple regression analysis, variables connections in social structure. Decision-making style results Revealed differences in the Females and Males. Female standard to be more humorous shoppers and Men tended to be more brand conscious Basically rural Adolescents are novelty conscious and urban area trended to be more brand conscious in Adolescents. (Moorti, 2018)

According, to Gender stereotypes men and women as fundamentally different from each other, like different “planets” (Gray, 1992). Women are stereotyped as “intuitive” and men as “rational”. However, researchers investigating gender differences in record of intuitive and rational Decision-Making styles capitulates mixed results. Undergraduate women tend to report more intuitive styles than men(Sadler-Smith, 2011). By using a mood induction that asked people to describe feelings about winning or losing a competition, women tend to report using more intuition, then men(Sinclair, 2010). However, according to the studies assessing general Decision-Making styles in age varied samples do not find significant gender differences (Baiocco et al., 2009; Loo, 2000; Spicer & Sadler-Smith, 2005).

A review of the literature specify that skills like Decision Making and problem solving are appropriate ,whenever students enter school but they may not possess. so influenced by past experience a development of student and Decision Making and problem solving skills ,Require a process of learning. Decision Making and learning style are cognitive . Sproles (1990) found a connection between Secondary Student learning style their Decision Making and the problem solving skills.

Methodology and Sample of the Study:

A Descriptive survey was carried out in order to study the attitude of School Students from South Mumbai towards their Decision Making. Convenient Sampling Technique was used for data collection. For the purpose of this study data was collected from 128 school students. .A Decision Making questionnaire designed by Mince Moyer and Perkins (2001) was used to collect students'. The tool was scored on a 5 point rating scale ranging from Never, Rarely, Often, Sometimes to Always. Out of total students 63 were from Secondary and 65 were from Higher Secondary Section. The following table 1.1 depicts the sample size based on Gender and Section of School in which students are studying.

Table 1.1: Sample size for present study

| | N | Percentage |
|---|-----|------------|
| School Students | 128 | 100 |
| Secondary School Students | 63 | 49 |
| Higher Secondary School Students | 65 | 51 |
| Male Students | 69 | 54 |
| Female Students | 59 | 46 |

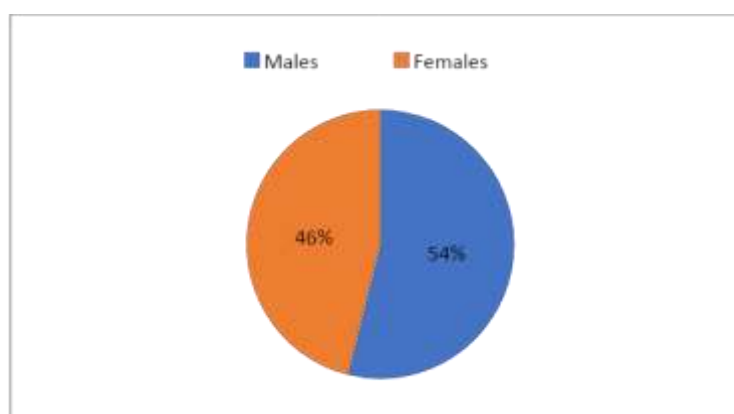


Figure 1.1: Pie-Chart Depicting Males and Females of Secondary and Higher Secondary for Present study

Figure 1.1. is a pie-chart representing the sample size based on Decision Making possessed by Secondary School Students and Higher Secondary School Students . The total sample consisted of 128 students out of which 51% were from Secondary School and 49% were from Higher Secondary School.

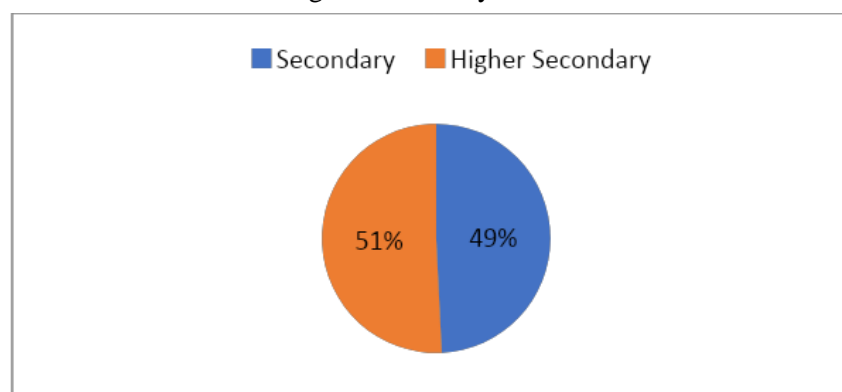


Figure.1.2: Pie-Chart Depicting Students from Secondary and Higher Secondary Standard for present study



Figure 1.2 is a pie-chart representing the sample size based on Decision Making possessed by Males and Females of Secondary and Higher Secondary School Students. The total sample consisted of 128 students out of which 54% were Males and 46% were Females.

Scope and Delimitation of the Study:

The proposed study was conducted and the data was collected from Secondary and Higher Secondary Students. Data was not collected from the primary section of school and college going students. Data from English Medium Schools from the State Board was collected, Vernacular medium and other school boards were not considered. The present study took in consideration the attitude of students towards Decision Making and other cognitive skills were not considered. The effect of gender and the section in which the students were studying on Decision Making styles was studied in the present study. Other variables affecting Decision Making skills like IQ, EQ, SES etc were not considered. A descriptive survey method was adopted, other methodology of research like observation, interviews, case-study was not carried out.

Hypothesis Testing and Interpretation of Data:

Following Null Hypothesis were framed for the present study:

1. There is no significant difference in attitude of School Students towards their Decision Making.
2. There is no significant difference in attitude of Male and Female School Students towards their Decision Making
3. There is a significant difference in attitude of Secondary and Higher Secondary School Students towards their Decision Making

The table 1.2 below shows relevant descriptive statistical measures that are used to test Hypothesis 1

Table 1.2: Relevant Descriptive Statistics

| | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
|-----------------|-------|--------|------|--------------------|----------|----------|
| School Students | 57.27 | 58 | 59 | 10.53 | 0.05 | 2.76 |

Hypothesis 1: The Mean for all School Students was found to be 57.27, Median was found to be 58, Mode was found to be 59, and Standard Deviation was found to be 10.53. The Skewness was found to be 0.05 which is positive, thus the data is positively Skewed. Kurtosis was found to be 2.76 which is positive and thus the distribution is Leptokurtic.

The below table 1.3 shows relevant Inferential statistics used to test Hypothesis 2 and 3.

Table 1.3: Inferential Data Analysis

| | | N | Mean | t value | P value | LoS |
|----------------|----------------------------------|----|-------|---------|---------|-----|
| Gender | Female Students | 58 | 55.89 | 1.35 | 0.17 | NS |
| | Male Students | 70 | 58.41 | | | |
| School Section | Secondary School Students | 63 | 54.68 | 2.81 | 0.005 | S |
| | Higher Secondary School Students | 65 | 59.78 | | | |

Hypothesis 2: The t value for Male and Female students was found to be 1.35 and the p value was found to be 0.17 which is greater than 0.01 and 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in attitude of Male and Female Students towards their Decision Making.

Hypothesis 3: The t value for Secondary and Higher Secondary Students was found to be 2.81 and the p value was found to be 0.005 which is less than 0.01, thus it is significant. Therefore, the null hypothesis is rejected. Significant difference is found in the attitude of Secondary and Higher Secondary Students towards their Decision Making based on their age. The Mean scores of Secondary School Students was found to be 54.68 And Mean score for Higher



Secondary School Students was found 59.78. Mean score for Higher Secondary School Students is greater than Secondary School Students which means these Students have higher attitude of Decision Making skills.

Discussion and Conclusion:

The results from the present study indicated that both Male and Female School Students did not differ in their attitude towards Decision Making. Age, factor did affect. School Students from Higher Secondary Section had a higher attitude towards their Decision Making as compared to Secondary School Students.

Due to recent trends in Education and reduced biasness, gender does not affect Decision Making among School Students. This reflects that both Male and Female are equally involved in the Decision Making process and actively participate. Both are provided with equal opportunities and have been considered equally. As the students shift from Secondary to Higher Secondary Section there is a transition in their age, with growing more mature they understand and justify their Decisions more rationally. Thus there was a significant difference observed. During this transition individuals' world views, values and political orientations also differ and thus reflecting more on their Decision Making process. Studies conducted by Baiocco et al., 2009; Loo, 2000; Spicer & Sadler-Smith, 2005 assessing general Decision-Making styles in age diverse samples do not find significant gender differences as concluded by the present study.

The school discipline mainly aims to produce young people who will grow into a responsible adults and self-disciplined individuals, who are ready to accept the up-shot of their own decisions and actions. Discipline can be attain in schools by involving students in Decision Making processes. Students learn different things like participation and boosting motivation with the help of the discipline The discipline will make them to participate more to involve with each other more and to take responsibility of their own and without finding the excuses they'll help each other. Decision Making also helps with their educational process and produce motivations and sense of ownership and to set rules abide by a high inclination and to make individual and collective goals. A student can make their way possible and plausibly involvement in Decision Making so they can achieve desirable goal.

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