



## A STUDY OF DECISION MAKING STYLE OF STUDENT TEACHERS AT SECONDARY TEACHER TRAINING LEVEL

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### ABSTRACT

*When we face a Problem life, we come across many alternatives. we have to choose one among them. For instance, selecting a dress, ordering for a dish in a restaurant, choosing a college major, selecting life partner, etc. This is known as decision making Decision making refers to the process of gathering information about relevant alternatives and making an appropriate choice. Some decisions may be simple while some others may be complex having lifelong consequences.*

**KEYWORDS:** *decision, human beings, decision maker, emotional stress*

### INTRODUCTION

When we face a Problem life, we come across many alternatives. we have to choose one among them. For instance, selecting a dress, ordering for a dish in a restaurant, choosing a college major, selecting life partner, etc. This is known as decision making Decision making refers to the process of gathering information about relevant alternatives and making an appropriate choice. Some decisions may be simple while some others may be complex having lifelong consequences.

### DECISION MAKING HAS THREE CORNERSTONES

The decision, the Process of deciding and the decision maker. Experts have classified decisions into different types or styles. One such classification is that of Janis and Mann based on their conflict theory of decision making. They believed that human beings are Programmed with emotions and unconscious motives as well as with cognitive abilities. Whenever a Person has to make an important decision, intense conflicts arise. The most Prominent symptoms of such conflicts are hesitation, vacillation, feelings of uncertainty and the signs of emotional stress whenever the decision comes within the focus of attention. In such a situation, an individual adopts a style to overcome the conflict. The different strategies adopted are : Vigilance (V) – the tendency to search carefully for information, to consider many alternatives, to consider information without bias, and to evaluate alternatives carefully before making a choice. Hypervigilance/panic(H) the tendency to make decisions impulsively and to look for quick, easy solutions to problems. Defensive avoidance (D) – the general tendency to try to avoid or escape having to make decisions. There are three in this: Fationalization, Buckpassing and Procrastination. Rationalization ® - the tendency to avoid

the reality of decisions. This is achieved by ignoring or denying unpleasant aspects of the decision or by concentrating only on positive aspects of the choice. Buckpassing(B) – the tendency to leave the hard decisions, to others, to avoid taking responsibility for decisions and to blame others when the decision is wrong. Procrastination(P) – the tendency to put off making decisions by doing other things or thinking about the decision for too long. Among these styles, vigilance is an effective style while others are defective.

Successful decision making involves certain important steps. The first one is appraising the challenge during which the Person recognizes the challenge for what it is. Faulty assumptions and over simplification are to be avoided. The second step is surveying the alternatives. Information about all Possible alternatives have to be collected. It is important to have an attitude of openness and flexibility In the third step, each alternative has to be evaluated for its gains and costs. The fourth step is to make a commitment to implement the decision. The final is to adhere despite negative feedback. Each decision involves some risk and over-reacting to criticism and changing one's mind prematurely may not be appropriate.

The decision maker is an important constituent of decision making. A decision maker, while making a decision, utilizes the resources that one has in his/her repertoire such as Personality, experience, etc. It is in this context that assessment of the decision making styles of a Person becomes important in conselling situations.

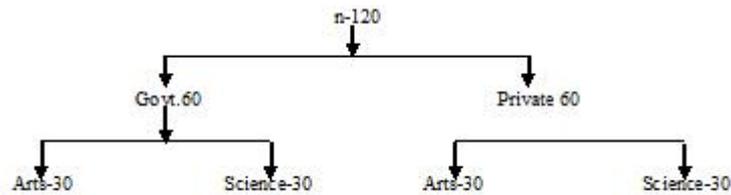
### STATEMENT OF THE PROBLEM

To assess the decision making styles of student – teachers.

## METHOD

### a. Sample

The Subjects RN are 23 years old student – teachers studying colleges of Education.



### b. Materials

Flinder's Decision Making Questionnaire – II (DMQ – II) and scoring key.

### C. PROCEDURE :

The subject was seated comfortably and the Flind's Decision Making Questionnaire-II was given. Then the following instructions were given: "People differ in the way they go about making decisions. Please indicate how you

make decisions by ticking (✓) for each question the response which best fits your usual style:. The subjects were also told that there are no right or wrong answers and the answer that is true for him/her is the correct answer.

Then the responses for each decision style were scored as per the scoring key and the scores were entered in the table. A high score in a decision style indicates a higher tendency to adopt that style.

## RUSULTS

**Table -I**  
Showing the student-teachers data in the decision making styles

| Group                | N   | V   | H  | D  | R  | B  | P  |
|----------------------|-----|-----|----|----|----|----|----|
| All Student teachers | 120 | 100 | 40 | 60 | 30 | 20 | 40 |

**Table-II**  
Showing the group data in the decision making styles

| Sl. No.       | Group     | V    | H    | D    | R    | B    | P    |
|---------------|-----------|------|------|------|------|------|------|
| 1             | Govt.*    | 40   | 80   | 50   | 20   | 30   | 20   |
| 2             | Private * | 60   | 40   | 80   | 30   | 20   | 20   |
| 3             | Arts *    | 30   | 30   | 40   | 70   | 30   | 40   |
| 4             | Science * | 100  | 40   | 60   | 30   | 20   | 40   |
| 5             | Kannada * | 70   | 60   | 30   | 40   | 80   | 20   |
| Mean: Females |           | 70.0 | 60.0 | 60.0 | 30.0 | 30.0 | 30.0 |
| Mean: Males   |           | 50.0 | 40.0 | 50.0 | 50.0 | 40.0 | 30.0 |
| Mean: Group   |           | 60.0 | 50.0 | 50.0 | 40.0 | 40.0 | 30.0 |

Table shows the score of males and females in the decision making styles.

## DISCUSSION

The analysis of the subject R.N.'s data shows that the score in vigilant style is 100, in hyper-vigilance is 40, in defensive avoidance is 60, in rationalization is 30, in buck – passing is 20 and in procrastination is 40. Since the score the score is highest in vigilant decision style, it can be stated that Science subject student teachers Predominant decision style is vigilance. This implies that the subject Science subject student-teachers has a tendency to search carefully for information, to consider many alternatives, to consider information without bias, and to evaluate alternatives carefully before making a decision. When the subjects's score in vigilant decision style is compared with the group's which is 60, it is observed that the subject's score's is higher. This reveals that the subject has a higher tendency to adopt vigilant style than the majority of the group. In hyper vigilant style the subject's score (40) is lower than the group (50). This shows that the subject has a lower tendency to adopt hyper vigilant style than the group. The subject is not a person who looks for quick and easy solutions to problems. With regard to the defensive avoidance style, since the subject's score (60) higher

than the group's (50), it can be inferred that the subject is more likely to avoid or escape having to make decisions than the group. The subject's score (30) in rationalization is less than of the group. Hence it can be stated that the subject has less tendency to avoid the reality of decisions. In buck-passing too, the subjects's (20) is lower than the group's (40). So it is understood that the subject has a lower tendency than the group to leave the hard decisions to others. The score of the subject (40) in Procrastination style is found to be higher than the group's (30). This shows that the subject possesses a higher tendency to put off making decisions than group.

On analyzing the group data, it is observed that Science subject student – teachers has the highest score of 100 in vigilant style. This shows that the subject Science subject student-teachers is most vigilant in the group while making decisions. The lowest score is 40 that of the Govt. college student-teachers. Hence it can be stated that Govt. college student teachers has the lowest tendency to adopt vigilant style. Two subjects in the group have a lower score in vigilant style than the group mean. Probably with counseling and training in decision making these subjects may be helped to enhance vigilant decision making.

In hyper vigilance decision style, the subject Govt. subject student teachers has highest score of 80. This implies that Govt. college student teachers has the highest tendency to make decisions impulsively and to look for quick and easy solutions. The Arts subject student teachers score of 30 is the lowest. From this it can be inferred that Arts subject student teachers has the lowest tendency in the group to adopt hyper vigilant decision style. Since the score of women (60) is higher than the more opportunities in decision making at home and outside, women may be helped to acquire decision making skills. Two groups have a higher score than the group implying that these subjects have a higher tendency to adopt hypervigilant's le.

In defensive avoidance style, the highest score is 80 that of the private college student teachers. This reveals that private college student teachers have the highest tendency to avoid having to make decisions. The subject Kannada medium student teachers has the lowest score of 30 implying a lowest tendency to adopt defensive avoidance style. The comparison of the scores of women and men reveals that the score of women (60) is higher than that of men (50) Hence, it can be inferred that women have a tendency to adopt defensive avoidance style more than men. Two subjects have scored higher than of the group implying higher tendency to adopt defensive avoidance style.

The Arts subject student teachers has the highest score of 70 in rationalization style. This reveals that Arts subject student teachers has the highest tendency in the group to avoid the reality of decisions. The subject Govt. college student teachers has the lowest score of 20 which indicates that Govt. college student teachers has the lowest tendency to avoid the reality of decisions. When the scores of the two genders are compared, it is found that the score of men (50) is higher than that of women (30). Hence it is understood that the males have a tendency to adopt rationalization style more than women. One Arts subject student teachers has a higher score than the group which shows that Arts subject student teachers has higher tendency to adopt rationalization style more than all the other subjects in the group.

With regard to Procrastination style, two subjects have the highest score of 40 each. From this it can be stated that these two subjects have the highest tendency put off making decisions. The lowest score in the group is 20 each of three subjects. Hence, it can be stated that these three subjects have the lowest tendency to adopt procrastination style. The score of women and men is the same (30) and so it is understood that the two genders do not differ in adopting Procrastination decision style. Two subjects in the group have scored higher than the group's. So these two subjects have a tendency to adopt procrastination style than the group.

It is found that the Predominant decision style of women is vigilance while men have equal tendency to adopt vigilance, defensive avoidance, and rationalization styles. It is further understood that in this in this group women are better decision makers than men. probably the increased opportunities for women and their motivation to excel have helped in acquiring decision making skills. The increased competition and a diffusion of attitude that males are superior might have contributed to lack of motivation which in turn would have led to inadequate decision in men.

The score of the group in vigilance style is 60, in hyper vigilance 50, in defensive avoidance 50, in rationalization 40, in buckpassing 40 and in procrastination style is 30. It is observed that the Predominant decision style of the group is vigilance.

## 5. CONCLUSIONS

- 1) The Predominant decision making style of the Science subject student-teachers is vigilance.
- 2) The Predominant decision style of women is vigilance while that of men is vigilance, defensive avoidance and rationalization.
- 3) The predominant decision of the group is vigilance.
- 4) There are individual differences in decision styles.

## REFERENCE

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