



DECISION MAKING STYLES OF PRESERVICE SECONDARY TEACHERS IN RELATION TO INTELLIGENCE AND LOCALITY

Sangeeta Kumari Barwal, Ph. D.

Principal Krishma P.G.College of Education, Dadour Nerchowk, Distt. Mandi, Himachal Pradesh

Abstract

Decision-making is a key part of managers' activities. Like managers, teachers also make different types of decisions under different circumstances of teaching-learning process and effectiveness of teaching depends in which manner decisions have been taken by the teachers and this process is known as decision-making with style. Preservice education is a programme which is expected to produce effective prospective teachers who would handle the classroom in future with success. In the present study, the sample consisted of 532 regular preservice secondary teachers studying in B.Ed. institutions of Himachal Pradesh by using Decision-Making Styles Inventory of Scott and Bruce and Group Verbal Test of Intelligence by R.K. Tandon. Data was analyzed by using two-way ANOVA. Which revealed that there was significant interaction effect of intelligence and locality on intuitive style of decision making of preservice teachers and it also stated that rational, dependent, spontaneous and avoidant decision-making style was not significantly influenced by intelligence and residence of preservice secondary teachers.



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Introduction

Decision-making is an integral part of classroom teaching and right decision making is one of the important responsibilities of a classroom teacher like managers, teachers also make different types of decision under different circumstances of teaching-learning process and effectiveness of teaching depends in which manner decision have been taken by the teachers. This process is known as decision making with style.

McKinney and Keen (1974) suggested that individuals bring habit and strategic modes of thinking to bear on tasks of organizing information in their environments and processing information. Scott and Bruce (1995) defined decision-making style as the learned habitual response pattern exhibited by an individual when confronted with a decision

situation. According to them, it is not a personality trait, but a habit based propensity to react in a certain way in specified decision context.

Decision-making is an integral part of classroom teaching and right decision-making is one of the important responsibilities of a classroom teacher. Like managers, teachers also make different types of decisions under different circumstances of teaching-learning process and effectiveness of teaching depends in which manner decisions have been taken by the teachers. Peters (2012) examined processes of principals and teachers in their decision making capacity based on theory. The purpose of principals and teachers in their decision making capacity based on theory. The purpose of this study was to examine the famous processes of principals and teachers in their decision making capacity based on theory. This involved the identification and frequency of frames used, the decision making processes related to decision adequacy and acceptance, the perspectives of these principals regarding teachers decision making processes and perspectives of these teachers regarding their principals attempts to influence decision making. Teachers identified strategy as the primary means of principal influence, whereas the principals felt it was through legitimate power.

Importance of Decision-Making Styles

Style is said to be the cornerstone of our knowledge of human behavior, because style means the mode of expression, execution, action decision and bearing generally. In any field of human endeavor, the performer must have a style. Leading personalities in all walks of life may be observed to have some peculiar styles of functioning which are usually responsible for their success.

In educational and instructional management too, the personal style of decision-making is an important dimension of overall managerial behavior. Therefore, understanding the decision making style of an educational head or a teacher can be very useful for judging his personality, behavior and effectiveness. Once the personal styles of in-service and pre-service teachers are crystallized through practice overtime or empirical testing, they become very powerful forces in guiding and molding the behavior of in-service and pre-service teachers through designing and implementing appropriate teacher education programmes. Generally, it is held that decision making styles are directly beneficial in case of principal of the institution but they are also very helpful in the hands of classroom teacher who makes a number of meaningful decisions in context of planning of teaching and evaluating learning outcomes.

The present study thus designed to ascertain the main and interaction effects of intelligence and locality of decision making styles of pre-service secondary teachers.

Objectives

To study the interaction effect of intelligence and locality on decision-making styles of pre-service secondary teachers.

Hypothesis

The null hypothesis was formulated for testing in the study. There will be no significant interaction effect of intelligence and locality on decision-making styles of pre-service secondary teachers.

Methodology

The study was conducted in the descriptive survey design. The population of the present study comprised all pre-service secondary teachers (B.Ed. Students) studying in colleges of education affiliated to Himachal Pradesh University. In the present study, the sample consisted of 532 regular pre-service secondary teachers studying in six B.Ed. institutions of Himachal Pradesh and these institutions were selected by random method of sampling by using lottery method and the sample was drawn through cluster technique.

Tools

The following two tools were used for data collection:

1. Decision-making styles inventory by Scott and Bruce.
2. Group Verbal Test of intelligence by R.K. Tandon.

Factorial Design

In the present study, 2×2 factorial design was used in each design an independent variable had two levels.

Statistical Technique

Two-way ANOVA was employed to analyze main and interaction effects of independent variables on a dependent variable.

Result and Discussion

Table-1 Summary of two-way ANOVA for Decision Making Styles of pre-service secondary Teachers.

S.N.	Decision-Making Style	Sources of Variance	df	F-Ratio	Level of Significance
1.	Rational Style	Intelligence	1	35.127	* *
		(A)	1	8.480	* *
		Locality (B)	1	1.437	NS
		Interaction (A×B)	96		
2	Intuitive Style	Within Groups			
		Intelligence	1	5.300	*
		(A)	1	8.149	* *

		Locality (B)	1	11.609	**	
		Interaction (A×B)	96			
		Within Groups				
3	Dependent Style	Intelligence (A)	1	24.849	**	
		Locality (B)	1	9.573	**	
		Interaction (A×B)	96	0.738	**	
		Within Groups			NS	
4	Spontaneous Style	Intelligence (A)	1	107.690	*	*
		Locality (B)	1	11.819	**	
		Interaction (A×B)	96	3.448	NS	
		Within Groups				
5	Avoidant Style	Intelligence (A)	1	17.948	**	
		Locality (B)	1	20.653	**	
		Interaction (A×B)	96	0.000	NS	
		Within Groups				

* Significant at 0.05 level

NS Not significant at 0.05

** Significant at 0.01 level

Table-1 shows that intelligence and locality had no significant interaction effect on rational, dependent, spontaneous and avoidant decision-making styles, as they obtained F-values were less than the required F-values. This implies that the difference between the means of A₁ (high intelligence) and A₂ (low intelligence) was the same at two levels of variable 'B' (rural and urban) and Rational dependent, spontaneous and Avoidant decision making styles was not influenced by intelligence and locality of pre-service teachers and only intuitive decision making styles was found to be significant at 0.01 level. It implies that intelligence and locality of pre-service teachers jointly affected their preference for intuitive decision making style. Hence null hypothesis was not accepted.

Table-1 shows that in case of rational style the main effect of intelligence and locality was significant at 0.01 level of significance of df 1 and 96 as the F-ratio came out to be 35.127 and 8.480. There was a significant difference between the rural and urban pre-service teachers in their rational style of decision-making. The F-ratio for A×B interaction came out to be 1.437 which is not significant at 0.05 level. This means that the difference between the means of high intelligence and low intelligence was the same for rural and urban teachers. Thus rational decision making style was not significantly influenced by intelligence and locality of pre-service teachers.

In case of intuitive style the main effect of intelligence and locality was significant. It means high and low intelligence groups and rural and urban students differed significantly in their intuitive style of decision making and interaction for A×B is 11.609 which is significant at 0.01 level. It means that intelligence and locality had significantly affected intuitive style of decision making. Hence null hypothesis was not accepted.

In context of dependent style, there was significant main effect of intelligence and locality. It also shows that low intelligent and rural pre-service teachers exhibited more preference for using dependent style of decision making. Therefore, intelligence and locality had no significant interaction effect on dependent style of decision making of pre-service teachers. The F- ratio for A×B interaction is 0.738 which is not significant. It means intelligence and locality did not significantly affected dependent style of decision making.

With regard to spontaneous style, intelligence and locality showed significant main effect as the obtained F-ratio of 107.69 and 11.819 turned out to be higher than the tabled value of F at 0.01 levels. Further, it shows that high intelligent and urban group had more liking for spontaneous decision making style. The F ratio for A×B interaction is 3.648 which is not significant at 0.01 level. From this, it may be inferred that intelligence and locality did not significantly affected spontaneous style of decision making.

In context of avoidant style, there was significant main effect of intelligence and locality. It also shows that low intelligent and rural preservice teachers exhibited significantly more preference for using avoidant style of decision making than high intelligent and urban preservice teacher. F-ratio for A×B interaction was non-significant. It means there was no significant interaction between intelligence and locality with regard to avoidant style of decision making. Thus, null hypothesis formulated was accepted.

In view of above findings, it was concluded that intelligence and locality showed significant effect on decision making styles. Since of decision-making may also be affected by rural-urban residential background of the preservice teachers.

Educational Implications

Every scientific research style has some implications for education. The following are the educational implications of the present research. The literature related to cognitive style gives the message to educational practioners, that individual differences between teachers and students decision making styles can disturb the teachers understanding of the student's fulfillment, which can have adverse impact on their classroom achievement. Recognition of these incongruities and acknowledgement of their effect must be dealt with planning and implementing any classroom learning experiences. Teachers need to implement and provide a

myriad of idiosyncratic teaching strategies, curricula, and teaching consequences in their classrooms. This contributes to the proposition of adapting instruction to the students needs, thus requiring teachers to become flexible in their decision-making styles. However preservice teachers should be taught to leave the tendency of dependent and avoidant decision making styles and to develop rational, intuitive and spontaneous styles.

The results of the demand that particularly low intelligent and rural teachers should be take care of for providing such decision-making situations which enable them to change their dependent and avoidant styles and develop alternatives one.

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