

Decision-making styles and academic achievement

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Abstract

The present study aims to analyze the relationship between decision making styles and academic achievement of secondary school students. For this purpose, 500 subjects (male and female) were selected randomly from senior secondary schools situated in four districts of Haryana. Decision-Making Styles Scale developed and standardized by the investigator herself and previous class scores were taken as academic achievement. Finding of the study indicates that with increase of academic achievement, there will be increase in decision-making styles of students. In adolescent period, students have many worries and conflicts about their life and sometimes students are not serious about their studies. Student faces many troubles and confusion in this adolescent period. So, it is suggested that the only way to remove all worries and conflicts from students mind is, education. Better education helps students in making right decisions at right time in different walks of life and to decide better future.

Keywords: decision making, academic achievement

Introduction

Education is a form of learning in which the knowledge, skills, values, beliefs, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through auto didacticism (Dewey, 1916) [3]. Education forms one of the pillars of knowledge economy and hence assumes great significance as most countries today are transiting into the knowledge economy. Education aimed at not only imparts knowledge, but is also aimed to inculcate all the qualities for harmonious development of the human being. It enables a student to strengthen his intellectual power, maintain emotional balance and become morally and culturally empowered. During adolescence, making a decision about career seems to be a difficult and confusing task. Decision making is a daily activity for every student. Effective and successful decisions are beneficial as well as full of profit, but due to a lack of decision one becomes unsuccessful. Decision making styles can be classified as (Scott & Bruce, 1995) [10] Rational, Intuitive, Dependent, Avoidant and Spontaneous. The main source of proper development of India depends upon its students or youth. The potential of these human resources can be effectively utilized by providing them the best education. In India, approximately eight thousand cores of total population are in between the age group of 14-18, studying in secondary and senior secondary classes (census data 2001). This teenage group has the potential to contribute a lot towards national development. But proper guidance is the basic requirement for students and proper guidance is possible only through quality education. Education and development of adolescents are interrelated and interdependent. Teenage is a crucial stage of life. Student faces many troubles and confusion in this adolescent period. The adolescent is the period of transition that involves much type of changes in social behavior. In this period equilibrium

of physical, mental and social forces are lost and the result is that the individual has to make new adjustments with the society at large. Most of the students suffer from frustration, conflicts complexes, anxieties and worries. The only way to remove all worries and conflicts from mind is education. Better education helps students to choose best decision better future.

The desire of a high level of achievement puts a lot of pressure on students, teachers, institutions and the educational system itself in general. A lot of time and efforts of the schools are utilized in helping students to achieve better in their scholastic endeavors. Academic achievement or academic performance refers to the outcome of education - the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment, but there is no general agreement on how it is best tested or which aspects is most important-procedural knowledge such as skills or declarative knowledge such as facts. Students studying in the same class are having different academic achievement. Some students have the ability to learn fast and achieve higher in scores, but some are underachievers and slow learners. This is the reason, that fast learners can easily choose best decision and slow learners fail to make good decisions.

There have been many studies conducted to find out the relationship between decision-making styles and academic achievement of senior secondary school students. Ramalingam (1993) [9] studied the decision making styles and found that there was a significant difference exist between male and female students in their defensive avoidance decision making style, the students of government and private schools differed significantly in their vigilance, defensive avoidance, rationalization and procrastination styles of decision making, and also there was a significant difference

between the science and arts students in their vigilance, buck passing, and procrastination decision making styles. Nota and Soresi (1999) ^[7] decision making is particularly complex during adolescence, which is a critical period of transition. The adolescent has to undergo the evolutionary task of making the best choices for his future independently, in particular at school and in a constantly evolving society, without reference points. Regarding school choices in particular, many young people appear to be undecided and insecure, tending to make external assignments (they sustain that the future depends on fate and uncontrollable events) and lack trust in their decision-making abilities and to use inadequate decisional strategies (for example: procrastination and avoidance of the decision). Mulford *et al.* (2000) ^[5] conducted a study in primary schools in Tasmania and examined school decision-making processes as perceived by principals, teachers and school council members. Their findings seem to suggest that all the stakeholders (teachers, parents and learners) need to be engaged in real decisions about teaching and learning in the school so that real improvement in education can be achieved. Rai and Sijariya (2013) ^[6] studied about Decision Making Process of Students While Selecting Professional Colleges. A Sample of 100 students was selected from Jhansi, Ghaziabad belt. Survey method was used for data collection. The research concluded that College-based decision-making provides a framework for drawing on the expertise of individuals who were interested in knowledgeable about matters that affect the successful performance of students. This process depends on the district's leadership to define the parameters of decision-making, to define overarching goals, and to provide the information and professional development necessary to make effective, long-lasting decisions. Bounds (2013) ^[2] conducted a research on examining the relationship between career decision self-efficacy, ethnic identity, and academic self-concept and achievement of African American high school students. The aim of this study was to examine the relationship between career decision self-efficacy, ethnic identity, academic self-concept, and achievement of African American high school students in urban areas. The sample consisted of African American high school students enrolled in Upward Bound programs. Quantitative methods were used in this study for data collection. The findings of this study assisted teachers, administrators, parents, and school counselors with understanding career decision self-efficacy as it relates to ethnic identity, academic self-concept, achievement, and demographic variables. This study also provides implications for career counseling interventions in schools designed to assist with career development. Filippello *et.al.* (2013) ^[8] conducted a research on Academic underachievement, self-esteem and self-efficacy in decision making. The aim of the study was to investigate the relationship between decision making styles, self-esteem and self-beliefs about decision- making ability and the differences linked to academic performance. A sample of 100 students splits into two groups aged 15-16 years and 17-18 years participated in the study. The findings of this study revealed differences between age and gender and also found low academic performance was associated with lower self-esteem, lower decision-making self-efficacy and more dysfunctional decision-making styles. Students with a high academic performance, instead, showed higher self-esteem,

higher decision-making self-efficacy and more functional decision-making styles.

Research Objective

The objective of the present study is to analyze the relationship between decision-making and academic achievement of the senior secondary school students.

Research Hypotheses

H01: No significant relationship exists between decision-making styles and academic achievement of senior secondary school students.

Research Methodology

Descriptive Survey Method was adopted for the present study. For the collection of the data the researcher surveyed the different schools located in the Haryana state from urban/rural as well as private/government secondary school students and administered different tools. In the present study the researcher used simple random sampling technique to select a sample of 500 students from a large finite population as per the state-wise geographical balance. Responses of the students were collected on a 5-point Liked scale that is 5-strongly agree, 4- agree, 3-neutral, 2-strongly disagree and 1-disagree.

Data Analysis

Relationship between the Decision-making styles and its component with respect to academic achievement.

H01: No significant relationship exists between decision-making styles and academic achievement of senior secondary school students.

Table 1: Relationship between the decision-making styles and academic achievement of senior secondary school students

Statement	r	Sign.
Correlation between decision- making styles and academic achievement	.565	Significant at 0.05 level

Table 1: indicates the coefficient of correlation between decision- making styles and academic achievement is 0.565. This value is more than the table value at the 0.05 level of significance. Hence, there is a significant relationship between the decision- making styles and academic achievement. Thus, the hypothesis that “there exists no significant relationship between decision- making styles and academic achievement of senior secondary school students”, is rejected. It means that with increase in academic achievement, there will be increase in decision- making styles.

Table 2: Relationship between rational component of decision-making styles and academic achievement of senior secondary school students.

Statement	r	Sign.
Correlation between rational component of decision- making styles and academic achievement	.117	Significant at 0.05 level

Table 2: indicates the coefficient of correlation between a rational component of decision- making styles and academic achievement is 0.117. This value is more than the table value at the 0.05 level of significance. Hence, there is a significant

relationship between the rational component of decision-making styles and academic achievement. Thus, the hypothesis that “there exists no significant relationship between the rational component of decision- making styles and academic achievement of senior secondary school students”, is rejected. It means that with increase in academic achievement, there will be increase in rational component of decision- making styles.

Table 3: Relationship between intuitive component of decision- making styles and academic achievement of senior secondary school students.

Statement	r	Sign.
Correlation between intuitive component of decision- making styles and academic achievement	.028	Not Significant at 0.05 level

Table 3: indicates the coefficient of correlation between intuitive component of decision- making styles and academic achievement is .028. This value is less than the table value (.088) at the 0.05 level of significance. Hence, there is no significant relationship between an intuitive component of decision- making styles and academic achievement. Thus, the hypothesis that “there exists no significant relationship between intuitive component of decision- making styles and academic achievement of senior secondary school students”, is accepted. It means that academic achievement has no effect on intuitive component of decision- making styles.

Table 4: Relationship between avoidant component of decision- making styles and academic achievement of senior secondary school students.

Statement	r	Sign.
Correlation between avoidant component of decision- making styles and academic achievement	.159	Significant at 0.05 level

Table 4: indicates the coefficient of correlation between avoidant component of decision- making styles and academic achievement is 0.159. This value is more than the table value at the 0.05 level of significance. Hence, there is a significant relationship between avoidant component of decision-making styles and academic achievement. Thus, the hypothesis that “there exists no significant relationship between avoidant component of decision-making styles and academic achievement of senior secondary school students”, is rejected. It means that with increase in academic achievement, there will be increase in avoidant component of decision- making styles.

Table 5: Relationship between spontaneous component of decision- making styles and academic achievement of senior secondary school students.

Statement	r	Sign.
Correlation between spontaneous component of decision- making styles and academic achievement	.501	Significant at 0.05 level

Table 5: indicates the coefficient of correlation between spontaneous component of decision- making styles and academic achievement is 0.501. This value is more than the table value at the 0.05 level of significance. Hence, there is a significant relationship between spontaneous component of decision- making styles and academic achievement. Thus, the hypothesis that “there exists no significant relationship

between spontaneous component of decision- making styles and academic achievement of senior secondary school students”, is rejected. It means that with increase in academic achievement, there will be increase in spontaneous component of decision- making styles and if a student have good academic achievements he will be able to take spontaneous decisions accurately.

Conclusion

In nutshell, it is 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. Thus there is a need to develop effective skills in students through quality education. Thus it is evident from this study that decision-making styles and academic achievement are positively correlated and with increase in academic achievement, there will be increase in decision-making styles of students and vice versa

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