

## Study the Decision Making Skills of Govt. & Private Secondary School Principals: An Evaluation

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### **Abstract:**

*Decision making is selecting appropriate option from different options. For any human being decision making is very necessary as this is the main criteria for judging the mental ability of any one. Principal is the backbone of any school administration. Most of the decisions are given by principal for the development of school. In the given study investigator compare the decision making skills of govt. and private secondary schools as well as male and female secondary schools principals. Sample of 80 principals of different secondary school was taken by purposive sampling. For the assessment of decision making in secondary school principals Decision Making Style Scale by Dr. Noorjehan N.Ganihar(2005) was used. Statical techniques like mean, S. D. and T-test was used. This study despite that govt. school principals decision making are more significant then private school principals. On the other hand there is no significant difference between decision making skills on the bases of gender. The reason behind the first result may be Govt. schools principals are more independent then private school principals because former have to implement the policy on the other hand later have to follow the instruction of the management.*

**Keywords:** Decision making, govt. school principal and private school principal.

### I. INTRODUCTION

**Decision making** means a thought process of selecting a reasonable choice from the available options. When someone trying to make a good decision, he/she must judge the positives and negatives of each option, and consider all the options. For effective decision making, a person must be able to judge the outcome of each option as well, and based on all these items, decide which option is the best for that particular given situation. It can be defined as the process of making choices among possible choices. It is a daily activity for any human being. There is no exception about that. When it comes to in some organizations, decision making is a habit and a process as well. Effective and successful decisions make profit to the organizations and unsuccessful ones make losses. Therefore, corporate decision making process is the most critical process in any organization. When we are talking about the school management decision making skill is very essential for any principal. He works as the backbone of any school. His decisions are for the goodness of school. In the decision making process, we choose one course of action from a few possible alternatives. In the process of decision making, we may use many tools, techniques and perceptions. In addition, we may make our own private decisions or may prefer a collective decision. Normally, decision making is tough. Corporate decisions may create many dissatisfaction or conflict with another party.

For making any decision, everyone have to follow some steps. These may be given as:

#### **Step 1:** Identification of the purpose of the decision

In this step, the problem is thoroughly analyzed. Before identifying the purpose of the decision a couple of questions should be asked.

#### **Step 2:** Information gathering

Information related to the given problem should be gathered. As we know that there can be dozens of factors involved and affected by the problem.

#### **Step 3:** Principals for judging the alternatives

In this step, the entire possible alternative should be judge. As an example, profit is one of the main concerns in every decision making process. Companies usually do not make decisions that reduce profits, unless it is an exceptional case. Likewise, baseline principals should be identified related to the problem in hand.

#### **Step 4:** Brainstorm and analyse the different choices

For this step, brainstorming to make a list of all the ideas is the best option. Before the idea generation step, it is essential to understand the causes of the problem.

#### **Step 5:** Evaluation of alternatives

Use your judgement principals and decision-making criteria to evaluate each alternative. In this step, experience and effective judgement play an important role. You need to compare each and every alternative in positives and negatives way.

#### **Step 6:** Select the best alternative

Once you go through from Step 1 to Step 5, this step is easy. In addition, the selection of the best alternative is a clued-up decision since you have already followed a methodology to obtain and select the best alternative.

#### **Step 7:** Execute the decision

Convert your decision into a plan or a sequence of activities. Execute your plan by yourself or with the help of other.

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**Step 8:** Evaluate the results

Evaluate the product of your decision. See whether there is anything you should learn and then correct in future decision making. This is one of the best practices that will improve your decision-making skills.

**Statement of the Problem**

To study the decision making skills of government and private secondary schools principal.

**Significance of Study**

As everyone know that decision making is most appropriate method for measuring the mantel stability of any person. The principal of any school is the main body of any school. The administration of any school depends upon decision making skills of principal. So investigator wants to study about the decision making of govt. school Principals as well as private school Principals.

**Review of Related Literature**

**Karen Trimmer (2014)** “Decision-Making by School Principals and Education Researchers: The Dilemma of Reverse Coding in Structural Equation Modelling and its Resolution in a Study of Risk-Taking in Decision Making for School Principals”. This paper explores a theoretical dilemma that arose during a study of risk-taking in decision-making for public school principals in Western Australia. A theoretical model of factors impacting on reasoned risk-taking in decision-making was developed and data collected through survey of a stratified random sample of principals in 253 Western Australian public schools. The analysis used methodology that combined sequential use of psychometric and traditional measurement techniques. This paper focuses on the cause and solution of a reverse coding problem that arose in structural equation modelling. The dilemma posed by this methodological issue had not been previously considered in the literature. It is reflected in the dilemmas posed to principals who are making decisions in their schools based on universal policy that does not necessarily account for the unique circumstances of their communities, schools and locations.

**Yao Jung Lin (2014)** in his study state that Owing to the global trend of educational reforms, teachers’ new empowered roles in school had been discussed and advocated. As a review paper, the issues of decentralization will be raised at the outset as the theoretical perspectives for teacher empowerment, and subsequently teacher empowerment, benefits of teacher involvement, and barriers to decision making would be explored in this paper hence. This reviews of teachers’ significant parts in school decision making intended to sustain the research on diverse participation in school administration.

**E. O. Olorunsola & Abiodun Oyebaji Olayemi(2011)** “Teachers participation in decision making process in secondary schools in Ekiti State, Nigeria”. This study examined teachers' involvement in decision making process in secondary schools in Ekiti state, and also investigated whether teachers' involvement in decision making process is related to their personal characteristics. An instrument titled teachers decision making questionnaire (TDMQ) was used to

collect the data. The instrument was administered in five local government areas of the state out of the sixteen local government areas in the state. The schools were randomly selected through multistage technique. The descriptive analysis of the data was done using frequencies, percentage; t tests ANOVA, Scheffe post hoc were used for data analysis. It was found that secondary school teachers in Ekiti State are significantly involved in decision making processes. Some recommendations were given among which is the inclusion of continuous seminars, talk and workshops for school principals on management of human resources in schools for effective and quality management of the schools.

**Objectives of the Study**

The study was carried with following objectives:

- ❖ To study and compare the decision making skills of government secondary schools principal on the basis of gender.
- ❖ To study and compare the decision making skills of private secondary schools principal on the basis of gender.
- ❖ To compare the decision making skills of government and private secondary schools principal.

**Hypothesis of the Study**

- ❖ There is no significance difference between decision making skills of government secondary schools principal on the basis of gender.
- ❖ There is no significance difference between decision making skills of private secondary schools principal on the basis of gender.
- ❖ There is no significance difference between decision making skills of government and private secondary schools principal.

**II. METHODOLOGY****Sampling**

The sample consisted of 80 participants from different secondary schools. In this, 40 government secondary schools principal and 40 private secondary schools principal were taken to study the problem. Out of 40 principals 20 male and 20 female were taken. It was taken by using purposive sampling. The participants were secondary schools principal, and through this we compared the decision making skills of both.

**Tools Used for Data Collection**

For the assessment of decision making in secondary school principals Decision Making Style Scale by Dr. Noorjehan N.Ganihar(2005) was used. This questionnaire contained 48 items dealing with certain sample of behavioural situations that most of the people experience at one time or other.

**Scoring of decision making style scale**

Each item has three responses. The first response is scored as routine, the second is compromise and the third is heuristic for all the 48 items. Each response is given one mark since

there is no question of right or wrong answer. The highest score in one dimension indicates the principal’s decision making style.

**III. RESULT**

**Analysis of Data**

Analysis and interpretation of data help other researcher to attack the problems with appropriate statistical techniques to avoid the unnecessary. In this section analysis of data is presented as under:-

**Objective 1**

*Study and compare the decision making skills of government secondary schools principal on the basis of gender.*

**Table 1**

group	N	Type of decision	mean	SD	t-value	Level of significance	result
male	40	Routine	11.77	6.65	0.21	0.05	Not significant
female			9.33	6.46			
male	40	compromise	21.27	4.46	0.10	0.05	Not significant
female			18.72	5.17			
male	40	Heuristic	14.94	7.65	0.01	0.05	Not significant
female			20.83	8.39			

**Interpretation**

According to table 1 Each calculated ‘t’ value is less then table value, so we accept the hypothesis that “there is no significant difference between decision making skills (i.e. routine, compromise, heuristic) of govt. secondary school Principals on the basis of gender.” So we can say that gender not affect the decision making of govt. secondary school principals.

**Objective 2**

*Study and compare the decision making skills of private secondary schools principal on the basis of gender.*

**Table 2**

group	N	Type of decision	mean	SD	t-value	Level of significance	result
male	40	Routine	11.88	7.77	0.52	0.05	Not significant
female			10.33	6.52			
male	40	Compromise	18.05	3.83	0.33	0.05	Not significant
female			17	6.07			
male	40	Heuristic	17.38	8.11	0.39	0.05	Not significant
female			20.22	11.46			

**Interpretation**

Despite from table 2 Each calculated ‘t’ value is less then table value, so we accept the hypothesis that “there is no significant difference between decision making skills (i.e. routine, compromise, heuristic) of private secondary school Principals on the basis of gender.” So we can say that gender

not affect the decision making of private secondary school principals.

**Objective 3**

Compare the decision making skills of government and private secondary schools principal.

**Table 3**

group	N	Type of decision	mean	SD	t-value	Level of significance	result
Govt.	80	Routine	14.88	6.80	3.24	0.01	significant
Private			9.83	6.42			
Govt.	80	Compromise	19.88	4.44	3.45	0.01	significant
Private			15.75	5.65			
Govt.	80	Heuristic	18.36	7.60	2.86	0.01	significant
Private			14.13	4.49			

**Interpretation**

According to table 3 there is significant difference between decisions making skills (i.e. routine, compromise, heuristic) of govt. secondary school Principals and private secondary school principals. All the mean score for the govt. school principals are higher than the mean score of private school principals so it indicate that former have more significant decision making skills than later.

**IV. CONCLUSION**

Decision making is a prime factor of any healthy human being. For good governess of any school the Principal of that school have very good decision making. By doing this research Investigator comes to know that there is not any difference between decisions making skills of govt. secondary school principals as well as private school principals on the bases of gender. On the other hand there is significant difference between decisions making skills of govt. and private school principals. There may be reason behind that private school principals are influenced by administration. Most of the decisions are enforced by the management and principal have to follow them. This can affect the growth of any school so management should give space to principal to take decision for welfare of school.

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