



**A STUDY OF DECISION MAKING STYLE OF GOVERNMENT AND PRIVATE SECONDARY SCHOOL HEADMASTER OF SIRSA DISTRICT IN HARYANA STATE**

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**ABSTRACT**

Decision-making can also be regarded as a problem-solving activity terminated by a solution deemed to be satisfactory. It is, therefore, a reasoning or emotional process which can be rational or irrational and can be based on explicit assumptions or tacit assumptions. Rational choice theory encompasses the notion that people try to maximize benefits while minimizing costs. For achieving objectives of the present study, we have used descriptive survey method. In this study, all the Headmaster working in Govt. and Private Secondary Schools of Sirsa District were constituted the population. The sample of 100 Headmaster was selected from the Secondary school of Sirsa District. In this study decision making style scale was used on school Headmaster in which the decision making quality of school Headmasters were noted down.

It was analyzed that the routine decision taken in four dimension i.e. entrepreneurial problem, administrative problem, academic problem and personal problem was more affective in private school Headmaster as compared to Govt. School Headmaster. In case of compromise decision making style it was analyzed that the Govt. School Headmaster was having more affective compromise decision making style in four dimension i.e. entrepreneurial problem, administrative problem, academic problem and personal problem as compared to Private School Headmaster.

In case of heuristic decision making style of School Headmaster in four dimension i.e. entrepreneurial problem, administrative problem, academic problem and personal problem it was analyzed that the heuristic decision in private school Headmaster was more affective than Govt. school Headmaster.

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**INTRODUCTION**

Quality of decision can make or mar as far as performance of individual or an institution is concerned. Decided well, will work well and worked well was virtue of success for an individual or a group. For ourselves we are independent to take decisions regarding our own affairs, but even then it is suggested to perceive the consequences in advance and if we needed should consult others. In case of an institution like school/college it becomes all the more important to avoid any failure. The head here is not an owner of the institution but a trustee, trusted by other teachers and society who can, and should take, right decision at right moment. A collective decision may be slow, but always an effective one. It is due to the fact that the persons involved in decision making become responsible for the same. In other words they own the decision for its acceptance and implementation. Thus it is supposed that at institutional level the heads should involve the members (teachers) in all sorts of decision to be taken at institutional

level. It is also observed that involvement of teachers in decision making may differ with respect to the levels at which they are teaching. It leads to the selection of the problem in its present framework.

Some have argued that most decisions are made unconsciously. Jim Nightingale states that "we simply decide without thinking much about the decision process." In a controlled environment, such as a classroom, instructors might try to encourage students to weigh pros and cons before making a decision. This strategy is known as Franklin's rule. However, because such a rule requires time, cognitive resources and full access to relevant information about the decision, this rule may not best describe how people make decisions.

Logical decision-making is an important part of all science-based professions, where specialists apply their knowledge in a given area to make informed decisions. For example, medical decision-making often involves a diagnosis and the selection of appropriate treatment. Some research using naturalistic methods shows, however, that in situations with higher time pressure, higher stakes, or increased ambiguities, experts

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use intuitive decision-making rather than structured approaches – following a recognition primed decision that fits their experience – and arrive at a course of action without weighing alternatives. Recent robust decision research has formally integrated uncertainty into its decision-making model. Decision analysis recognized and included uncertainties in its theorizing since its conception in 1964.

A major part of decision-making involves the analysis of a finite set of alternatives described in terms of evaluative criteria. Information overload occurs when there is a substantial gap between the capacity of information and the ways in which people may or can adapt. The overload of information can be related to problem processing and tasking, which affects decision-making. These criteria may be benefit or cost in nature. Then the problem might be to rank these alternatives in terms of how attractive they are to the decision-maker when all the criteria are considered simultaneously. Another goal might be to just find the best alternative or to determine the relative total priority of each alternative (for instance, if alternatives represent projects competing for funds) when all the criteria are considered simultaneously.

The environment can also play a part in the decision making process. It is important to know that environmental complexity is a factor that influences cognitive function and well being. A complex environment is an environment with a large number of different possible states which come and go over time. It is in different states at different times and different in different places as opposed to the same all over. Peter Godfrey-Smith, professor at Stanford University, states "whether a particular type of complexity is relevant to an organism depends on what the organism is like- size, needs, habits and physiology." Studies done at the University of Colorado have shown that more complex environments correlate with higher cognitive function meaning a decision can be influenced by the location. The experiment measured complexity in a room by the number of small objects and appliances present whereas a simple room had less of those things. Cognitive function was greatly affected by the higher measure of environmental complexity making it easier to think about the situation and make a better decision.

### **Concept of Decision Making**

Decision-making is an indispensable component of management and manager's life is filled with making decision after decisions. Managers decision making as their central job because they constantly choose what is to be done, when to do, where to do, and how to do. Looking at the role decision making in management, Moore (1978) has equated it with management when he says "management means decision making". Decision making, though permeates all managerial functions, is at the core of planning because it is planning where major decisions are made which set the organizational tone. The stage at which major decisions regarding setting of organizational objective formulating major plans, laying down of policies, procedures, rules, etc, made. Collectively, the decisions of managers give form and direction to organizational functions. Decision-making is both a managerial function and an organizational process. Decision-making is a managerial function because it is a fundamental responsibility of every manager. It is an organizational process because many decisions transcend individual managers and become the product of groups, teams, committees; in fact, more important decisions

are made by a group of managers rather than managers individually. Therefore, managers should develop decision-making for the following reasons:

1. Managers spend a great deal of their time in making decisions. In order to develop their decision-making skills, it is necessary that they know how to make effective decisions.
2. Managers are evaluated on the basis of the quality of their decision-making. To improve the quality of decisions, they should know how the quality of decision-making could be improved.

Before we go through the various aspects of decision-making, it is essential to go through the concept of decision making. The word decision has been derived from the Latin word '*decider*'. Which means a cutting away or a cutting off in a practical sense.

A decision represents a judgment, a final resolution of a conflict of needs, means or goals, and a commitment to action made in face of uncertainty, complexity and even irrationally".

### **Types of Decisions**

In addition to analyzing the decision-making process it is inevitable to identify types of decisions. According to Katz (1955) a Headmaster in general makes decisions only in three areas viz., technical, human and conceptual. Even though all the decisions those Headmasters make, fall in either of the above areas, their types of decisions differ. It is so because different types of situations and managements require different decision-making styles. Management scientists have christened different nomenclatures for the different decision-making styles. For instance McFarland (1968) classified decisions as under:

1. Organizational and Personal Decision
2. Basic and routine decisions.
3. Programmed and non-programmed decision

### **Justification of the Study**

The future of the nation depends on the very basis of the standard of education. A Headmaster plays an important role in the whole educational system. He is the spiritual and intellectual father who leads the whole school from darkness of ignorance to the light of knowledge. Understanding and helps to keep the lamp of civilization burning. There are so many factors which affect the personality of a Headmaster.

"Decision making style" is one of the main factors out of them. A Headmaster having a higher level of decision making style not only to be an asset for the society but also for teaching and non-teaching and students the whole nation as he has been assigned varied roles.

Summarizing all this, we can say that if a Headmaster is transparent in decision making style with himself and other than teaching learning process was very much effective because every activity revolves around the Headmaster and by this way he can seek the co-operation of other teachers. The researcher decided to do a study on the topic "A Study of Decision Making Style of Government and Private Secondary School Headmaster of Sirsa District" which remained untouched in Sirsa District

## **STATEMENT OF THE PROBLEM**

“A Study Of Decision Making Style Of Government And Private Secondary School Headmaster Of Sirsa District in Haryana State ”

## **OPERATIONAL DEFINITIONS OF THE STUDY**

**Decision Making:** Decision-making can be regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities. Every decision-making process produces a final choice that may or may not prompt action.

**Government Secondary School:** The secondary schools runs under Haryana Government and funded by Haryana Government.

**Private Secondary School:** The secondary schools runs under private organisations and also funded by private organizations.

**Headmaster:** A Headmaster is the most senior teacher, leader and manager of a school. A Headmaster could take every decision to run a school successfully.

## **OBJECTIVES OF THE STUDY**

1. To study the entrepreneurial problems of decision making style of Govt. secondary Headmaster of Sirsa District.
2. To study the administrative problems of decision making style of Govt. secondary Headmaster of Sirsa District.
3. To study the academic problems of decision making style of Govt. secondary Headmaster of Sirsa District.
4. To study the personal problems of decision making style of Govt. secondary Headmaster of Sirsa District.
5. To study the entrepreneurial problems of decision making style of private secondary Headmaster of Sirsa District.
6. To study the administrative problems of decision making style of private secondary Headmaster of Sirsa District.
7. To study the academic problems of decision making style of private secondary Headmaster of Sirsa District.
8. To study the personal problems of decision making style of private Headmaster of Sirsa District.
9. To compare the decision making style of Govt. and private Headmasters of secondary schools.

## **RESEARCH QUESTIONS**

1. What are the entrepreneurial problems of decision making style of Govt. secondary Headmaster?
2. What are the administrative problems of decision making style of Govt. secondary Headmaster?
3. What are the academic problems of decision making style of Govt. secondary Headmaster?
4. What are the personal problems of decision making style of Govt. secondary Headmaster?
5. What are the entrepreneurial problems of decision making style of private secondary Headmaster?
6. What are the administrative problems of decision making style of private secondary Headmaster?
7. What are the academic problems of decision making style of private secondary Headmaster?
8. What are the personal problems of decision making style of private secondary Headmaster?

9. What are the decisions making style of Govt. and private Headmasters of secondary schools?

## **Delimitations of the Study**

1. Study was carried out in Sirsa District in Haryana State only.
2. Decision making style at Secondary School Headmaster was studied.
3. Study was delimited to four dimension of decision making style i.e. entrepreneurial, administrative, academic & personal problems.
4. In this study, hypotheses, objectives & statistical techniques were delimited.

## **METHODOLOGY**

For achieving objectives of study, the investigator used descriptive survey method for the present study.

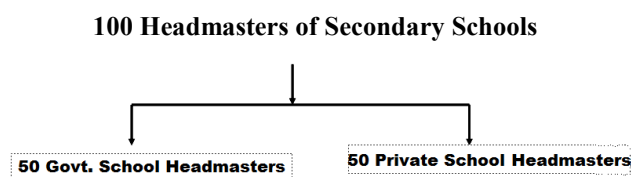
### **Population**

In this study, all the Headmaster working in Govt. and Private Secondary Schools of Sirsa District were constituted the population.

### **Sample**

The sample of 200 Headmaster was selected from the Secondary school of Sirsa, District in Haryana State.

### **Sample Design**



### **Tool Used**

In this study decision making style scale was used on school Headmaster in which the decision making quality of school Headmaster was noted down. The decision making style scale authored by Dr. Noor Jehan N. Ganihat was used for the present study.

## **STATISTICAL TECHNIQUES**

In this study, the statistical techniques like Mean & Percentage were used.

## **RESULTS ANALYSIS**

It deals with the analysis of the collected data through proper statistical techniques and interpretation of the results so obtained

**Research Question No: 1** What are the entrepreneurial problem of decision making style of Govt. secondary Headmaster of Sirsa District?

**Interpretation:** In this study entrepreneurial problem were identified in three categories i.e. Routine, compromise & Heuristic on the twelve items prescribed in the questionnaire. The following results were obtained:

1. **Routine Decision Making Style:** In this study the average score of 50 Govt. sec. Headmaster regarding routine decision was 59%.

2. **Compromise Decision Making Style:** In this study the average score of 50 Govt. sec. Headmaster regarding compromise score was 31%.
3. **Heuristic Decision Making Style:** In this study the average score of 50 Govt. sec. Headmaster regarding heuristic decision style was 10%.

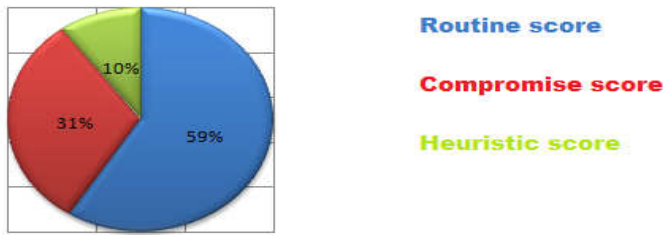


Fig 1 Entrepreneurialship problem of decision making style of Govt. sec. Headmaster

**Research Question No: 2** What are the administrative problems of decision making style of Govt. secondary Headmaster of Sirsa District?

**Interpretation:** In this study administrative problems were identified in three categories i.e. Routine, compromise & Heuristic on the twelve items prescribed in the questionnaire. The following results were obtained:

**Routine Decision Making Style:** In this study the average score of 50 Govt. sec. Headmaster regarding routine decision was 60%.

**Compromise Decision Making Style:** In this study the average score of 50 Govt. sec. Headmaster regarding compromise score was 28%.

**Heuristic Decision Making Style:** In this study the average score of 50 Govt. sec. Headmaster regarding heuristic decision style was 12%.

**Research Question No: 3** What are the academic problems of decision making style of Govt. secondary Headmaster of Sirsa District?

**Interpretation:** In this study academic problem were identified in three categories i.e. Routine, compromise & Heuristic on the twelve items prescribed in the questionnaire. The following result were obtained:

**Routine Decision Making Style:** In this study the average score of 50 Govt. sec. Headmaster regarding routine decision was 62%.

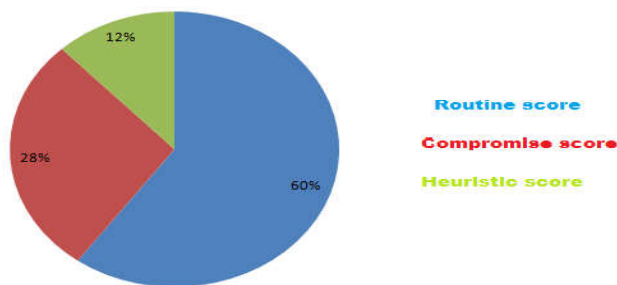


Fig 2 Administrative problem of decision making style of Govt. sec. Headmaster

**Compromise Decision Making Style:** In this study the average score of 50 Govt. sec. Headmaster regarding compromise score was 27%.

**Heuristic Decision Making Style:** In this study the average score of 50 Govt. sec. Headmaster regarding heuristic decision style was 11%.

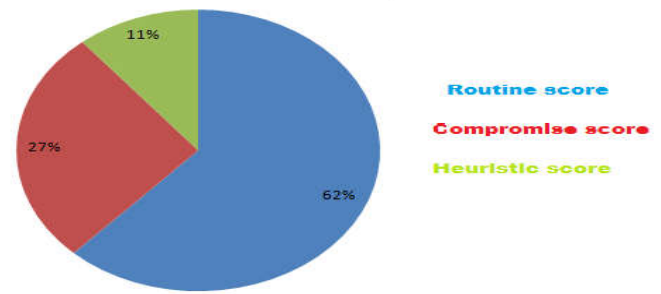


Fig 3 Academic problem of decision making style of Govt. sec. Headmaster

**Research Question No: 4** What are the personal problem of decision making style of Govt. secondary Headmaster of Sirsa District?

**Interpretation:** In this study personal problem were identified in three categories i.e. Routine, compromise & Heuristic on the twelve items prescribed in the questionnaire. The following result were obtained:

**Routine Decision Making Style:** In this study the average score of 50 Govt. sec. Headmaster regarding routine decision was 56%.

**Compromise Decision Making Style:** In this study the average score of 50 Govt. sec. Headmaster regarding compromise score was 34%.

**Heuristic Decision Making Style:** In this study the average score of 50 Govt. sec. Headmaster regarding heuristic decision style was 10%.

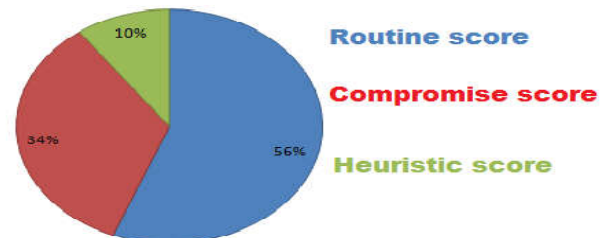


Fig 4 Personal problem of decision making style of Govt. sec. Headmaster

**Research Question No: 5** What are the entrepreneurial problem of decision making style of private secondary Headmaster of Sirsa District?

**Interpretation:** In this study entrepreneurial problem were identified in three categories i.e. Routine, compromise & Heuristic on the twelve items prescribed in the questionnaire. The following result were obtained:

**Routine Decision Making Style:** In this study the average score of 50 private sec. Headmaster regarding routine decision was 61%.

**Compromise Decision Making Style:** In this study the average score of 50 private sec. Headmaster regarding compromise score was 15%.

**Heuristic Decision Making Style:** In this study the average score of 50 private sec. Headmaster regarding heuristic decision style was 24%.

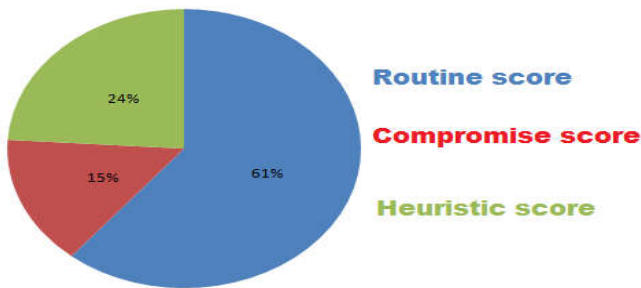


Fig 5 Entrepreneurial problem of decision making style of Govt. sec. Headmaster

**Research Question No: 6** What are the administrative problem of decision making style of private secondary Headmaster of Sirsa District?

**Interpretation:** In this study administrative problem were identified in three categories i.e. Routine, compromise & Heuristic on the twelve items prescribed in the questionnaire. The following result were obtained:

**Routine Decision Making Style:** In this study the average score of 50 private sec. Headmaster regarding routine decision was 65%.

**Compromise Decision Making Style:** In this study the average score of 50 private sec. Headmaster regarding compromise score was 14%.

**Heuristic Decision Making Style:** In this study the average score of 50 private sec. Headmaster regarding heuristic decision style was 21%.

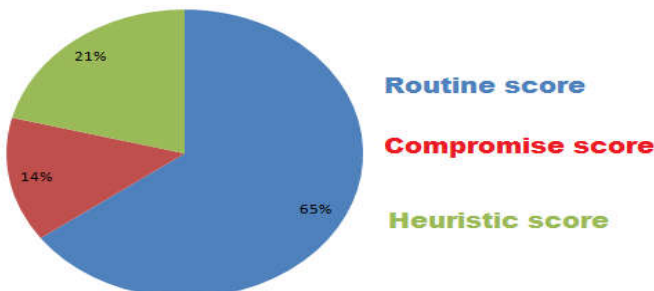


Fig 6 Administrative problem of decision making style of Govt. sec. Headmaster

**Research Question No 7** What are the academic problem of decision making style of private secondary Headmaster of Sirsa District?

**Interpretation:** In this study private problem were identified in three categories i.e. Routine, compromise & Heuristic on the twelve items prescribed in the questionnaire. The following result were obtained:

**Routine Decision Making Style:** In this study the average score of 50 private sec. Headmaster regarding routine decision was 68%.

**Compromise Decision Making Style:** In this study the average score of 50 private sec. Headmaster regarding compromise score was 12%.

**Heuristic Decision Making Style:** In this study the average score of 50 private sec. Headmaster regarding heuristic decision style was 20%.

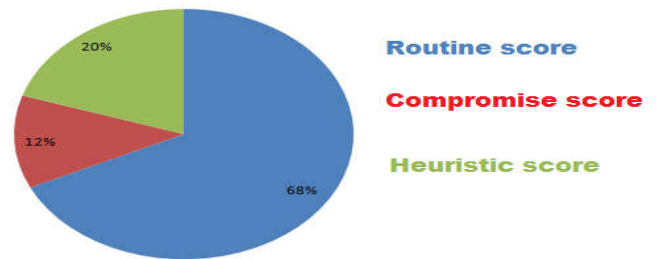


Fig 7 Academic problem of decision making style of Govt. sec. Headmaster

**Research Question No: 8** What are the personal problem of decision making style of private secondary Headmaster of Sirsa District?

**Interpretation:** In this study private problem were identified in three categories i.e. Routine, compromise & Heuristic on the twelve items prescribed in the questionnaire. The following result were obtained:

**Routine Decision Making Style:** In this study the average score of 50 private sec. Headmaster regarding routine decision was 63%.

**Compromise Decision Making Style:** In this study the average score of 50 private sec. Headmaster regarding compromise score was 11%.

**Heuristic Decision Making Style:** In this study the average score of 50 private sec. Headmaster regarding heuristic decision style was 26%.

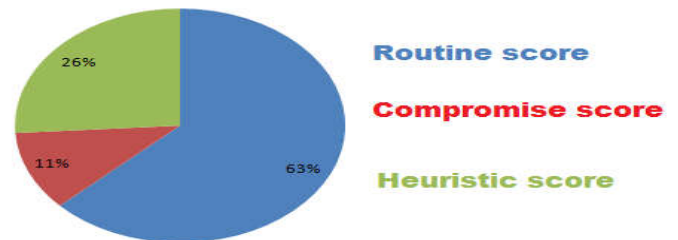


Fig 8 Personal problem of decision making style of Govt. sec. school Headmaster

**Research Question No 9** To compare the decision making style of Govt. and private Headmaster of sec. school?

**Interpretation:** In this study three types of decision i.e. routine, compromise & heuristic decision style were studied between Govt. and private sec. Headmaster and their comparison on the basis of four dimension of decision making style are given below:

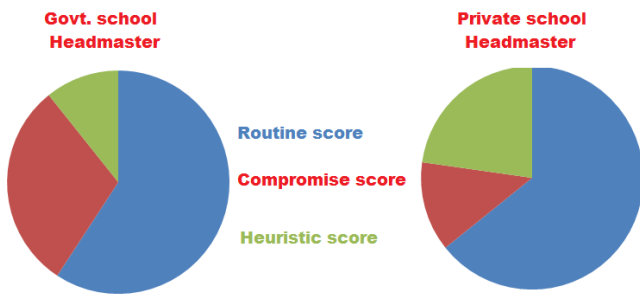
Fig 9

Sr. No.	Style	Govt. Sec. Headmaster			Private Sec. Headmaster		
		R	C	H	R	C	H
1.	Entrepreneurial Problem	59%	31%	10%	61%	15%	24%
2.	Administrative problem	60%	28%	12%	65%	14%	21%
3.	Academic problem	62%	27%	11%	68%	12%	20%
4.	Personal problem	56%	34%	10%	63%	11%	26%
5.	Comparison	59.25%	30%	10.75%	64.25%	13%	22.75%

In Fig. 9, It was analysed that the routine decision taken in four dimension i.e. entrepreneurial problem, administrative problem, academic problem and personal problem was more affective in private school Headmaster as compared to Govt. school Headmaster.

In case of compromise decision making style it was analysed that the Govt. school Headmaster was having more affective compromise decision making style in four dimension i.e. entrepreneurial problem, administrative problem, academic problem and personal problem as compared to private school Headmaster.

In case of heuristic decision making style of school Headmaster in four dimension i.e. entrepreneurial problem, administrative problem, academic problem and personal problem it was analysed that the heuristic decision in private school Headmaster was more affective than Govt. school Headmaster.



### MAIN FINDINGS

After comparing the various categories of secondary school Headmaster the following conclusion have been drawn. It was analyzed that the routine decision taken in four dimension i.e. entrepreneurial problem, administrative problem, academic problem and personal problem was more affective in private school Headmaster as compared to Govt. school Headmaster.

In case of compromise decision making style it was analyzed that the Govt. school Headmaster was having more affective compromise decision making style in four dimension i.e. entrepreneurial problem, administrative problem, academic problem and personal problem as compared to private school Headmaster.

In case of heuristic decision making style of school Headmaster in four dimension i.e. entrepreneurial problem, administrative problem, academic problem and personal problem it was analyzed that the heuristic decision in private school Headmaster was more affective than Govt. school Headmaster.

### EDUCATIONAL IMPLICATIONS

The Most outstanding characteristics of any study is that it most contributes something new to the development of the area concerned. The growth of human civilization which we not only visualize but also enjoy is the result of tremendous hard work and researches so the investigator has to find out the educational implications of his study.

1. All human beings have certain basic needs and aspirations. Teacher is also human being that too has certain basic needs and aspirations. If the society does not fulfill these basic needs and aspirations properly, the teacher will become dissatisfied. It tends to discharge his duties satisfactorily. So the society should avoid this ambiguity.
2. The education plan makers should plan their appropriate remuneration according to their qualifications as well as service.

3. The education authorities should plan about their living accommodations and family health care.
4. The work load of Headmaster should be rationalized.
5. The National Policy of Education (1986) emphasized the need and importance of the professional level association's Headmaster could prepare a code of professional ethics for Headmaster and see to its observance.
6. In service teaching training programme must be prepared for molding the Headmaster.

### SUGGESTIONS FOR FURTHER STUDY

Following are the suggestions given for the improvement in the decision making style of school Headmaster:

- In this study, investigator selected 50 Govt. and 50 private sec. school Headmaster, it is advised to select the Headmaster of Govt. and private senior sec. school.
- In this study, Investigator selected the variables like decision making style, it is advised to use Leadership, Behaviorism scale and teacher competent scale, administrative scale, teacher effectiveness scale on future researches.
- In this study, Investigator used statistical techniques like Mean and Percentage, it is advised to use Mean, Mode, Median, S.D., chi-square test, ANOVA, ANCOVA in future researches.
- In this study, Investigator selected the sample of sec. school Headmaster of Sirsa District, it is advised to use sample of other district in Haryana.
- Any other inventory may be used to know the result of decision-making styles among secondary school Headmaster.

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