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## **A STUDY OF DECISION MAKING STYLES OF TEACHER EDUCATORS IN RELATION TO CERTAIN DEMOGRAPHIC VARIABLES**

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### **ABSTRACT:**

The success of the educational ventures depends very much on the attitude of the teacher, his motivation, his managerial ability, his style of working and behavior and abilities and decision making styles of teacher educators in college of education. The very quality of education thus depends on the kind of leadership provided by the teachers. Successful working of the teacher and hence that of the college will bring about everything desirable for the realization of college goals. When the success or otherwise of such a large part of the educational system is depend on that vital component called the teachers it becomes expedient to try to understand what it is that can affect the teachers to perform well or poorly. Their most popular actions to deal with their work stress were to keep cool, try to establish doing hard work, observing punctuality and regularity in work, maintaining a sense of humor and approaching the problem with positive attitude and acquiring human relation skills. In the present study researcher studied the decision making styles of teacher educators in relation to their certain demographic variables. For this purpose descriptive survey method was employed and a sample of 120 teacher educators from 12 colleges of education was selected by the researcher by random sampling technique. In the present study, Flinders' Decision Making Styles developed and standardized by Leon Mann was used to collect the data. No significant difference in decision making styles was found among teacher educators in relation to their certain demographic variables.

**Key Words:** Decision making styles, demographic variables & Teacher Educators

### **INTRODUCTION**

Decision plays an important role in everyday life. Webster Dictionary defines a decision as the act of deciding or settling a dispute or question by giving a judgment or the act of making up one's mind. In simple words, it is a settlement, a fixed intention, used to bring a conclusive result. It could also be called a resolution or a judgment to bring on conclusive result. A decision is made by the decision maker to achieve some objectives in given situation, one assumes that the decision is a rational person who would decide with due regard to rationality in decision-making. Decision-making is an important aspect of any administration and effective management depends on the right decision made by right time. Torter and Hoy (1996) states that decision-making is relational, deliberate and purposeful action; beginning with the development of a decision strategy and moving through implementation and appraisal of results which occur in all types of the organization, be it military, industrial, educational, or service the similarity of the process is striking.



The concept of decision making style has been going recognition in this time as a new concept in the development of personality of teacher educator. Ordinarily the pupil teachers do not work according to their full capacity. Generally they take admission in B.Ed. course because of the family pressure, need for a job and authority of superior. Lack of guidance, inspiration, interest they use only 40% of their ability. Inspiration or guidance can be given by teacher educator who is not only an efficient manager but a good decision maker also. A good decision maker (teacher educators) is an individual who exercise his influence on the entire pupil teacher in a group in such a manner as to make them work with complete enthusiasm and confidence and to their fullest capacity for the attainment of goal of their life. Decision making style of teacher educator plays an important role in the success of any college. In the absence of effective Decision Making Styles no college can work efficiently. A college is created with purpose of achieving certain objective through a human group. So to control this human group effective Decision Making Styles is necessary. So in the present study Decision Making Style of teacher educators in relation to certain demographical variable was studied which play a vital role in personality development.

### **OBJECTIVE OF THE STUDY**

1. To study the Decision Making Styles of teachers-educators in colleges of education.
2. To compare the Decision Making Styles of male and female teacher educators in colleges of Education.
3. To compare the Decision Making Styles of teacher educators in colleges of education in relation to their length of services.
4. To compare the Decision Making Styles of rural and urban teacher educators in colleges of Education

### **HYPOTHESES OF THE STUDY**

1. There exist significant differences in decision making styles of male and female teacher educators in colleges of education.
2. There exist significant differences in the decision making styles of teacher educators in colleges of education in relation to their length of services i.e. teaching experience (1-5) and above 5 years.
3. There exist significant differences in decision making styles of rural and urban teacher educators in colleges of education

### **DELIMITATIONS OF THE STUDY:**

1. The study was delimited to colleges of education Yamuna Nagar affiliated to Kurukshetra University, Kurukshetra.
2. The was restricted to sample 120 teachers educators.
3. The study was further, delimited to dependent variable decision making style and demographical variable gender and teaching experience and locality.

### **RESEARCH METHOD**

The present study aimed at to study decision making styles of teacher educators with certain demographic variables. Thus, keeping in mind the nature of the present investigation descriptive Survey method was employed.



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## POPULATION AND SAMPLE

All the teacher educators of colleges of education of Yamuna Nagar district are involved. Initially, the investigator procured the lists of B.Ed. colleges of education existed in the district Yamuna Nagar. Out of these, the investigator has selected only 12 colleges of education affiliated to Kurukshetra University. Out of twelve colleges of education finally the investigator has selected 120 teacher educators on the basis of purposive random sampling technique.

## TOOLS USED

In the present study following tool was used:

1. Flinders' Decision Making Styles developed and standardized by Leon mann.

## STATISTICAL TECHNIQUE USED

In order to analyze and interpret the data, the following statistical techniques were used;

1. Mean
2. S.D.
3. 't'-test

## MAIN FINDINGS AND DISCUSSION OF RESULTS

In the light of Hypotheses framed beforehand. Suggestions for further research in this direction follow it. As the study was conducted to study the effect of level of decision making styles of teacher educators, the main findings are present as under.

1. No significant differences in decision making styles of male and female teacher educators in colleges of education was found. Thus, the hypothesis no-1 which is stated earlier that there exist significant differences in decision making styles of male and female teacher educators in colleges of education was not retained.
2. No significant differences in the decision making styles of teacher educators in colleges of education in relation to their length of services i.e. teaching experience (1-5yrs) and above 5 yrs was found. Thus, the hypothesis no-2 which is stated earlier that there exist significant differences in the decision making styles of teacher educators in colleges of education in relation to their length of services i.e. teaching experience (1-5) and above 5 years was not retained.
3. No significant differences in decision making styles of rural and urban teacher educators in colleges of education was found. Thus, the hypothesis no-3 which is stated earlier that there exist significant differences in decision making styles of rural and urban teacher educators in colleges of education was not retained.

In the light of the findings of the Present study in result was discussed as under:

Present study revealed that there exist significant differences in decision making styles of male and female teacher educators in colleges of education. This findings is supported that related review **Ramalingan (1995)** the result show further the finding revealed that there is significant differences in the decision making styles of teacher educators in college of education in defensive avoidance decision making style.



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Further the finding revealed that there exist significant differences in the decision making styles of teacher educators in colleges of education in relation to their length of services i.e. teaching experience (1-5yrs) and above 5 yrs. This finding is supported that related review **Suresh and Rajendran (1995)**. It is found that there is significant difference in decision making styles of teacher educators in colleges of education in relation to their length of services

Another further the finding also revealed that there exist significant differences in decision making styles of rural and urban teacher educators in college of education. This findings is supported that related review of **Ramalingan (1995)**. There is a significant difference in decision making styles of male and female teacher educators in colleges of education in there defensive avoidance decision making styles.

### **EDUCATIONAL IMPLICATIONS**

In the light of binding the present study will implied in the field of education in the following way.

Quality education is a concern today and therefore the internal processes that ensure quality education is the need of the hour. The traditional prospect of college management has now been changed. The collaborative and tern approaches to college management are dominating in which there is total involvement of the people in the process of decision making and its implication. Therefore there is need to develop the decision making styles among all the teacher educators especially the teachers who are the potential contributors for colleges effectively. The expected decision making styles of teacher educators are the following:

1. The teacher educators should be using the available resources for the realization of the stated teaching learning objectives. In doing so the teacher has to lay sometime an authoritarian role and at other times a democratic Decision maker's role in the institutions.
2. The teacher must help pupil develop the capacity to respond to changing conditions and then support and guide them all through the change process. The goal is to create a permanent capacity for change through organizational learning and collective decision styles.
3. Being a teacher has to maintain perfect interaction with the students in all situations as the teacher himself or herself is responsible for the proper management of all the activities should possess of teaching and learning.
4. The teacher educators should possess effective communication skills to transact communication effectively.
5. A teacher is knower of recent initiatives. As a play role of decision maker of the class 21<sup>st</sup> Century. The teacher should be aware of the latest innovations. Researches and experience in the field of educations.
6. A teacher is conflict resolved teacher as a decision maker of the class room has do create a congenial environment giving least chances to internal conflicts among the colleagues as well as the students, they must lead the efforts of the students and resources for achieving the stipulated objectives.



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