

## **DECISION MAKING STYLES OF THE SECONDARY SCHOOL HEADS IN RELATION TO THEIR PROBLEM SOLVING ABILITY AND SELF ESTEEM**

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The study was aimed at exploring decision making styles of secondary school heads in relation to their problem solving ability and self-esteem. Eighty secondary school heads were selected using purposive sampling technique. Data were collected using Decision Making Styles Scale (2005) by Dr. Noorjehan N. Ganihar, Problem Solving Ability Inventory (2014) by Sandeep Kaur, and Self-esteem Inventory (1988) by M. S. Prasad & G. P. Thakur. Analysis of data was done with the help of t-test and multiple correlation. Results of the study revealed that private secondary school heads give higher preference to routine style than their counterparts' government secondary school heads. Heads of private secondary schools possess greater problem solving ability than heads of government secondary schools. Private secondary school heads possess more socially perceived self than their counterparts' government secondary school heads. There is positive relationship of problem solving ability and self-esteem with decision making styles of secondary school heads.

**Keywords:** Decision Making Styles, Problem Solving Ability, Self Esteem, Secondary School Heads

### **INTRODUCTION**

Head of a school is the functionary of its destiny. He can make or mar a school by his administrative efficiency or incompetency. He occupies the central place in the entire structure of education. Head is called as hub of the educational process. He is the key stone of the arch of school administration. Working of the school ultimately depends on the head. He has to make decisions in critical situations. He is the person who is wholly solely responsible for anything or everything going on in the school. He has to perform a number of duties like organization, administration, planning and teaching, establishing relations, supervision and guidance. It demands sound problem solving ability and decision making styles on the part of school heads. By virtue of his position head should possess high self-esteem.

From the review of related literature it may be analyzed that decision making styles of secondary school heads were not explored in relation to their problem solving ability and self-esteem. Various studies have been conducted on these variables by different researchers but no study has been conducted on these three variables collectively. That's why it seems necessary to explore these variables in relation to each other. This study will be beneficial for parents, teachers, students and heads themselves. The results of this study will highlight the different types of

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the decision making styles among secondary school heads which will help the heads to do their work efficiently. Thus, the proposed study will be an effort to add new knowledge to already existing corpus of knowledge.

### **DECISION MAKING STYLES**

It means a procedure to arrive at a decision; the procedure by which an individual and association select one position or action from several existing options. It is agreed upon that decision making is one of the important tasks that employees and managers engage in. Decision making may be considered as an exciting and complicated field because it draws on elements from both cognitive, social and personality psychology. Knowledge about decision making and related cognitive variables in organizations may be useful, especially in areas like personnel selection, training, assessments, placement and planning. It also helps to explain social interactions and conflicts in an organization. Mann (1989) demonstrated that the person who have good decision making skills possess high level of self-esteem and also have good confidence about own abilities. Ormond (1991) showed that males possess high level of decision making and self-esteem than their counterpart's females. Mau (2000) found that self-esteem and rational decision making were negatively related with career in decision. Maria (2011) found that there exists significant difference between age and gender in the participants' perception of the different factors and determine their decision process. Kaur (2013) found that there exists no significant relationship between job satisfactions of primary school teachers and decision making styles of their heads. Further, mostly government primary school heads use routine decision making styles.

### **PROBLEM SOLVING ABILITY**

Problem solving ability is the frame work of pattern with in which creative thinking and reasoning takes place. It is the capacity to think and reason on given different level of difficulty. Problem solving is the key to success and has been regarded as the most significant aspect of human behaviour. A person having good problem solving ability will be properly adjusted in the environment. A problem cannot be solved without thinking. The need of problem solving behaviour is to create the power of thinking which helps to find out the solution of the problem. The problem solving is a procedure of overcoming difficulties so that the person is able to achieve his goals. Simple problems can be solved by habitual and intuitive behaviours. Problem solving is the ability to find answers to problems using an organized thought process. There are various different approaches to general problem solving and associated decision making. Kempa, Dube and Roberts (1995) found that achievements of low problem solving ability students was low while that of high ability students was the higher. Lee (2004) found significant differences between gifted students and regular students on their mathematical problem solving ability.

Ganandevan (2006) showed that problem solving ability was low of higher secondary school students. Significant difference was found in problem solving ability of students on the basis of gender and locality. Sachse (2012) found that simple problems can be solved by the person having average problem solving ability while high level of ability is required to solve complex problems. Saini (2012) found that there exists positive relationship between problem solving ability and entrepreneurial. Renu (2013) found that sex had significant impact on the problem solving ability of students.

### **SELF-ESTEEM**

It is a term used to reveal a person's total appraisal or assessment of her or his own value. It is a basic personality characteristic of the individual which reflects the attitude of the individual for a different situation. It is a person's own judgment of worthiness as well as it is appreciating person's own worth and having the character to act dutifully towards others and accountable to own self. Self-esteem in contemporary counseling is one of the very important concepts just like self-concept, self-awareness and self-knowledge which need to be evaluated in counseling process so as to help individuals to make optimal decisions in general issues and career choices in particular. Self-esteem is a part of the construct "self". The term refers to one's view of herself or himself. A significant positive relationship between self-esteem and decision making of adolescent girls was found by Tiwari (1983). Fling (1992) found that there exists negative relationship between self-esteem and aggression. Thunholm (2004) found significant relationship between self-esteem and action control. Cenkseven (2013) found that self-esteem and decision making styles are related with life satisfaction; except panic styles, all other coping styles and self-esteem are predictors of general life satisfaction. Sharma (2013) found that significance difference exists between secondary school boys and girls in mental health, self-esteem and family environment.

### **OBJECTIVES**

1. To find out the difference between government and private secondary school heads in decision making styles, problem solving ability and self-esteem.
2. To analyze the relationship between problem solving ability and self-esteem of the secondary school heads with their decision making styles.

### **HYPOTHESES**

1. There exists significant difference between government and private secondary school heads in decision making styles.
2. There exists significant difference between government and private secondary school heads in decision problem solving ability.

3. There exists significant difference between government and private secondary school heads in self-esteem.
4. There exists positive relationship between problem solving ability and self-esteem of the secondary school heads with their decision making styles.

### METHODOLOGY

Descriptive survey method was used in the present study. The sample of the present study consisted of 80 school heads from Gurdaspur and Kapurthala districts; (40 school heads from each district). Purposive sampling technique was used for collection of data. School heads were arbitrarily selected from 2 districts of Punjab namely Gurdaspur and Kapurthala.

### TOOLS OF DATA COLLECTION

In this study three tools were used by the investigator. These are as following:

1. Decision Making Styles Scale developed by Dr. Noorjehan N. Ganihar (2005)
2. Problem Solving Ability Inventory developed by the Investigator (2014)
3. Self-Esteem Inventory by M. S. Prasad and G. P. Thakur (1988)

### DATA ANALYSIS TECHNIQUES

The statistical analysis techniques used in this study were mean, standard deviation, percentage, t-test and multiple correlation.

### RESULTS AND ANALYSIS

TABLE 1: SHOWING DIFFERENCE BETWEEN GOVERNMENT AND PRIVATE SECONDARY SCHOOL HEADS IN THEIR DECISION MAKING STYLES

| <i>Sr. No.</i> | <i>Decision Making Styles</i> | <i>Govt.(N=40)</i> | <i>Private(N=40)</i> | <i>df</i> | <i>t-values</i> |
|----------------|-------------------------------|--------------------|----------------------|-----------|-----------------|
| 1.             | Routine Style                 | M=2.45<br>SD=1.38  | M=3.68<br>SD=1.94    | 78        | 3.32**          |
| 2.             | Compromise Style              | M=12.98<br>SD=3.46 | M=11.60<br>SD=3.93   | 78        | 1.66 NS         |
| 3.             | Heuristic Style               | M=32.6<br>SD=3.67  | M=32.98<br>SD=4.77   | 78        | 0.4 NS          |

NS= not significant \*= significant at .05 level \* significant at .01 level

It is clear in Table 1 that mean score of the routine style of the government and private secondary school heads are 2.45 and 3.68 respectively. The SD for government secondary school heads is 1.38 and for private secondary school heads is 1.94. The t-value is 3.32, which is significant at .01 level. It is evident from Table 1 that mean score (3.68) of private school heads is greater than the mean

score (2.45) of government school heads in their routine style. Therefore, it may be analyzed that private secondary school heads give more preference to routine style than their counterparts' government secondary school heads. Thus, the hypothesis "there exists significant difference between government and private secondary school heads in their decision making styles was accepted in case of routine style".

TABLE 2: SHOWING DIFFERENCE BETWEEN GOVERNMENT AND PRIVATE SECONDARY SCHOOL HEADS IN THEIR PROBLEM SOLVING ABILITY

| <i>School Type</i> | <i>No. of Heads (N)</i> | <i>Mean</i> | <i>SD</i> | <i>df</i> | <i>t-value</i> |
|--------------------|-------------------------|-------------|-----------|-----------|----------------|
| Govt.              | 40                      | 25.08       | 5.30      | 78        | 2.15*          |
| Private            | 40                      | 27.02       | 2.98      |           |                |

NS= not significant \*= significant at .05 level \* significant at .01 level

Table 2 shows that mean score of the government and private secondary school heads are 25.08 and 27.02 respectively. The SD for government secondary school heads is 5.30 and for private secondary school heads is 2.98. The t-value is 2.15 which is significant at 0.05 level. Further, mean score of private secondary school heads (27.02) is greater than mean score (25.08) of government secondary school heads. Thus, it may be analyzed that private secondary school heads possess greater problem solving ability than school heads of government schools. Thus, the hypothesis "there exists significant difference between government and private secondary school heads in their problem solving ability was accepted".

TABLE 3: SHOWING DIFFERENCE BETWEEN GOVERNMENT AND PRIVATE SECONDARY SCHOOL HEADS IN THEIR SELF-ESTEEM

| <i>Sr. No.</i> | <i>Self-Esteem</i>        | <i>Govt.<br/>(N=40)</i> | <i>Private<br/>(N=40)</i> | <i>df</i> | <i>t-values</i> |
|----------------|---------------------------|-------------------------|---------------------------|-----------|-----------------|
| 1.             | Personally Perceived Self | M=126.88<br>SD=16.41    | M=126.9<br>SD=18.89       | 78        | 0.01 NS         |
| 2.             | Socially Perceived Self   | M=126.8<br>SD=14.57     | M=139.02<br>SD=15.87      | 78        | 3.58**          |

NS= not significant \*= significant at .05 level \* significant at .01 level

It is evident from Table 3 that mean score of the personally perceived self of the government and private secondary school heads are 126.88 and 126.9 respectively. The SD for government secondary school heads is 16.41 and for private secondary school heads is 18.89. The t-value is .01, which is not significant at .05 level.

Further, it is obvious from the Table 3 that mean score of the socially perceived self of the government and private secondary school heads are 126.8 and 139.02 respectively. The SD for government secondary school heads is 14.57 and for private secondary school heads is 15.87. Also, t-value is 3.58, which is significant

at .01 level of significance. It may be analyzed that government and private secondary school heads differ in their socially perceived self. It is evident in table 3 that mean score (139.02) of private secondary school heads is greater than the mean score (126.8) of government secondary school heads in their socially perceived self. Therefore, it may be analyzed that government secondary school heads possess more socially perceived self than their counterparts' private secondary school heads. Thus, the hypothesis "there exists significant difference between government and private secondary school heads in their self-esteem was accepted in case of socially perceived self".

TABLE 4: SHOWING RELATIONSHIP BETWEEN DECISION MAKING STYLES, PROBLEM SOLVING ABILITY AND SELF-ESTEEM OF SECONDARY SCHOOL HEADS

|                       | <i>Variables</i>                       | <i>N</i> | <i>df</i> | <i>R</i>                              |
|-----------------------|--|----------|-----------|---------------------------------------|
| Independent Variables | Problem Solving Ability<br>Self-Esteem | 80       | 78        | 0.58**<br>significant<br>at .01 level |
| Dependent Variable    | Decision Making Styles                 |          |           |                                       |

It is clear from Table 4 that value of coefficient of correlation among decision making styles, problem solving ability and self-esteem. The value of correlation between decision making styles, problem solving ability and self-esteem came out to be 0.58, which is positive. The calculated value 0.58 exceeds the table value 0.28 at .01 level. Therefore, it may be analyzed that there exists significant positive relationship between decision making styles, problem solving ability and self-esteem of secondary school heads. Hence, the hypothesis of the study stating that there exists positive relationship between problem solving ability, self-esteem of the secondary school heads with their decision making styles was accepted. It may also be analyzed that problem solving ability and self-esteem of secondary school heads have a positive effect on their decision making styles. Thus, the hypothesis that there exists significant positive relationship among self-esteem, problem solving ability and decision making styles of secondary school heads was accepted.

## DISCUSSION AND FINDINGS

1. Government and private secondary school heads differ in decision making styles. Private secondary school heads give higher preference to routine style than government secondary school heads. It may be due to the reason that infrastructure facilities in private schools are better as compared to government schools, which in turn gives freedom to heads in their decision making.
2. Heads of private secondary schools possess greater problem solving ability than heads of government secondary schools. Heads of private schools are more capable of handling the problematic situations. They try to utilize the available resources to the optimum.

3. Government and private secondary school heads do not differ in personally perceived self. Private secondary school heads possess more socially perceived self than their counterparts' government secondary school heads. Since the self-confidence and self-acceptance among private secondary school heads seems to be higher as compared to government secondary schools heads hence private secondary school heads possess more socially perceived self than their counterparts' government secondary school heads.
4. It was found that there is positive relationship of problem solving ability and self-esteem with decision making styles of secondary school heads. This finding was supported by Tiwari (1983), Cenkseven (2013) and Mann (1989). Higher is the problem solving ability and self-esteem among secondary school heads, better will be the decision making ability among them.

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