

DECISION MAKING STYLE OF WOMEN UNIVERSITY TEACHERS

Decision making is an important personality construct. This construct is of central significance to human activity. All of us either by choice or without choice usually make a decision either related to our personal life or to our occupational life so it can be said that decision making is inevitable. General Decision Making Questionnaire (GDMQ) by Scott and Bruce (1995) was used to explore the decision making style of university teachers. The study was conducted on a sample of 140 women university teachers of Lahore College for Women University (LCWU). The specific type of decision making style adopted by women university teachers was explored. T-Test was performed on the scores of GDMQ. Two main findings of the study are first, the highly qualified women university teachers have rational style of decision making. Second, the experienced women university teachers have different style of decision making as compared to the inexperienced.

Decision making is an important phenomenon of human activity. Every sane individual daily encounters a situation when it becomes inevitable to make a decision. Everyday we make both simple and complex decisions such as what to eat in breakfast,

which dress to wear for office and how to manage your money to proceed abroad for higher studies.

Whether it is the individual or an organization no one can exist without making quick and correct decisions. The survival, success and enhancement of an individual and organization depends on right and timely decision making, thus it can be said that decision making is a process of selecting the best course of action out of many alternatives available. Efficient decision making requires minimum human and material resources and helps in achieving the desired personal and organizational objectives (Gupta and Gupta, 1998).

Decision making can be based on facts, experience, authority and intuition. Facts provide concrete and irrefutable basis for sound decision making. When decisions are based upon authority they are mostly authoritarian in nature but they are accepted and obeyed without debate. Experience based decision making takes into account past learning and applies those formulae that have been successful previously. Intuitive decisions based upon the emotional feeling (satisfaction and confidence) of the decision maker.

The existing models of decision making style include the classical model by Elbing (1978), the bounded rationality model, the cognitive model, the military decision making model and the judgmental heuristics and biases model. All the models of the decision making style represents pattern of behaviors that occur during the process decision making. Each model in its own way and in its own terminology classifies the three phases through which decision maker proceeds while arriving at a decision. The first phase is the recognition of the problem the second is the action phase where the generation of alternatives takes place and

finally the choice phase where the selection of the best available alternative is done.

Decision making style is a subjective characteristic, which reflects how an individual defines and perceives the problem, and chooses an alternative solution to it. The individual's style of decision making can be attributed to motivational and personal characteristics of decision makers and the environmental factors and task dimension variables adds to complexity, difficulty and ambiguity.

According to the cognitive model of decision making, an individual reaches a decision when he perceives, and interprets environmental data, so the individual is the information "processor" and decisions are "finished products" of human information processing system. (Harren, 1979)

The study by Hariri Hasan (2011) examines the relationships between leadership styles and decision-making styles as indicators teacher job satisfaction with reference to public junior secondary schools in Lampung Province, Indonesia. Teacher job satisfaction can be enhanced if stakeholders particularly policy-makers and the government education department could consider ways to help the teachers to develop rational decision-making style instead of dependent decision-making style and avoidant decision-making style in order to improve over all functioning of educational institutions.

The research paper by Ismail Hussein Amzat, Datuk Abdul Rahman Idris, (2012) explored the management and decision-making styles on the job satisfaction of academic staff in a Malaysian Research University. The sample consisted of 218 respondents. The instruments used in the study were the Teacher Job Satisfaction Questionnaire and the Decision Style Inventory. The findings showed that the research university had

adopted an analytical decision-making style. An important contribution of this study is that the management style and decision-making style can predict the job satisfaction of the academic staff.

A research by Samkange (2012) on the topic teacher involvement in decision making was conducted in Zimbabwe. The study concentrated on decision making and school administration and management. The study aimed at establishing the extent to which primary school teachers in the selected primary schools were involved in decision making in various areas in their schools. The results of the study further show that the teachers were happy with their involvement in decision making in areas curriculum development ,organizing school functions, involvement in areas as finance, resource allocation and conflict management.

University is an institution, which provides an excellent environment for the young generation to develop their personal qualities, interpersonal skills, decision making and leadership potential so that they can lead productive life.

The university has the objective of training and preparing the young generation of the country for all departments such as health, education, business, politics and law. Teachers are the

backbone of university and usually decision making is difficult, perplexing and nerve wracking. When university teachers take timely and efficient decisions, it benefits the students and the university.

Lahore College Women University (LCWU) was established as Gangaram School in 1925, after 1947 it gained the status of a women college and then in 2000 it was given the charter of a University which has a record number of ten thousand women students.

In 2009 three Degree colleges of Lahore were affiliated with it. Presently the LCWU has two campuses one operating in Lahore and the other in Jhang.

The purpose of the study was to know the most frequent decision making style of women university teachers. It was hypothesized that highly qualified and experienced women university teachers would have different decision making styles.

METHOD

SAMPLE

The sample for present study consisted of randomly selected 140 women university teachers from Lahore College for Women University of Lahore. Their ages ranged between 25 to 45 years.

Their educational level ranged from masters to Ph.d. Their monthly income ranged from Rs 10,000 to Rs 30,000. The sample included married and unmarried university teachers. The range of duration of university service was two to fifteen years.

INSTRUMENTS

The study employed three instruments which were following

1. General Decision Making Questionnaire.
2. A list of decision making styles.
3. Demographic Questionnaire.

General Decision Making Questionnaire

The general decision making questionnaire (GDMQ) was originally developed by Scott and Bruce (1995). It contains 25 items. It comprises of 5 subscales, which measure the five

different decision making styles. The item 1-5 measure the rational decision making style, item 6-10 measure the intuitive decision making style, item 11-15 measure the dependent decision making style, item 16-20 measure the avoidant decision making style. And the item 21-25 measure the spontaneous decision making style. It is a Likert type questionnaire with 5 point response format. The total score on GDMQ ranges from 5 to 25. According to Scott and Bruce the alpha scores for the GDMQ ranges from .68 to .94. Which shows that the internal consistency of the scale is high and it also conveys that it is a reliable instrument to be employed. The instrument does not measure decision making style with reference to some specific situation or institution rather it explores the general decision making styles of people.

A LIST OF DECISION MAKING STYLES

A list of five decision making styles namely Rational, Intuitive, Dependent, Avoidant and Spontaneous with brief description of

each style was provided to the subjects. The subjects were asked to give their preference for one decision making style that they employ mostly.

DEMOGRAPHIC QUESTIONNAIRE

A demographic questionnaire was constructed to collect basic information about the age, marital status, income, education and duration of service of the subjects.

PROCEDURE

The subjects were individually approached at their workplace and their consent was taken for participation in the study. The subjects were informed about the purpose of the study which was to explore the general decision making style (GDMQ) of women university teachers. The subjects were given instructions prior to the filling in of GDMQ. First the GDMQ, than a list of decision making styles and lastly the demographic questionnaire were administered to the subjects.

RESULTS AND CONCLUSIONS

Percentage values were calculated for specific type of decision making style and T-Test were performed to find out the differences in the decision making styles of women university teachers as a result of their education and teaching experience

Table No. 1

Percentage values were calculated for the different decision making styles.

S. No	Decision Making Style	Percentage %
1.	Rational	35

2.	Intuitive	25
3.	Dependent	10
4.	Avoidant	15
5	Spontaneous	15

The above tables shows percentage values for five different decision making styles of women university teachers. The majority of women university teachers use rational decision making style. The minority uses dependent decision making style.

T-Test was computed for highly qualified and moderately qualified women university teachers.

Table No. 2

Mean , Standard deviation and t-values for highly qualified and moderately qualified women university teachers on subscales of GDMQ (N=140)

GDMQ	M Qualified N=70		H Qualified N=70		t	P
	M	SD	M	SD		
Subscales						
Rational	20.0	3.19	21.4	2.5	2.9	.004*
Intuitive	17.6	3.5	16.4	3.8	2.0	.045*
Dependent	16.8	4.1	16.8	3.8	.06	.945*
Avoidant	12.5	4.5	12.0	4.2	.74	.456
Spontaneous	15.1	3.6	13.1	3.4	3.4	.001*

df=138

The mean scores, standard deviations and t- values for moderately and highly qualified

women university teachers. The results indicate significant differences between highly and moderately qualified women university teachers on Rational, Intuitive and Spontaneous decision making styles. The table also indicates non significant difference between the highly and moderately qualified women university teachers on dependent and avoidant decision making styles.

Table No. 3

Mean, Standard deviations and t-values for experienced and inexperienced women university teachers on subscales of GDMQ (N=140)

GDMQ	Experienced N=70		Inexperienced N=70		t	P
	M	SD	M	SD		
Rational	20.41	2.75	20.07	2.84	.71	.476
Intuitive	18.40	3.38	16.89	2.92	2.79	.002*
Dependent	18.38	3.53	18.09	3.51	.52	.604
Avoidant	15.32	4.75	12.57	4.02	3.66	.000*
Spontaneous	16.17	4.68	14.14	3.37	2.90	.004*

df 138

The results indicate a non significant difference between the experienced and inexperienced women university teachers on Rational and dependent decision making styles. There are significant differences in the mean scores of the experienced and inexperienced women university teachers on Intuitive, Avoidant and Spontaneous decision making styles which mean that inexperienced women university teachers are more likely to employ intuitive, Avoidant and Spontaneous decision making styles while making decisions.

DICUSSION

Decision making at home and outside the home is mostly by men. Women rarely make decisions. The highly qualified and experienced women university teachers are daily involved in the process of decision making without any training for it. The majority of women university teachers want to be involved in real decision making in a variety of areas which include planning and interpretation of curriculum, finance, budgeting, organizing student functions, class allocation, teacher supervision and staff development.

When decisions are taken on whims and sentiments with scanty and insufficient information they bring catastrophe and disaster

not only to individuals but to organizations and nations as well. It is therefore suggested that all decision makers should be trained with the tools and techniques of the science of decision making .The Higher Education Commission (HEC) should design a training programme on decision making for women university teachers, on the pattern of civil services and military academy. This training will enhance the professional grooming of the women university teachers on one hand and on the other hand it will tend to develop women leadership skills of dealing with situations requiring decision making both at personal and organizational level.

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