

DECISION MAKING SKILL OF FEMALE TEACHERS

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Abstract: Women are found suffering from social, cultural and political biases in the traditional male dominated society compared to male counterparts. Women have limited access to educational and employment opportunities. They are found to have less power and ability to do activities like men counterparts do; even they have the least authority to do something at their own initiation. Due to modernization and urbanization, females at various levels have started working to earn their livelihood and support their family. Still they are not getting that authority to execute their plans in the family. Decision-making is of paramount importance as a mental process in solving problem of acquiring and using resources to achieve goals. Decision may be in response to a request or in response to non-verbal cues from the learners. No society can progress if awareness and developmental urge are absent among women.

Index Terms – Decision-making, Opportunities

INTRODUCTION

Education in its broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. It is the gradual process of acquiring knowledge which helps in preparation of life. Education in technical sense is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Education is one which prepares an individual for his personal, professional and social life. It helps in the overall growth of an individual's socially and professionally with which one can earn his living for the future. Education gives an outlook to an individual with one gets the confidence to face the world.

Education is as old as the human race. It is through education that man develops his thinking and reasoning power, problem solving ability, creativity, intelligence, aptitude, positive sentiments, skills, good values and attitude. It is through education that human transforms into social, moral and spiritual beings. In this complex and dynamic society the role of education is becoming more and more difficult and complicated and the process of education is not that simple as it used to be in the past.

A Teacher is the focal point in an educational system. Kothari commission (1964-66) emphasized in its report that the teachers are having crucial role-play in educational reform. It also stressed the importance of professional development of the teachers at various levels.

The practice of teaching is a complex and integrated art complete with both delightful and challenging experiences. The development of this art begins with an individual's initial experiences in his or her family unit, moves through his or her observational experience as a learner and progress through formal training and a life time of teaching experiences. As they move through the teaching, process teachers have to face numerous such situations where decisions have to be done.

One major part of the environment and the learner's experience is the teacher. Each day he or she invites the students in classroom, conducts the lesson and makes hundreds or thousands of decisions that all impact the learner's experience. The majority of these decisions occur in fractions of a second. Therefore, the duty of the teacher includes not only understanding his or her external environment, but also understanding his or her internal environment, his or her beliefs and decisions to feel confident that the decisions he or she is making best benefits the students.

The sheer quantity of decisions that teachers make in such short amount of time demands that teachers be good decision makers. To be a good decision maker requires the ability to comprehend or foresee the impact a decision will have on the recipient. Becoming a good decision maker also requires the ability to understand the purpose of decision. The purpose of a decision is the reason which is drawn from a teacher's knowledge base. The making of decision is the selecting of one action from a number of courses of action or ending inaction when alternatives are not satisfactory or not relevant to the situation. The making of the decision implies that there are some set goals towards which decisions are oriented. Decision-making is the heart of management and requires time to complete it. There are some decisions, which are taken only during certain times of life. Since it may centre on goals like education, marriage, building of a house etc. There are some decisions, which can be changed like buying a consumer product. Thus, there are various types of decisions out of which some are essential and some are non consequential, some decisions are used to achieve our goals to assess standard and as an aid in attaining desired quality of life.

Decision making involves thinking and deciding before doing and is a part of every managerial function. In fact the, very determination of objectives, policies, programmes, strategies etc, of the organization is a decision making process. Decision making is a pervasive function of administration. This function is performed by administrations at all levels, though the nature of decisions differs with each level.

Decision making as the art of determining in one's own mind upon an opinion of action'. In simple terms, decision making means choosing one alternative amongst several alternatives given in a particular situation. Decision making involves two or more alternatives because if there is only one alternative there is no decision to be made.

Types of Decision Making

1. Programmed decisions 2. Non-programmed decisions 3. Participatory decisions

1. Programmed Decisions: Programmed decisions concerned with relatively routine and repetitive problems. These are standing decisions for which defined procedures are worked out. Information on these problems is already available and can be processed in a pre-planned manner. Objective, standards, procedures, methods and policies represent the example of programmed decisions.

2. Non-programmed Decisions: Non-programmed decisions deals with unique unusual and non repetitive problems which cannot be tackled in predetermined manner. Non-programmed decisions are those for handling which no cut and dried methods or rules or precedents are available. They are novel and unstructured in nature and therefore they have to be tackled independently. Thus a high degree of executive judgement and deliberation is required to solve them. Selection and training of executive possessing higher skills, innovative ability etc. are the techniques to deal with non-programmed decisions.

3. Participatory Decisions: Participatory decisions mean involving people in making decisions that affect them.

Success largely depends on the rational decision making by women. It is realized that women should be given equal power and status in decision making process.

Objectives of the Study

- To study the difference in the mean scores of Decision-making skill among female teachers with higher qualification and lower qualification
- To study the difference in the mean scores of Decision-making among female teachers working in rural and urban area.

Research Methodology

Source of Data: This study is based upon primary data which has been collected from the sample of 150 female teachers from 15 schools of Ludhiana district of Punjab only.

Sample Size: The information was collected through questionnaire from 150 female teachers belonging 50% to urban and 50% to rural area of Ludhiana district has been taken. Out of these 70 are senior and 80 are junior female teachers.

Sampling Technique: Purposive sampling technique has been adopted for the study.

Tool for Analysis: Self prepared questionnaire was used by the investigator

Statistical Technique: t-test was used by investigator for analysis of data.

Delimitations of the study

1. The sample size is confined to only 150 female teachers from 15 schools.
2. It is confined to schools of Ludhiana district only.
3. The sample will be taken from urban and rural schools.

Data Analysis and Interpretation

Table-1 showing comparison in the mean scores of Decision-making skill among female teachers with higher qualification and lower qualification

Group	N	Mean	SD	t-value
Female teachers with higher qualification	70	101.39	11.5	0.012 Insignificant at 0.05 level
Female teachers with lower qualification	80	106.81	14.42	

Interpretation: The above analysis shows that there is no significant difference in the mean scores of Decision-making skill among female teachers with higher qualification and lower qualification is not rejected.

Table-2 showing comparison in the mean scores of Decision-making skill among female teachers working in rural and urban area

Group	N	Mean	SD	t-value
Urban female teachers	75	106.11	14.38	0.095 Insignificant at 0.05 level
Rural female teachers	75	102.43	12.11	

Interpretation: The above analysis shows that there is no significant difference in the mean scores of Decision-making skill among female teachers working in rural and urban area is rejected.

Conclusion

From the above study, we can conclude that decision-making skill among female teachers working in urban area is better than female teachers working in rural area.

Educational Implications

To strengthen the power and capacity of females need to be empowered to have autonomy, choice, access and control over the resources. Decision making will promote and secure greater female participation in all activities at all various levels. Decision making and participation will also lead to sharing of information and ideas. Females belonging to rural area, through active participation will have access to information technology and resources to realize their full potential and capacity to use. Educational programmes and teaching material to be developed that sensitize and inform students about the harmful effects of certain traditional or customary practices on girl children.

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