

A STUDY ON DECISION-MAKING SKILLS OF DISTANCE EDUCATION B.ED. STUDENTS

Research
Paper

ABSTRACT

The present research study is an attempt to study the decision-making skills of distance education B.Ed. students. 900 students from IGNOU, TNOU and M.S. University, Tirunelveli were selected by the stratified random sampling techniques. The decision-making inventory used for data collection was prepared and validated by the investigator. There were significant differences among students of Tirunelveli, Tuticorin and Kanyakumari districts in their control, hesitancy, optimising, being principled, instinctiveness and decision-making.

INTRODUCTION

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the enfoldment of a learner's potentialities, enlargement of their thinking behaviour and transformation of their interests and values. The main purpose of education is to develop well-informed, well-equipped citizens for the country. Teacher education should depend upon a sense of the purpose for education.

REVIEW OF RELATED LITERATURE

Sibichen and Annaraja (2010) showed that postgraduate secondary teacher education students were better than graduate students in their decision making skills. Mc Cullough Lawson and Mary Camilla (2009) results showed that registrars want to be more involved in the decision making process with their superiors and that they include their own staff in making decisions. Gokalp and Gokul (2008) conducted a study on the effects of stress on teacher decision making. The result showed that having more experience and more behavior management training did not necessarily lead to more effective decision making strategy selection. Vasanthi (2008) results showed that there was significant relationship between the decision making style of headmistresses and teacher morale. Kilaus and Jeffrey (2007) showed that women were considered to possess more sources of information than men before making ethical decisions. Thangapandian et al., (2004)

results showed that vigilance decision making style correlated positively with independence of course choice and satisfaction with course.

SIGNIFICANCE OF THE STUDY

Teacher education plays a crucial role in structuring day-to-day systems of the society and shaping the future of the quality of education. Teacher education programmes are faced with the challenge of preparing a new generation of teachers who will effectively use the new learning tools in their teaching.

Teachers should have the knowledge and skills to use the new digital tool and making good decisions to help all students. Distance education programmes are to prepare teachers in their decision-making ability that will equip them for becoming professionally effective. The distance education programme should provide non-formal professional training on a continuous basis because it is necessary for becoming a good teacher as it caters to the development of one's decision-making ability and sharpening of one's thinking skills.

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OBJECTIVES OF THE STUDY

1. To find out the level of decision-making skills of distance education B.Ed. students.
2. To find out whether there is any significant difference between male and female distance education B.Ed. students in their Decision-making skills.
3. To find out whether there is any significant difference among Tirunelveli, Tuticorin and Kanyakumari district distance education B.Ed. students in their decision-making skills.

NULL HYPOTHESES

- i) There is no significant difference between male and female distance education B.Ed. students in their decision-making skills.
- ii) There is no significant difference among Tirunelveli, Tuticorin and Kanyakumari district distance education B.Ed. students in their decision-making skills.

METHOD

The survey method of research has been used in the present study.

SAMPLE

The investigator used the stratified random sampling technique for selecting the sample. The investigator selected distance education B.Ed. students studying in TNOU, IGNOU and M.S. university, Tirunelveli. The sample consisted of 900 distance education B.Ed. students.

TOOL USED FOR THE PRESENT STUDY

A decision-making inventory was developed and validated by Deepa and Annaraja (2010).

STATISTICAL TECHNIQUES USED

Percentage analysis, t-test and F-test were used for analyzing the data.

Table 1

LEVEL OF DECISION-MAKING SKILLS OF DISTANCE EDUCATION B.ED. STUDENTS

Decision-making and its Dimensions	Low		Moderate		High	
	No	%	No	%	No	%
Thoroughness	215	23.9	538	59.8	147	16.3
Control	155	17.2	626	69.6	119	13.2
Hesitancy	152	16.9	637	70.8	111	12.3
Social resistance	144	16	635	70.6	121	13.4
Optimising	143	15.9	650	72.2	107	11.9
Being Principled	180	20	575	63.9	145	16.1
Instinctiveness	183	20.3	574	63.8	143	15.9
Decision-making	146	16.3	660	73.3	94	10.4

It is inferred from the above table that 16.3 % the students have low, 73.3% have moderate and 10.4% have high level of decision-making.

Table 2

DIFFERENCE BETWEEN MALE AND FEMALE STUDENTS IN THEIR DECISION-MAKING SKILLS

Decision-making and its Dimensions	Male N=300		Female N=600		Calculated value of 't'	Remarks at 5% level
	Mean	S.D.	Mean	S.D.		
Thoroughness	18.88	5.96	17.92	6.51	2.15	S
Control	14.56	4.62	14.17	5.65	1.03	NS
Hesitancy	13.96	4.42	14.13	5.26	0.48	NS
Social resistance	16.06	5.21	16.3	5.53	0.63	NS
Optimising	12.56	5.28	13.19	6.79	1.42	NS
Being Principled	22.58	6.35	21.02	7.61	3.06	S
Instinctiveness	21.68	6.68	20.28	6.1	3.14	S
Decision-making	120.27	26.32	117	31.39	1.55	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female students in their control, hesitancy, social resistance, optimising and decision-making, but there is significant difference between male and female students in their thoroughness, being principled and instinctiveness. Male students are better than female students in their thoroughness, being principled and instinctiveness.

Table 3
DIFFERENCE AMONG
TIRUNELVELI, TUTICORIN AND
KANYAKUMARI DISTRICT STUDENTS IN
THEIR DECISION-MAKING SKILLS

Decision-making and its dimensions	Source	Sum of squares	Degrees of freedom	Mean square value	Calculated value of 'F'	Remark at 5% level
Thoroughness	Between	226.16	2	113.08	2.98	NS
	Within	33983.85	897	37.89		
Control	Between	440.22	2	220.11	8.99	S
	Within	21973.8	897	24.5		
Hesitancy	Between	610.92	2	305.46	14.12	S
	Within	19406.72	897	21.64		
Social resistance	Between	67.44	2	33.72	1.19	NS
	Within	25409.64	897	28.33		
Optimising	Between	2069.55	2	1034.77	32.47	S
	Within	28588.92	897	31.87		
Being Principled	Between	301.19	2	150.59	3.24	S
	Within	41726.91	897	46.52		
Instinctiveness	Between	215.03	2	107.52	2.53	S
	Within	38123.69	897	42.5		
Decision-making	Between	13280	2	6640	8.51	S
	Within	700164	897	780.56		

(For 2,897 df at 5% level of significance, the table value of 'F' is 2.99)

It is inferred from the above table that there is no significant difference among Tirunelveli, Tuticorin and Kanyakumari district students in their thoroughness and social resistance, but there is significant difference among Tirunelveli, Tuticorin and Kanyakumari district students in their control, hesitancy, optimising, being principled, instinctiveness and decision-making.

Post ANOVA test revealed that Kanyakumari students are better than Tirunelveli and Tuticorin district students in their control, hesitancy, optimising and decision-making.

FINDINGS

1. There is significant difference between male and female students in their decision-making skills.
2. There is significant difference among Tirunelveli, Tuticorin and Kanyakumari students in their decision-making skills.

SUGGESTIONS

- i) Innovative teaching strategies can be incorporated in the curriculum.
- ii) More number of practical classes and demonstration classes can be developed to improve their decision-making skills.

iii) Most important of all for a prospective teacher is her own concept of clarity. For this, special provision is to be given in the time table for library work to enrich her knowledge.

iv) Through guidance and counseling, the teacher educator can assist the prospective teachers to take right decisions at the right time in the educational programmes and personal endeavors.

v) In order to improve the decision-making ability of the teachers, every opportunity should be provided by administrators. Teachers should be given training in working together in an atmosphere which encourages free discussion and systematic planning for future activities.

CONCLUSION

The parent is the first teacher of a child and the teacher is the second parent of the child. A teacher is given the highest place in the society. He is regarded as a person fit to lead humanity in the proper direction. So, the role of the teacher is crucial in the teaching-learning process. The good teacher has to be up-to-date and future oriented. As distance education B.Ed. students they are charged with the responsibility of building up the nation through better teaching, taking a proper decision and problem solving attitude.

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