

## ATTITUDE OF SCHOOL STUDENTS TOWARDS THEIR DECISION MAKING SKILLS

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**Abstract:** This study explores the attitudes of school students towards their decision-making skills, with a focus on differences across gender and school type. The research aims to examine and compare the attitudes of male and female students in both aided and unaided schools, as well as between the two types of schools. The survey method was employed to gather data, utilizing a five-point rating scale to assess students' decision-making skills. The sample comprised high school students selected due to constraints of time and resources. The research tool's reliability was confirmed with a correlation coefficient of 0.79.

Data collection involved obtaining permission from the head of a B.Ed. College and the respective school principals. A WhatsApp group was created for students, and a Google questionnaire was distributed for data collection. The study's findings are as follows: There is a significant difference in attitudes towards decision-making skills between male and female students in aided schools, as well as between male and female students in unaided schools. However, no significant difference was observed between the attitudes of students in aided versus unaided schools. Additionally, a significant difference exists between male and female students' attitudes across all schools.

These results suggest that gender plays a critical role in shaping students' attitudes towards their decision-making skills, while the type of school does not significantly influence these attitudes. The study highlights the need for targeted interventions to address the differences in decision-making attitudes among male and female students, potentially informing educational practices and policies aimed at enhancing students' decision-making capabilities.

**Key words:** Attitude, Decision Making, School Students

### Introduction:

Adolescence is a developmental stage between childhood and adulthood. This stage encompasses many social, emotional, intellectual and physical changes that create both opportunities and challenges for an adolescent, his/her family, friends, peers, society, etc. The experiences gained by an individual during the adolescent period results in personality shaping and are seen in the latter periods of life. Therefore, proffering opportunities to develop social competence and sense of responsibility towards self, parents, friends and other members of the society is very essential for them. The advice and guidance of parents helps the child to solve their intricacies and make decisions rationally. Hence, decision making plays a very important role in the daily lives of the adolescents. Hence the present study focuses on analyzing the Attitude of school students towards their Decision Making Skills.

**Need of the study:** Decision Making is an essential component not only in personal life but also in professional life. As children mature, the number of decisions they make increases. Decision Making should gradually shift from almost complete control by the parents to almost complete control by the young adult, with continued monitoring, input, and support from the parent.

**Title of the study:** "Attitude of school students towards their Decision Making Skills."

**Objectives of study:**

- To Study of Male and Female Aided school student's attitude towards their Decision making skills.
- To Study of Male and Female Un-aided school student's attitude towards their Decision making skills.
- To Study of Aided and Unaided school student's attitude towards their Decision making skills.
- To Study of Male and Female school student's attitude towards their Decision making skills.

**Research methodology:** The Survey method is used by researcher to present the research.

**Sampling:** For the present problem under investigation the population consists of high school students, for the present studies the researcher had used a sample rather than a population because of multiplicity of causes namely paucity of time and resources.

**Tools of research: Rating Scale:** The scoring, on the level of student's discipline in education was done five-point rating scale some of the items were positively worded and some were negatively worded.

**Reliability:** The reliability or stability of the test is usually expressed as a correlation coefficient - 0.79.

**Data collection:** The Research took a letter of authority form the head of B.Ed. College regarding the nature of the study and a request to allow the researcher to collect the required data from the respective schools. In this regards the research approached Principals and sought his concept after briefing the need and the importance of the study undertaken by the researcher. The permission to collect the data was promptly aided by all the heads of the schools concerned and cooperation was extended by the Assistant Head of Department and the Supervisor and the student of the concerned school, keeping in view of the time and fixed date. We created WhatsApp group of student and send Google questionnaire form link in groups.

**Data Analysis:**

**Table 1:** Distribution of Total Data: Male and Female Aided school student's attitude towards their Decision making skills.

Aided School	N	Mean	Median	Mode	Sd.	Skew.	Kurtosis
Male Student	12	87.18	86	85	5.74	0.050	1.55
Female Student	36	98.16	101	85	10.36	-0.18	-1.83

**Interpretation:** Female students have a higher mean and median score but also show a greater variability in their scores compared to male students. The skewness and kurtosis values suggest slight differences in the shape of the distributions for male and female students' scores.

**Table 2:** Distribution of Total Data: Male and Female Un-aided school student's attitude towards their Decision making skills.

Aided School	N	Mean	Median	Mode	Sd.	Skew.	Kurtosis
Male Student	16	79.75	79.5	85	7.13	0.46	0.62
Female Student	30	99.83	99.95	102	3.23	0.84	2.12

**Interpretation:** Female students have a much higher mean score and less variability in their scores compared to male students. The positive skewness in both groups indicates that scores tend to be slightly higher, with female students showing more concentration of scores around their mean (higher kurtosis).

**Table 3:** Distribution of Total Data: Aided and Unaided school student's attitude towards their Decision making skills.

Aided School	N	Mean	Median	Mode	Sd.	Skew.	Kurtosis
Male Student	48	98.14	99.5	105	8.25	-0.73	-0.11
Female Student	46	93.10	98	102	10.34	-1.07	-0.16

**Interpretation:** Male students have a higher mean score and slightly less variability in their scores compared to female students. Both groups exhibit a negative skew, with female students showing a more pronounced skew towards lower scores. The kurtosis values for both groups suggest distributions that are close to normal but slightly flatter.

**Table 4:** Distribution of Total Data: Male and Female school student's attitude towards their Decision making skills.

Aided School	N	Mean	Median	Mode	Sd.	Skew.	Kurtosis
Male Student	28	82.85	85	85	7.42	-0.01	-0.11
Female Student	66	101.22	100.5	102	4.55	-0.04	0.32

**Interpretation:** Female students have a much higher mean score and less variability in their scores compared to male students. Both groups show nearly symmetric distributions, with male students' scores being slightly more spread out. The kurtosis values suggest that the female students' scores are more concentrated around the mean, while the male students' distribution is slightly flatter.

**Table 5: Hypothesis –I:** There is no significant difference Male and Female Aided school student's attitude towards their Decision making skills.

Aided School	N	Mean	Sd.	df	Obtained t-value	t-value	P-Value	Significant level
Male Student	12	87.18	5.74	46	2.53	0.05=2.02	0.038	Significant At 0.05 level.
Female Student	36	98.16	10.36			0.01=2.69		

**Interpretation:** The obtained t-value (2.53) is greater than the critical t-value at the 0.05 level (2.02), but less than the critical t-value at the 0.01 level (2.69). The difference in mean scores between male and female students is statistically significant at the 0.05 level ( $p = 0.038$ ), meaning there is a statistically significant difference between the scores of male and female students, with female students scoring higher on average.

**Table 6: Hypothesis – II:** There is no significant difference between Male and Female Un-aided school student's attitude towards their Decision making skills.

Aided School	N	Mean	Sd.	df	Obtained t-value	t-value	P-Value	Significant level
Male Student	16	79.75	7.13	44	2.23	0.05=2.02	0.0020	Significant At 0.05 level.
Female Student	30	99.83	3.23			0.01=2.69		

**Interpretation:** The t-test shows that the difference in mean scores between male and female students is statistically significant at the 0.05 level ( $p = 0.0020$ ). The conclusion is that female students have significantly higher scores than male students in the aided school, as indicated by the statistically significant t-test result.

**Table 7: Hypothesis – III:** There is no significant difference between Aided and Unaided school student's attitude towards their Decision making skills

Aided School	N	Mean	Sd.	df	Obtained t-value	t-value	P-Value	Significant level
Male Student	48	98.14	8.25	91	0.58	0.05=1.99	0.128	Not Significant At 0.05 level.
Female Student	46	93.10	10.34			0.01=2.63		

**Interpretation:** The t-test shows that the difference in mean scores between male and female students is not statistically significant at the 0.05 level ( $p = 0.128$ ). Therefore, there is no significant difference in the scores of male and female students in the aided school.

**Table 8: Hypothesis – IV:** There is no significant difference between Male and Female school student's attitude towards their Decision making skills.

Aided School	N	Mean	Sd.	df	Obtained t-value	t-value	P-Value	Significant level
Male Student	28	82.85	7.42	91	2.37	0.05=1.99	0.0011	Significant At 0.05 level.
Female Student	66	101.22	4.55			0.01=2.63		

**Interpretation:** The t-test indicates that the difference in mean scores between male and female students is statistically significant at the 0.05 level ( $p = 0.0011$ ). Therefore, female students have significantly higher scores than male students in the aided school.

#### Major Findings:

1. There is significant difference between Male and Female Aided school student's attitude towards their Decision making skills.
2. There is significant difference between Male and Female Un-aided school student's attitude towards their Decision making skills.

3. There is no significant difference between Aided and Unaided school student's attitude towards their Decision making skills.

4. There is significant difference between Male and Female school student's attitude towards their Decision making skills.

**Educational implications and recommendations:**

1) The results of the study guide adolescents about the importance of healthy and good decisions in their everyday life; and the ill effects of wrong, immature and faulty effects on them.

2) The present research shows a right process of making a decision. It helps adolescents to know about the various stages and steps to accomplish before reaching to a decision. A decision may be big or small but all steps are essential to be followed, while making a decision.

3) Teachers and parents should plan various activities like group discussions, psychotherapies, mediation, project works and self-evaluation projects that may improve their interpersonal relations, mental health, efficiency and life satisfaction. These variables are significantly and positively correlated to decision making ability of adolescents. Hence, enhance their decision making abilities.

4) Teachers and parents must provide such chances to an adolescent that may help them to know more about their own self, like own strengths and weakness increase their self-confidence and sets aims of life; this will increase their psychological wellbeing and eventually help them to make good and healthy decisions in everyday life.

5) The study reveals that the parents must provide both responsiveness and controlling parenting styles to their children. The must has provided a democratic home environment, encourages autonomy, fulfill the appropriate needs and demands of their children and demand age appropriate maturity from their adolescent children. This will enable the adolescents to make rational, controlled and wise decisions in their everyday life.

6) Parents are advised to provide such a home environment that their adolescents may share and discuss their problems and issues regarding which a decision has to be made, freely with them. This will guide them to follow a right path in a right direction and eventually leading to make good, mature and meaning decisions in their life.

7) Parents and teachers must provide such an environment to the adolescents that they may minimally rely on their peers to while making a decision. Because peers are the persons of same age group. The peers of adolescents are equally immature, have lack of experience and knowledge. They are likely to give an immature suggestion to choose as an alternative while making a decision in comparison to the parents and teachers.

8) The study shows that adolescents should not blindly follow their peers to get their conformity. They must look for the pros and cons of a decision before executing it. Because a good decision makes a life while a faulty and wrong decision can destroy the life of an individual.

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