

Relationship between decision making styles and self-efficacy of senior secondary school students

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Abstract

The study aims to analyze the relationship between decision making styles and self-efficacy of secondary school students. For this purpose, 500 subjects (male and female) were selected randomly from senior secondary schools situated in four districts of Haryana. Decision-Making Styles Scale developed and standardized by the investigator herself and Self-Efficacy scale developed by Murriss (2002) were used. Finding of the study indicates that with increase of self-efficacy, there will be increase in decision-making styles of students. Study suggested that in today's complex world there is a great demand to develop effective skills in students through education which will help them in making right decisions at right time in different walks of life.

Keywords: decision making, self-efficacy

1. Introduction

Education is a continuous, comprehensive and complex process. This process is aimed at not only imparting knowledge but is also aimed to inculcate all the qualities for harmonious development of human being. It enables a student to strengthen his intellectual power, maintain emotional balance and become morally and culturally empowered. Main resource for proper development of society depends upon its adolescents and they are also considered as leaders of tomorrow. The potential of these resources can be effectively utilized by providing best education to the adolescents. Teen age is a crucial stage of life. In this stage, mind of a student is full of confusion, stress and strain. Today, the life of adolescents is becoming miserable due to huge competitions 'in all walks of life. They are becoming less motivated and less confident individuals. One of the major reasons identified in adolescents for not being confident and motivated is, the lack of ability to take decision in most of the important matters of their life and career. Accurate choice of making decision for career as well as further education is an important task that an adolescent has to make. Decision-making is related to an individual's lifestyle as well as personal and professional satisfaction. (Betz & Taylor, 2006; Lounsbury, Tatum, Chambers, Owens, & Gibson, 1999; Lucas, 1992) [3, 8, 9]. Some students have ability to take quick and appropriate decisions, while others are having many difficulties with it. Decision making is needful for an individual's at all walks of life, from simple decisions related to daily planning, and complex decisions related educational and professional planning as well as career choice etc. Decision making is an important psychological function that permits for an examination of its process and discovery of its link between thought and action (Radford *et al.* 1986) [18]. We can also define decision-making as the cognitive process which results in the selection of a course of action among several alternative scenarios. Decision making style can be intellectual or emotional, rational or irrational, dependent, avoidant etc. Decision making means selecting best alternative and find a proper solution to the problem. Every

decision-making process produces a final choice that may or may not incite action.

In adolescence period capabilities of a person like physical, mental, emotional and intellectual are very high, and it depends on a person that how will he/she use these abilities to understand herself/himself. Self-efficacy means how better a person will act in challenging situation. A person's self-efficacy is a strong determinant of their effort, determination; strategizing as well as their performance (Heslin & Klehe, 2006) [6]. Self-efficacy is the strength of one's belief in one's own ability to complete a task and to achieve goals. High and low self-efficacy determines whether or not someone will choose to take on a challenging task or "write it off" as impossible. Some related reviews were also done by investigator are as follows

2. Review of Literature

Ramezan Jahanian and Setareh Mahjoubi (2013) [17] studied on the Rate of Self-efficacy's Effect on University Students' Academic Achievement. The present study was conducted with the aim of investigating the rate of self-efficacy's impact on students' academic achievements in universities and higher education centres'. The sample was randomly selected from Islamic Azad University, Karaj branch. The data was analyzed by Pearson Correlation Coefficient test and the gained results indicated that there was a positive and meaningful relationship between students' self-efficacy and their academic achievements at very high, high, middle, low and very low level. It was suggested that students' academic achievements can be enhanced by increasing their self-efficacy through applying appropriate training methods and enriching educational environments.

Singh *et al.* (2013) [7] investigated the career decision-making self-efficacy among senior secondary school students. The purpose of the study was to compare decided and undecided students as well as boys and girls on career decision-making self-efficacy of senior secondary school students. Survey method was used for data collection. The sample consisted of 533 students from government senior secondary schools of

Chandigarh (U.T.). Career Decision-making Inventory and Career Decision-Making Self-Efficacy short form-(CDMSE-SF) were administered on the students. The finding of the study showed significant difference in decided and undecided students in career decision-making self-efficacy and boys were found more confident in making career related decisions than girls.

Mohammad Ali Ahani (2014) [10] investigated the relationship between attachment styles, and self-efficiency and academic performance of high school students of Zahedan city. In this study descriptive-correlation method was used. The sample 384 high school students were selected randomly from Zahedan city. The adult attachment inventory (AAI) and the self-efficiency questionnaire of Sharer *et al.* were used for data collection. The results of the study showed that there was a positive correlation between the academic performance and self-efficiency and that there was a direct and positive relationship between self-efficiency and secure attachment style but also there was an inverse and significant relationship with the insecure ambivalent and insecure avoidant attachment styles. It also indicated that there was a direct and significant relationship between academic achievement and secure attachment style but that it didn't have a significant relationship with ambivalent insecure attachment style and has an inverse and significant relationship with the avoidant insecure attachment style.

Hassan Toozandehjani *et al.* (2014) [5] conducted a research on a survey on efficiency of instructing the decision-making and self-esteem skills on career Self-Efficacy, career indecision and self-esteem of students. This research is a semi empirical research which was conducted with aim to survey on efficiency of instructing the decision-making and self-esteem skills on career Self-Efficacy, career indecision and self-esteem of students in Azad University of Neyshabur in the academic year 89-90. Data collection of 100 person were randomly selected and randomly assigned to experimental and control group. Findings of the study indicated a significant effect of instructing the decision-making and self-esteem skills on increasing the level of career decision-making self-efficacy and decreasing indecision career of students ($P>0/05$) respectively.

Alanood Al-Thani *et al.* (2014) [1] investigated the Relationship between Students' Thinking Styles, Self-Efficacy for Learning, and Academic Performance at Qatar University. The purpose of this study was is two folds: First, to analyze if variations of thinking styles and self-efficacy for learning exist among students based on their academic year, colleges, nationality, and number of credit hours completed. Two, to gain new insight into related the relationship between students' thinking styles, self-efficacy for learning, and academic achievement at Qatar University. This study revealed that students' academic performance at Qatar University is related both to self-efficacy for learning and thinking style. This study had also shown significant differences between students' thinking styles, self-efficacy for learning, and their colleges and this may be beneficial for the university's curriculum team to empirically investigate the curriculum content and extant pedagogical practices at each college in the context of students' thinking styles and perceived self-efficacy beliefs.

Quinter Migunde *et al.* (2015) [15] conducted a research on

Career Decision Making Status of Adolescents in Kisumu Municipality, Kenya. The purpose of this study was to establish the decision making status of adolescents in Kisumu municipality across various demographic variables. The sample of 359 (162 males and 197 females) secondary school students from year one to year four was chosen. The findings of the study showed that gender and the type of school a student attends had a significant influence on their career decision making status. Students in private schools are more undecided than those in public schools. Career indecision scores also decreases as one progress from year one to year four.

Research Objective

The objective of the present study is to analyze the relationship between decision-making and self-efficacy style of the senior secondary school students.

Research Hypotheses

H₀₁: No significant relationship exists between decision-making styles and self- efficacy of senior secondary school students.

Research Methodology

Descriptive Survey Method was adopted for the present study. For the collection of the data the researcher surveyed the different schools located in the Haryana state from urban/rural as well as private/government secondary school students and administered different tools. In the present study the researcher used simple random sampling technique to select a sample of 500 students from a large finite population as per the state-wise geographical balance. Responses of the students were collected on a 5-point Liket scale that is 5-strongly agree, 4- agree, 3-neutral, 2-strongly disagree and 1-disagree.

3. Data Analysis

Relationship between the Decision-making styles and its component with respect to self-efficacy

H₀₁: No significant relationship exists between decision-making styles and self- efficacy of senior secondary school students.

Table 1: Relationship between the Decision making styles and Self-efficacy of students

Statement	R	Sign.
Correlation between decision-making styles and self-efficacy	0.501	.000*

* Significant value at 0.01 level of significance.

Table 1 indicates that the coefficient of correlation (r) between decision-making style and self-efficacy is 0.501 and its p value is 0.000 which shows that there is a significance relationship between the decision-making styles and self-efficacy at 0.01 level of significance and hypothesis no. 1 is rejected. So, it is concluded that decision-making styles and self-efficacy are positively correlated in this sample. It means that with increase in self-efficacy, there will be increase in decision-making styles and it can be reframed as there is a significant positive relationship between decision-making styles and self-efficacy.

Table 2: Relationship between rational component of decision-making styles and self- efficacy of students

Statement	r	Sign.
Correlation between rational component of decision- making styles and self- efficacy	.474	.000

* Significant value at 0.01 level of significance.

Table 2 indicates the coefficient of correlation between rational component of decision-making style and self- efficacy. Value of coefficient of correlation (r) is .474 and its p value is .000 which shows that there is a significance relationship between the rational component of decision-making styles and self- efficacy at 0.01 level of significance. Thus, the hypothesis that “there is no significant relationship exists between rational component of decision-making styles and self- efficacy of senior secondary school students”, is rejected. So, it is concluded that rational component of decision-making styles and self- efficacy are positively correlated. It also means that with increase in self- efficacy, there will be increase in rational component of decision-making style.

Table 3: Relationship between intuitive component of decision-making styles and self- efficacy of students.

Statement	r	Sign.
Correlation between intuitive component of decision- making styles and self- efficacy	0.87	.052

* Significant value at 0.01 level of significance.

Table 3 indicates the coefficient of correlation between intuitive component decision-making style and self- efficacy. Value of r is 0.87 and its p value is 0.052 which shows that there is no significance relationship between the intuitive component of decision-making styles and self- efficacy at 0.01 level of significance. Thus hypothesis that “there is no significant relationship exists between intuitive component of decision-making styles and self- efficacy of senior secondary school students”, is accepted. So, it is concluded that intuitive component of decision-making styles and self- efficacy are positively correlated in this sample. It means that with increase in self- efficacy, there will be increase in intuitive component of decision-making styles.

Table 4: Relationship between avoidant component of decision-making styles and self- efficacy of students

Statement	r	Sign.
Correlation between avoidant component of decision- making styles and self- efficacy	0.39	.390

* Significant value at .01 level of significance.

Table 4 indicates the coefficient of correlation between avoidant component of decision-making style and self- efficacy. Value of r is 0.39 and its p value is 0.390 which shows that there is no a significance relationship between the avoidant component of decision-making styles and self- efficacy at 0.01 level of significance. Thus hypothesis that “there is no significant relationship exists between avoidant component of decision-making styles and self- efficacy of senior secondary school students”, is accepted. So, it is concluded that avoidant component of decision-making styles and self- efficacy are positively correlated in this sample. It

refers that with increase in self- efficacy; there will be increase in avoidant component of decision-making styles.

Table 5: Relationship between spontaneous component of decision-making styles and self- efficacy of students

Statement	r	Sign.
Correlation between spontaneous component of decision- making styles and self- efficacy	.542	.000

* Significant value at .01 level of significance.

Table 5 indicates the coefficient of correlation between spontaneous component of decision-making style and self- efficacy. Value of r is 0.542 and its p value is 0.000 which shows that there is a significance relationship between the decision-making styles and self- efficacy at 0.01 level of significance. Thus hypothesis that “there is no significant relationship exists between spontaneous component of decision-making styles and self- efficacy of senior secondary school students”, is rejected. So, it is concluded that spontaneous component of decision-making styles and self- efficacy are positively correlated in this sample. It means that with increase in self- efficacy, there will be increase in spontaneous component of decision-making styles.

Table 6: Relationship between academic component of self- efficacy and decision-making styles of students

Statement	r	Sign.
Correlation between academic component of self- efficacy and decision-making styles	.710	.000

* Significant value at 0.01 level of significance.

Table 6 indicates the coefficient of correlation between academic component of decision-making style and self- efficacy. Value of r is 0.710 and its p value is 0.000 which shows that there is a significance relationship between the academic component of decision-making styles and self- efficacy at 0.01 level of significance. Thus hypothesis that “there is no significant relationship exists between academic component of decision-making styles and self- efficacy of senior secondary school students”, is rejected. So, it is concluded that academic component of decision-making styles and self- efficacy are positively correlated in this sample. It means that with increase in self- efficacy, there will be increase in decision-making styles.

Table 7: Relationship between emotional component of self- efficacy and decision-making styles of students.

Statement	r	Sign.
Correlation between emotional component of self- efficacy and decision-making styles	.636	.000

* Significant value at 0.01 level of significance.

Table 7 indicates the coefficient of correlation between emotional component of decision-making style and self- efficacy is 0.636 and its p value is 0.000 which shows that there is a significance relationship between the emotional component of decision-making styles and self- efficacy at 0.01 level of significance. Thus hypothesis “there is no significant relationship exists between emotional component of decision-making styles and self- efficacy of senior secondary school students”, is rejected. So, it is concluded that emotional

component of decision-making styles and self-efficacy are positively correlated in this sample. It means that with increase in self-efficacy, there will be increase in emotional component of decision-making styles.

Table 8: Relationship between social component of self- efficacy and decision-making styles of students.

Statement	r	Sign.
Correlation between social component of self- efficacy and decision-making styles	.594	.009

* Significant value at 0.01 level of significance.

Table 8 indicates the coefficient of correlation between social component of decision-making style and self-efficacy. Value of r is 0.594 and its p value is 0.009 which shows that there is a significance relationship between the social component of decision-making styles and self-efficacy at 0.01 level of significance. Thus hypothesis that “there is no significant relationship exists between social component of decision-making styles and self- efficacy of senior secondary school students”, is rejected. So, it is concluded that social component of decision-making styles and self-efficacy are positively correlated in this sample. It means that with increase in self-efficacy, there will be increase in social component of decision-making styles.

4. Conclusion

From the above results it is clear that adolescent period is a crucial stage where students face many difficulties in taking proper decisions. Proper decision making skill enable us to translate knowledge, attitudes and values into our actual abilities. Thus there is a need to develop effective skills in students through quality education. This will also enable the students to go-ahead, act responsibly and to understand their abilities or capabilities that are hidden in each and every student. Thus it is evident from this study that decision-making styles and self-efficacy are positively correlated and with increase in self-efficacy, there will be increase in decision-making styles of students.

5. References

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