

**A GENDER BASED COMPARISON OF  
DECISION MAKING STYLES OF HEADS AT  
SECONDARY SCHOOL LEVEL**

**BY**

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES  
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**A GENDER BASED COMPARISON OF DECISION  
MAKING STYLES OF HEADS AT SECONDARY SCHOOL  
LEVEL**

**By**

**Shamim Akhter**

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## THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Department of Education, Faculty of Social Sciences for acceptance:

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Candidate of **Master of Philosophy** at National University of Modern Languages do hereby declare that the thesis "**A Gender Based Comparison of Decision Making Styles of Heads at Secondary School Level**" submitted by me in partial fulfillment of M. Phil Degree, is my original work and has not been submitted or published earlier. I also solemnly declare that it should not, in future, be submitted by me for obtaining any other degree from this from any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/ dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

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## **ABSTRACT**

### **Thesis Title: A Gender-Based Comparison of Decision Making Styles of Heads at Secondary School Level.**

The main objective of this study was to assess prevailing decision-making styles of male heads at the secondary school level, to explore prevailing decision making styles of female heads at the secondary school level and to compare gender-based differences regarding decision-making styles of heads at the secondary school level. The theoretical framework of this study was based on Scott and Bruce's (1995) theory that is based on five dimensions: rational, intuitive, avoidant, dependent and spontaneous. Decision-making styles of heads were assessed using the decision-making styles scale, consisting of five factors and based on 27 items. In this study, descriptive design and a quantitative approach were used. The population of this study consisted of 392 public secondary schools of the Rawalpindi district. There were 201 boys' secondary schools and 191 girls' secondary schools. The sample of this study was 200 secondary school heads in the five tehsils of district, Rawalpindi. One hundred heads from boys' secondary school and 100 heads from girls' secondary school. A random sampling technique was used. The researcher used an adapted decision-making style scale initially developed by Robert Baiocouse (2009). Reliability was checked through Cronbach Alpha, the reliability of the tool was .816. Statistical technique such as means and t-test were used to analyze the data. Findings showed the prevailing decision-making style of the males and females were rational decision making style. There was no gender difference in the decision-making style of secondary school heads. It is recommended to train the head teacher to adopt the decision-making style related to the situation to make an effective decision.

# TABLE OF CONTENTS

Chapter	Page No.
<b>TITLE PAGE .....</b>	<b>I</b>
<b>THESIS AND DEFENSE APPROVAL FORM.....</b>	<b>ii</b>
<b>AUTHOR’S DECLARATION FORM.....</b>	<b>iii</b>
<b>ABSTRACT.....</b>	<b>iv</b>
<b>TABLES OF CONTENTS.....</b>	<b>v-vi</b>
<b>LIST OF TABLES.....</b>	<b>vii</b>
<b>LIST OF FIGURES.....</b>	<b>viii</b>
<b>LIST OF ABBREVIATION .....</b>	<b>ix</b>
<b>LIST OF APPENDIXCES .....</b>	<b>x</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>xi</b>
<b>DEDICATION.....</b>	<b>xii</b>

## 1. INTRODUCTION

1.1	Background of the study.....	01
1.2	Rationale of the Study.....	06
1.3	Statement of the Problem.....	09
1.4	Research Objectives.....	10
1.5	Research Hypotheses.....	10
1.6	Theoretical Framework of the study.....	11
1.7	Significance of the Study.....	11
1.8	Operational Definitions.....	12
1.9	Methodology.....	14
1.10	Delimitations.....	16

## 2. REVIEW OF THE RELATED LITERATURE

2.1	Secondary School.....	17
2.2	Principal Head masters.....	20
2.3	Decision Making.....	31
2.4	Decision Making Process.....	42
2.5	Decision Making with other Variables.....	45
2.6	Gender and Decision Making.....	49
2.7	Gender Differences In decision Making Styles.....	54
2.8	Decision Making Styles.....	56
2.9	Historical Background of Decision Making Styles.....	63
2.10	Model of Decision Making.....	68
2.11	Summary of related researches.....	73

### **3. METHODS AND PROCEDURES**

3.1	Research Design .....	75
3.2	Population .....	75
3.3	Sampling Technique.....	76
3.4	Sample of the study.....	76
3.5	Instrument of the study .....	78
3.6	Pilot Study.....	79
3.7	Validation of the study.....	81
3.8	Reliability of the instrument.....	81
3.9	Data Collection.....	82
3.10	Data Analysis.....	83
3.11	Limitations of the Research .....	85

### **4. ANALYSIS AND INTERPRETATION OF THE DATA**

4.1	Dominant Decision Making Styles of Male Heads.....	88
4.2	Dominant Decision Making Styles of Female Heads .....	89
4.3	Gender based differences in Decision Making Styles of Heads.....	90

### **5. SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

5.1	Summary.....	96
5.2	Findings.....	97
5.3	Discussion.....	99
5.4	Conclusion .....	108
5.5	Recommendations.....	109

<b>6. References.....</b>	<b>111-129</b>
---------------------------	----------------

<b>7. Appendices.....</b>	<b>130-157</b>
---------------------------	----------------

## LIST OF TABLES

<b>Table no</b>	<b>Tables list</b>	<b>Page no</b>
Table No.3.1	Population of the study	76
Table No.3.2	Sample size of the study	76
Table No.3.3	Total number of secondary schools in 5 district of Rawalpindi	77
Table No.3.4	Tehsil wise Sample size	78
Table No.3.5	Scale description	79
Table No.3.6	List of selected school of pilot study	80
Table No.3.7	List of experts for the authentication of research tool	81
Table No.3.8	Reliability of dimensions	82
Table No.3.9	Data Analysis	83
Table No.4.1	Gender wise distribution of respondent	87
Table No.4.2	Prevailing decision making style of male school heads	88
Table No.4.3	Prevailing decision making style of female school heads	89
Table No.4.4	Comparison of male and female heads decision making style	90
Table No.4.5	Gender based variances about rational decision making style	91
Table No.4.6	Gender based variances about intuitive decision making style	92
Table No.4.7	Gender based variances about dependent decision making style	93
Table No.4.8	Gender based variances about spontaneous decision making style	94
Table No.4.9	Gender based variance about to avoidant decision making style	95



## **LIST OF FIGURE**

Figure 1: Theoretical framework of the e of the study.....	11
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## **LIST OF ABBREVIATION**

SPSS.	Statistical Package for the Social Sciences
DEO	Deputy Education Officer
PHD	Doctor of Philosophy
B.A	Bachelor of Arts
M.A	Master of Arts
M.Phil.	Master of Philosophy
GDMS	General Decision Making Style.
DMS	Decision Making Style.
HOD	Head Of Department.
NUML	National University of Modern Languages.
DF	Degree of freedom
M	Mean
P	Probability value
T	t is the computed test statistic
Ho	Null Hypothesis.

## **LIST OF APPENDICES**

Appendix A	Approval letter of M.Phil. thesis and Supervisor
Appendix B	Permission letter for questionnaire
Appendix C	Validity certificate 1
Appendix D	Validity certificate 2
Appendix E	Validity certificate 3
Appendix F	Permission letter for pilot testing 1
Appendix G	Permission letter 2
Appendix H	Permission letter 3
Appendix I	Permission letter for survey
Appendix J	Questionnaire
Appendix K	List of school district Rawalpindi.
Appendix L	Proof Reading Certificate 1
Appendix M	Proof reading certificate 2

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.

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## **Dedication**

First and most importantly, I want to dedicate this thesis to my family. Every difficult work needs self-struggle as well as guidance from elders. Especially from those who are close to our hearts such as my mother. Because of their love, affection, encouragement and prayers I have been able to come this far .It is because of them that I have been able to complete my thesis .Alhamdullilah.

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the Study**

The gender differences in decision-making styles constitute one of the important topics of discussion among the organizational administrators nowadays. This is because at present modern organizations are not only influenced by any one gender; instead, they are equally influenced by both the genders. Men and women support the organizations in many ways. Due to all these, in all the parts of the organizations and apart from decision-making styles, organizations are ready to identify and appreciate gender differences. If organizations truly want to achieve and survive, they need to clearly identify gender differences in organization and decision making styles. Further, development in modern organizations' worker's declines and among the managers, we see gender differences in quantity and quality which are different from that often said in the decision making position men have been that states seen better suited for it than women. Gender creates the difference between human races and women, and it also functions as a major variable between men and women (Huang, Jiekun, 2013).

Gender variations are psychological, social, and educational. Women and men have differences in many ways, and we can perceive these differences in the physical aspects mostly clearly. Nowadays gender-equal opportunities are growing and people want to see men and women as equal human beings to develop and compete productively. Therefore, it is necessary to provide both the genders equality. This opinion is developing day-by-day that men and women have the thinking ability which is at equivalence with each other. The reason is that they share the same cognitive

framework. However, there are other studies researches which reject these findings. There is a big difference between men and women and for the sake of a suitable progress and growth of the organization, we should provide different opportunities to different gender heads. In this way, institutions flourish and survive in the competitive situation (Jacques et al, 2019).

The strategy of women's decision-making is different from males and also at cooperate level female managers are different from male managers. Compared to men, women are low risk-takers. To make a decision is very difficult in order to work for individuals as well as teams. Maybe decision-making skills are different from gender to gender. Males and females have different personalities and they use different methods to make a decision. Both have different levels of risk-taking and their respective confidence levels are different too. Women are conscious and they cannot take a decision on the spot. They are not as forceful and they, at times, do not have good leadership skills and intellectual abilities as compared to men. However, some studies show that men and women are equal in such abilities and do the work under the same level of improbability (Minasyan, et al 2020). Some researchers maintain that women have equal ability to handle difficult situations and give the same response to the difficult situations as men. One study shows that females are more risk-takers as opposed to males (Virender, 2017). The supportable progress and growth of the organization provide different opportunities to different gender heads. In this way, institutions flourish and survive in a competitive situation (Boru , 2018)

In everyone's life, making a decision is a very important skill and anyone who has this skill can make a good decision. When heads want to make a team successful, it is very crucial for them to make reliable and good decisions. Good and bad decisions of leaders spell success or failure for an organization. In an educational institution,

every educator and administrator needs this skill and it is important for day-to-day problem solving. The best choice from many alternatives is called a decision. Heads should have effective decision-making skills to pave the way to an organizational success (Aydin et al, 2013). For the survival and success of any organization, one important thing is decision-making i.e., to look at different options and take the best one, and through a step-by-step process achieve a goal. Therefore, decision-making is the heart of any organization. Decisions affect both the people who are working in an organization as well as those who make the decision. When we choose between the right and wrong, it is also decision making (Nixon, 2017). When we are making a decision, we select an option from different alternatives which is closer to the solution. During the decision-making process, firstly, find a problem and see different options and in the end, choose a solution to that problem. In an educational institution one of the important aspects of career is decision-making (Taiwo, 2020).

Decision-making is also a construct of one's personality. It is important in all human activities. All of us make decisions, sometimes with choices and sometimes without choices. Within our private and working lives, decision making is crucially involved. So we cannot escape from it in our daily life and every now and then we are required to choose sides and make our minds. An activity in which a person by others as well as himself recognizes and describes a problem he/she is in the process of decision making, wherein he/she collects the data and weighs substitutes for a solution in order to compare the alternatives and choose the best amongst them. Therefore, every individual is endowed with the quality of decision-making. It reflects as to how an individual perceives a problem (Sohal, 2013). Making the right and timely decisions contribute to the survival and success of an individual as well as an organization. Decision-making is a process and it takes one option out of many alternatives. For



efficient decisions, we need some resources; some human and some material. These resources help to achieve an optimum level of adjudication and well-defined organizational objectives (Ogunlade, 2020). From this, a pattern of behavior emerges which is called decision-making styles, which can be learned, taught and acquired (Thunholm, 2008). Every individual has some patterns of response which they show in particular conditions in order to make a decision which is unique to their decision-making style. These three things are included in decision-making styles: action, reaction and approach of every individual. When taking a decision, it makes them alert to take a decision carefully. Everyone who is working in a school is affected by the decision-making styles of an administrator. When making a decision, the decision-maker shows some pattern of response that is called styles of decision making which are divided into five categories. The first one is rational, i.e. to make decisions based on reasoning and logic. Second is the initiative, i.e. it depends on feeling and impression. Dependent decision-making styles are dependent on other supports i.e direction and guidance from others to make a decision whereas, avoidance is the condition in which someone withdraws from making a decision and hence avoids decision making altogether. In spontaneous decisions, a decision is taken quickly. In educational management, making a decision for the system to survive for the betterment of the people and the survival of school is critically dependent on the skills of the managers. An effective decision-making headmaster should know about the delicacies of the decision making (George et al., 2000).

At the college level, a principal is a person who influences, guides, helps and motivates the students and teachers to achieve academic and administrative goals. He/she is required to take decisions on day-to-day basis. Decision-making styles among secondary school heads will help them perform their duties efficiently. When junior or

inexperienced teacher participate in critical decision-making in schools, it is likely to make the morale of the staff low. Heads of the private secondary schools usually possess greater problem-solving abilities than heads of government secondary schools and they are more capable of handling problematic situations. Teacher-empowerment is also an important precondition for decision-making which is recommended in higher secondary schools. Similarly if a students' problem-solving ability is low, it will affect the overall success of the school. The head supervises the students, staff and other things that are related to curriculum development (Kaur, 2017). Decision-making in secondary schools depends on issues which are there on the ground. Secondary education is directly connected and it crucially affects the future generation in their attempts to achieve success and well-being. Three things make a country grow and increase the personal living standards. Secondary education plays a very important role to cope up with socioeconomic difficulties. It makes connections between the secondary and the higher education and grooms the child in many ways. Student's development through secondary education is, therefore, a critical phase of their intellectual and personal growth. Hence, in every state education system, the secondary level education occupies a very important place. It makes a connection between the higher levels of education and an elementary level of education. The secondary education, therefore, increases the character and significance of higher education. It is expected from the higher education to produce quality professionals for different disciplines and deliver them to the market and the society. So this focus on secondary education which educates the students by applying the higher-level training and instruction is remarkable in many ways. It is always in the classrooms, where the national destiny is designed. This indicates that education plays an important part in the growth and improvement of the country and the future of any nation. Education gives

training to every student, so it makes them able to achieve the purpose of life. It also assists them in spiritual development. A teenage student enters the secondary grade and this happens to be a very critical phase of lifespan. In this age, he/she learns manners and behaviors. A decision is a complicated activity. Making the change and solving the problems in an organization is always affected by the aim of the decision-making process. There are three important stages in decision making: selection, identification and support. The following steps are involved in the process of decision making: problem to recognize, collect information, choose the suitable information, make a decision, put the decision into practice and lastly guess the result. People who make a decision, their knowledge helps them in the procedure of constructing the right decision for proposing the solution to any problem and select for the best choice from many different choices. In decision making a flexible behavior should be adopted in the same cases which should be decided differently in line with the demands of the situation (Aydin et al., 2013).

People respect the educational work of a leader when he/she takes a good decision. A principal should involve others in decision-making. Success and failure of decision-making are strongly connected with the principal and his/her approach (Louden et al, 2004). Decision-making has always been at the heart of good educational leadership. The principal makes decisions about teachers, students, finance and makes a balance between them (Shah, 2018).

## **1.2 Rationale of the Study**

Heads' decision-making is very important in school development and helps increase the educational program. When heads of schools make a good decision, it affects all the people who work in an educational organization. The principal or heads of the school

need to make a suitable decision. When a mistake is made in the decision of school by heads, it has an impact on every one who works in a school. It also has an influence on their performance and on educational services which are provided in the school. A school head is a leader and he/she brings together society and school. For achieving the schools' goals, the heads' role is to make good decisions to organize all the people to achieve school objectives. A school is like a human body; different people who work in a school are like different body parts and the head is like a brain. The entire body works well when continuous signals are exchanged between the brain and other parts of the body. There should be good communication networks between the head and teachers. When the human brain gets affected, all the body is affected. An example of school can be related to the above reference. A sound decision is necessary for the development and growth of the school. If the head does not make an effective decision, it affects all the other components of the school. Head needs decision-making skills to lead students and the school towards success. Some instruments used to make a decision are called styles of decision making (Kemp, 2009). Decision-making style is a human characteristic that shows how every individual understands the problem and solves the problem by choosing the best alternative. Heads have various types of decision-making styles and the decision is a different technique used by heads (Oguz, 2009).

Today in organizations, one of the important subjects that is discussed gender difference in decision-making styles. This is because both genders contribute to schools' decision making. Because of these, organizations recognize and respect gender differences in the decision making styles. Heads of school continuously make decisions, both genders, i.e., men and women. Heads' thinking style and their information process affect the process of decision making in different ways. It is, furthermore, very necessary to achieve the goals and to ensure the survival and success of the

organization. It is important to provide awareness to them about their decision-making styles and they identify the advantages and limitations of their styles. Heads' decision making styles also influence the organization and also the professional growth of teachers. According to experts, a school/college principal's unchanging thinking patterns can have long term implications for decision making. A principal's decision making styles also impact on the organization in some more subtle ways. (Gupta, M. A, 2016). The school works under the direction of their male and female heads and they continually make decisions in planning, implementing and conducting daily activities. Heads need intellectuals and other capabilities which have to concreate the relationship between decision-making style to identify whether the decision-making style is important to an individual intellectuality and work. Heads' decision-making styles are also important factors for heads' effectiveness because when the heads are effective they will make sound decisions to develop the educational and organizational abilities. It acquires all the more relevance because of the global competition needs as well as the educational and organizational competences. Both the genders' decision making styles are very important to achieve these goals. In gender, there are biological differences that show can be seen in their behaviors, social relations and their roles which they have to perform. Unfortunately, the society accepts the stereotype of men and women and there is no dearth of people who uncritically suppose men to be stronger and more rational and women to be very emotional and dependent (Ünal, 2008). Gender stereotypes characterize men and women as fundamentally different. In the popular press and even in some of the psychological literature, women are portrayed as "intuitive" and interpersonally oriented whereas men are portrayed as "rational" and independent in relation to others (Gilligan, 1982). Many studies have appeared about the decision-making style of managers, but in Pakistan, very few researches have been

conducted on this issue. The gap in the study is that there is a need for more studies on gender-based decision-making styles of secondary schools' heads.

### **1.3 Statement of the Problem**

All the people who work in a school, their success, survival and progress depend upon the decision-making skills of the heads of the institutions, and his/her in-depth knowledge and ability to take an effective decision. The effective decision of the head is important to ensure good performance of the organization. The heads' effective decisions definitely improve the performance of the teachers as well as students. The success and survival of the organization and every one separately depend upon the right and timely decisions of the head. 73% of students drop out before reaching the final year of secondary school. To cope up with this problem, effective decisions of the heads are necessary. Effective decisions are necessary for the progress of an organization. Because of all these factors, it's necessary to find out the different decision-making styles of heads. The males have high-level decision-making skills and self-confidence as compared to the females. In Pakistani management, there is gender inequality. In the area of decision making gender discrimination is very high (Shauka et al., 2014). Female heads of organizations are more active and better organized than men. In Pakistan gender differences persist because of social and culture factors. It is important to understand the decision making styles of school heads and how the gender of heads affect decision making. Therefore the researcher makes this study to explore the prevailing decision-making styles of male and female heads and compare the gender-based difference-regarding decision-making styles of heads at the secondary school level.

## **1.4 Research Objectives**

1. To assess prevailing decision-making styles of male heads at the secondary school level.
2. To explore prevailing decision making styles of female heads at the secondary school level.
3. To compare gender-based differences regarding decision-making styles of heads at the secondary school level

## **1.5 Research Hypothesis**

Ho1: There is no significant gender-based difference regarding decision-making styles of heads at the secondary school level.

H0 1.a: There is no significant gender-based difference regarding rational decision making styles of heads at the secondary school levels.

H0 2.b: There is no significant gender-based difference regarding intuitive decision-making Styles of heads at the secondary school level.

H0 3.c: There is no significant gender-based difference regarding dependent decision making styles of heads at the secondary school level.

H0 4.d: There is no significant gender-based difference regarding spontaneous decision-making styles of heads at the secondary school level.

H0 5.e: There is no significant gender-based difference regarding avoidant decision making styles of heads at the secondary School level.

## 1.6 Theoretical Framework

This study is based on the decision making styles theory propounded by Scott and Bruce in (1995). The theory discusses the decision making styles, which are rational, intuitive, dependent, spontaneous and avoidant

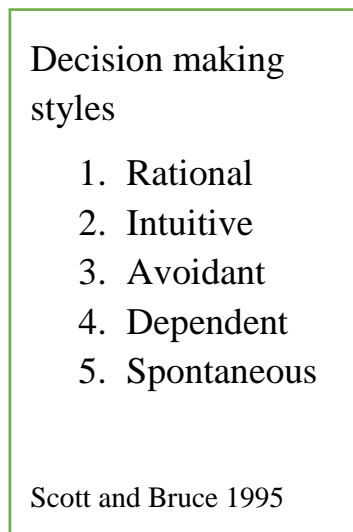


Figure No 1.1 Theoretical frame work of the study

## 1.7 Significance of the Study

This study will be helpful in giving useful knowledge for improving the decision making skills of the heads of the secondary schools of Rawalpindi. Likewise, the school heads will benefit from this study in adopting better decision making patterns. It will help them understand the importance of decision-making styles in an educational institution when they are required to make a decision. Quality of education and the subordinates' performance is always deeply influenced by the decision making styles of the heads. This research helps the heads of the schools to find out which style of



decision making they should use to relate to the situation. The organization survives and flourish on the basis of decision making. The heads would come to know more nuancedly about decision making through this research. They would also increase their knowledge about the complexities of the decision making processes and styles. The education system gives power to the principal to run the school and achieve the objectives of the school and ensure the success of the students. All teachers should ensure their participation in the decision making in order to achieve these goals. This study gives awareness to the heads of school about decision-making style theories and brings their attention to steer their academic and administrative path in a better way. The school heads are leaders and for them, making a decision remains a tough and perplexing challenge. Once the school heads take an appropriate and actual decision, it will benefit the students and the school alike. It will be beneficial for society when the heads take good decisions and in this way the schools will develop and become better organizations. These schools prepare our future generations for coping with the changing world and the upcoming generations will be able to work the right way in our society. To compare the male and female secondary school heads' decision making styles, the information which gets from this study will be used by other researchers who are interested in the same area of study.

## **1.8 Operational Definition**

### **1.8.1 Gender**

Refers to the physical differences between men and women and also psychological and structural differences. Gender is usually based on well-defined characteristics of males and females and the roles, qualities and activities that are thought to be suitable for men and women. Natural variances

between males and female are also reflected in their personality, social relations and role.

### **1.8.2 Public Secondary School**

Refer to a school which is supported by government and relation to these schools of supply resources of human and material kind.

### **1.8.3 School Head**

Refers to a school which is supported by government in terms of both human and material resources.

### **1.8.4 Decision**

The decision making by a leader is at the heart of an organization. The procedure of decision making is to solve the problem by choosing the most suitable choice from different options. Decision making is an important ability of the head as it plays a lead role in the achievement and destruction of an organization that is dependent on the head's decision.

### **1.8.5 Decision Making Style**

Every individual has a strategy of response during a decision-making condition that is called decision-making styles.

### **1.8.6 Rational**

In rational decision-making, a logical method is used to make a decision. To solve the problem or find a goal we have to collect information in an organized way and explore the alternatives and lastly, we use logic to make a decision and thus we find a goal

### **1.8.7 Intuitive**

We make this kind of decision on feelings and inner ideas. Decision patterns and determination is taken without logic and on the basis of feeling and impression. Moreover, while taking such a decision we have a stronger faith in our inner ideas and we decide to select the right one which is more correct.

### **1.8.8 Avoidant**

At the point of decision making, this type of style postpones the decision whenever possible and gives responsibility to other people to make the decision. When there is very little time to make a decision under pressure, the decision-maker may show high stress.

### **1.8.9 Dependent**

In this category, a decision-maker avoids taking responsibility and he or she needs social support, others' backing, direction and counselling. He or she would trust others' ideas rather than his or her own, likewise he/she would not make decisions rationally and practically.

### **1.8.10 Spontaneous**

Such decisions are made without exploring alternatives and the decision maker will select one option which gives him or her instant results and pleasure and he/she would avoid consulting choices more critically. He/she thinks to make an immediate decision rather than thinking to make a critical decision.

## **1.9 Research Methodology**

Quantitative and descriptive research was used to compare the decision making styles of the public schools' male and female heads.

### ***1.9.1 Instrument***

One questionnaire was adapted to gather the data. Decision-making styles of heads were assessed by using the Robert Baiocouse decision making style scale developed in 2009. This scale consists of five factors: rational, intuitive, dependent, spontaneous, and avoidant.

### ***1.9.2 Population***

All the heads of the public secondary schools in the district Rawalpindi, Punjab were the population. According to the District Education Office, Rawalpindi district consists of seven tehsils in which there are a total number of 392 secondary schools. Out of them, 201 are boys' and 191 are girls' schools.

### ***1.9.3 Sampling Technique***

In simple random sampling selection of the participants is made by chance and randomly every participant has an equal chance to select in a sample (Bhardwaj, P., 2019). We can get valid and correct results for all individuals and easily collect the sample (Sharma, G., 2017). Therefore, in this research, simple random sampling was used to gather data.

### ***1.9.4 Sample***

The sample of this study was 200 public-sector secondary schools heads in five tehsils of the Rawalpindi district. From 322 boys and girls secondary schools of Rawalpindi district which consisted of five tehsils, 200 secondary school heads were selected. Out of these, 100 male heads were selected from 166 boy's secondary schools and 100 female heads were selected from 156 girls' secondary schools. This study focuses on five districts with a total population of 322 schools.

Excluding 50 heads of pilot study. According to Glenn (1992) sample size was taken.

#### ***1.9.5 Collection of Data and Analysis***

Data was collected through personal visits by the researcher and data was analyzed through SPSS and the statistical test mean has been used for the first two objectives and for the third objective, an independent t-test has been employed.

#### ***1.9.6 Research Ethics***

During the research process, the ethics of research is very important. It is a basic human right to protect their privacy, for this purpose the researcher should take permission from the authorities to collect data. Keeping these things in mind, the researcher took permission from the HOD to collect the data. The researcher also took permission from the DEO after that the researcher allocated questionnaires to the respondents and gathered the data from them. The researcher ensured that the respondents' demographic information is kept confidential and used for the research purposes only.

### **1.10 Delimitation of the Study**

Considering financial resources, time and the objectives of the study, the research was delimited only to public sector secondary schools in Rawalpindi district and only to investigate the public schools' male and female heads' decision-making styles. This study is delimited to five tehsils of Rawalpindi.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Secondary School**

The secondary education commences once the students are done with their primary level. At some high schools, the age varies between 11 and 16. The primary school age is also eleven years and that's between primary school and the university. Secondary education is divided into two classes from the sixth to the eighth year of lower secondary education and from nine to twelve years of higher secondary education. Through secondary education, we provide a place where a large number of teenagers get skills and knowledge to develop an independent company for students and to avoid bad behavior and to create a healthier life. During this phase, the students change physically and emotionally. In high school, emotional as well as psychological changes happen very rapidly. Therefore, the secondary education phase is of primary importance for adolescents. Many students move from school to employment.

According to the encyclopedia, secondary education is an important factor in political, economic, and human progress. This is between primary and secondary education and it helps the teenage students to give them skills for a good and healthy life. Everyone has easy access to high school education in an ideal world. Access to high school is not easy in some countries, such as developing countries. Secondary education usually remains focused upon giving more years in school and measuring teen education and focusing on subjects like mathematics and science. It also provides for the development of the economic standard of a country. Therefore, the income level increases and benefits also increase. All countries think about secondary education

because of it unity develops and also social harmony develops and through social harmony national progress is ensured. Through secondary education, we provide a place where a large number of teenagers get skills and knowledge to develop an independent company and avoid bad behavior and create a healthier life.

The role of secondary teachers is important in the secondary education system as well as in the system as a whole. This stage of life is considered a significant part of a person's life. This is the moment of the end of childhood and a transition to maturity. At this stage, different changes occur in a person, like the bodily, hormonal, sensory, social, emotional and mental difference in every individual in the state of adolescence, and it is measured to that time when the physical growth is stopped. Society grants the hopeful role to the new people who are coming in the middle years of education. This is a period of growth and a researcher's focus is on this period and these young people are poised to respond to the challenges of their families, businesses, and educational institutions. It is exactly at this point in their development that they are no longer children. It is very important to have important decisions or outcomes, whether they are relevant to their lives or circumstances. Many researchers are working on this decision that is made during adolescence and how it results in the life of each individual. It indicates that academic success comes from the power of decision making to fit into the overall consequences and to know which decision brings good results and which is not likely to yield good results. The act of making decisions is shown in every subject and in the life of every individual (Ummet et al, 2019)

### ***2.1.2 Importance of Secondary School.***

Secondary education is important to economic development, the quality of health and the improvement of social justice. Secondary education is also significant due to its

impact on the higher education. Education is extremely important on a national level. It advances economic development in this era when the extravagances grow very rapidly, which are determined by trainings and the knowledge one acquires in the middle years of his/her education. What education gives to the adolescent means secondary education which is truly important in these years and through this education, developing professional skills and characteristics is ensured. Through these skills and characteristics the students become effective members of the society. It is important for the economic growth of each student and institution. Due to secondary education, the students are destined to go either up or down (Eubanks, 2009).

Secondary education plays a significant role in the whole educational organization. It contributes to the economy of the country and the basic labor force. This is a means of teaching higher education. Through higher education good experts in different areas are provided to the society and industry. Through secondary education students become able to face life and its challenges profoundly and creatively. In secondary schools pupils start their adolescent career as a new challenge. This is the most important part of life because the adolescent enters into another part of life. Through secondary education, we prepare the students with appropriate practices and activities. In the field of science and technology, development places huge premium on these areas of community organization. The secondary education structure is very weak and its reason is lack of development in schools which are able to have enough facilities (Imran et al, 2008).

The school is a subsystem in the educational system. Technology and scientific development mean that schools must manage effectively and provide cost-effective educational services. To acquire the school's aims is also based on the performance of the academic managers and decision-making experts. The behavior of the head is very



important in the proper functioning of the school. And to be satisfied and successful, the school heads have to have certain qualifications (Özgenel, 2018). Progress toward educational institutions in this nation is facilitated by educational sources. In an educational organization in Pakistan, secondary education is a sub-sector of achieving the probable medium-term goals of education. Higher education is deeply affected by the quality of secondary education. Secondary school consists of students who are teenagers and is a critical stage of their life in this period students decide what to do in the future (Govt. Pakistan, NEP, 2010).

The principal is responsible for the efficiency of the school. Daily, principals make countless decisions and through their actions, decisions are made. It is impossible to make decisions in the six stages: assemble, build, review, inform, create and organize. One problem for the principals is the emotional factor in the decision-making process. In decision-making, emotions provide inconsistent, personal, and individual roles. Emotions are destroyed with senseless thoughts. In decision-making, no emotions should be allowed. Empathy is an important part in making ethical decisions. Decision-making is based on psychology. Emotions are efficient, predictable, sometimes harmful and sometimes useful (Lerner, Kassam, 2015)

## **2.2 Principal/ Headmasters**

To improve the schools it is important how the headmasters make a decision. The principals have the crucial duty of improving the programs taught in schools. Through improved decision-making by principals, the schools can lead to improvement. According to Firman Adam (2019) the heads' decision making styles play significant role in the success of the schools. Decision-making has a very important role to play. When you make mistakes in decision-making, it has an impact on the result of the

programs. Right now, it's very tough to make a decision. Everything that happens in the school depends upon the decision of the school leaders. When they make the right decision, they are successful. All the institutions face a problem, but the heads' responsibility is to solve it in an effective way (Koontz, 1969).

Each institution is confronted with a problem and it is the responsibility of the head to resolve it. When the head is ineffective, he/she will think about the problem and in an ineffective way. Ideally, he/she should make prompt decision that is the demand of the circumstances. According to the circumstances, he/she should make the decision that is required to solve the problem. To make a good decision, the leader has to understand the situation (Orensten et al, 2005). Heads who do not have the ability to solve the problem in a critical situation become frustrated and fail to take the best decision. Firstly, the head should find the problem and also find a chance to resolve the problem within a circle. On some occasions, it happens that we first collect the data, search for information and then argue with each other about that problem for finding a solution. As a result of certain events, a decision is made. People in a group look for different options and rationally choose the best one (Santrock, 2009).

The internal work of the heads is decision-making. In these three volumes, the first is decision-making, information-gathering, and decision-making. In the second function the relationship between the manager and the one who works under is defined. The third takes the data and informs others about what is happening outside the organization. Making the principal decision is a must to make a school successful. An effective decision depends on the principal's because they are involved in the decision-making process. A manager should follow the correct guidelines to make a successful decision. The decision-making process should be complete and based on the leader's

decision-making skills and good judgment. To make a good decision, the guide needs to be familiar with the process, ways, and concepts to make successful decisions.

The success of the head teacher in management means success in the educational system. Successful managers make a successful school because they play significant role in setting goals and practices and working for the progress of the school. The school heads face many difficulties and problems. Management experts practice decision-making. This is why the administrator should be a decision-maker. In school development, the principals play very important roles. Successful heads make the right decision for the benefit of an organization (Özgenel, M., 2018)

Principals perform many professional duties like checking the school record, overhauling the curriculum, planning and developing new sessions, tasking people for conducting exams, overseeing the performance of teachers, providing facilities and budgeting. There are a lot of duties for a school principal like the welfare of students and staff, meetings with the different stakeholders of the school, accounting work, and maintenance of the school, making the discipline in the school, etc. The principal cannot do all these duties alone. He/she requires the assistance of the instructors and their acceptance and participation in decision making and to assign duties to personnel who are close to them. Whatever happens in the school, the responsibility goes to the principal. Matters of discipline are dealt with by the principal or with the advice of the vice-principal in certain high schools. When there is a discipline matter between the student and teacher, give it to the committee or they may become silent on the case or resolve the problem with the committee (Taiwo, Ogunlade, L. A., 2020).

The principals play a very important role in decision-making and have a significant responsibility in the learning task. When the principals dedicate their time to work, they pay little attention to the improvement of the school. There are many

difficult tasks in front of them, particularly, when their actions are relevant to management. In primary schools, principals teach and guide their future path of their schools. The principals donate full-time to college and secondary schools. The principals of the schools have the right to talk and to direct the school. To manage people effectively, managers must be recognized as leaders (Ortega-Rodríguez, 2019)

Responsible for the school's impact on the school climate and the people working in the school. A principal ensures a reasonable education for each student. Through evidence-based principles of practice, teamwork, support for changes, leadership and education, they support non-partisan education and create a climate and culture of equity. In education, equity is a philosophy. It offers all students the chance to realize their full potential. Effective implementation of equity in education should be based on an equitable educational mindset. Educating a head teacher leads to a change in the system. The educational mindset of principals maintains an equitable education. The equity mindset is that all learners are favoured towards an equity education. Knowledge is important for creating a favorable environment where students reach their highest ability. A principal with an equity mindset that best suits a head teacher can do wonders. The principle of school equity promotes a culture where students learn and succeed. Through leadership education, principals provide opportunities for students to connect and focus on improvements, solve the problems and get more information. Where they fail to take advantage of the opportunities to develop critical thinking and problem-solving practices, educational outcomes suffer from educational inequity. Therefore, some students leave downgraded education systems and become learners who depend on others and have limited abilities. Instructional decision of principal are very important for students. By focusing on fair leadership approaches, the principal can change and improve the teaching experiences and accomplishments.

The school principal's leadership potential influences culture and the school environment. Students are directly affected by school principal's activities. Effective leadership is the key to a school's success. Civilization and climate blossom and through it all the needs of students as academic, emotional and physical are fulfilled.

The principal does a lot of work in school such as achieving visions, goals, expectations for parents and students, building capacity, focusing on teaching and learning, etc. Organizational confidence in nurturing and thinking of student prosperity plays an important role and the heads of the schools who have power can bring about this sort of confidence. They can build educational justice.

For the success and improvement of each student's learning, leaders must organize the data to support their decision-making. Development of school is very important for all the stakeholders. The head is very important in guiding the student towards their goals. School principals can easily select information and use it to make decisions and enhance the educational success. Through evidence decision making styles principal gives success to all students. Principals create culture and climate in schools to deliver quality education to all students. The position or state is classified according to the main mentality. The principal provides basic support to those students who live in poverty. The principal spent a significant amount of time observing in the classroom and engaging students. Principals are able to understand the discipline (Nadelson, et al., 2020).

### ***2.2.1 Principal Role in School***

A school where many people keep their kids for most of the day and where the principal performs his or her role remains a crucial center of learning. In schools that are dealing with many problems and preparing for the next generation, the primary role is to help

create and provide responses that are effective in solving problems. In pedagogical management and the professional community, the principal plays an important role. The principal fosters and develops the intellectual skills of teachers. Principals help teachers grow in the school's mission and vision and he/she plays a leadership role and takes the school course to address external challenges. The principal contributes to the development of creativity throughout the school. The director has a role to play in making the school an organization.

The principal focuses on the social relationships between the teacher and the administration. The principal monitors the teacher's behaviors in the classroom to understand the nature of the teacher's relationship and to increase the relationship between teachers and raise standards that help to care for children. The principal's role is at the central point. While it plays a vital role in improving the school, it is impossible to be fully successful in weeding out all the problems. The primary role is a social networking, i.e. creating relations through which the school continues to develop and enhance. Principals have an important role in maintaining social relationships between teachers, administrators and others. The principals stimulate relations between isolated groups that are beneficial to each other and also develop social relations at school, particularly with teachers. As part of social network the principal assesses the nature of the work and brings it to the teacher for discussion which creates super creative ideas in teaching and learning. When they build a solid link between staff that develops professional communities and when there is a conflict during teaching and learning, the principal must be aware of the situation and he/she should intervene to control it (Kaur, 1993).

The principal role is very important in school professional communities that is to help the teacher regarding the problems which develop in the school. The Principal's

inner behavior is more important than encouraging behavior. There is lack of educational skill which are followed by reflexive practices. Principals participate in a group survey to resolve the problem and learn from the situations and develop leadership skills. Principals can help teachers and experts in their respective duties. The head is responsible for the school and increases the salaries of teachers through professional development. The principal is responsible for the school. A school principal who goes through legal interaction, combined, and free supervision to improve student and teacher achievement is a good leadership model. The school principal offers time to promote the curriculum and school facilities. Principals are creators of public skills and form unions and other organizations to achieve a common community goal. The principal makes the school work as a social organization to support the students and teachers in connection with popular educational paradigms (Crow, et.al. 2002).

The principal plays a different important role, such as political, policy, and educational roles. Principals play a very significant role in improving school efficiency and accountability through monitoring. Strong education leaders strive to give their school success. Principals strongly mentor the school through the teacher and encourage others to participate and reach the goals. The principal is responsible for organizing, supervising, managing, curriculum-building and education. He/she ensures that the school operate and the curriculums are monitored and that the school environment is effective. It is the principal's responsibility to communicate the school's objectives to the general public and to ensure that the people at the school communicate effectively with other school staff. The aim of the school is to be shown by the headmaster. He/she should collaborate with an organization and supervise curriculum and education. The principal must have knowledge about teaching and learning.

Principals monitor the growth of students and make the school environment a place where different functions happen for learning. Principals encourage teachers. In the school's effectiveness, the principal helps directly by acting. It is the responsibility of an effective principal to make schoolwork effective. The principal is responsible for administering a school by a single individual. Principals are education leaders who are empowered to inspire teachers to change the school as a learning situation. Sometimes principals have a lack of expertise on this subject compared the teacher in the classroom they supervise. It is the principal's responsibility to ensure that the school's objective is based on student learning. At school, planning includes expanding school workers to continue to improve the school. Enhance education and knowledge to enhance educational culture. Develop a high prospect atmosphere and academic culture to promote and develop teaching and learning (Ajmal, et al., 2016).

Principals respond to the challenges of success and develop programs, policies, and activities that help students learn and attain high levels of success. The principal provides a clear vision and connects with the participant. A principal is a significant factor in improving education. The principal helps the teacher learn and progress, who accepts the challenge of teaching the student to achieve success and accountability. When the principal interacts with the teacher, this has an impact on the student's performance. Giving teachers concrete goals, time in class and offering help and primary prizes accept responsibility for students' success. The Principal is an important decision maker and reason of cause of change. Most employees pass their vision separately to shareholders. The primary role is divided into three sections. One of them is a manager.

They were directing education and transformation. The principal of education selects courses for the success of pupils. The principal's approach provides an



environment in which students can learn. After class instruction, the principal's leadership influences student success. It was felt that the school principal should be in a position to share the vision with the community. The principal needs a level of value to be successful. Create an image for the school. Nurture learning and education. To provide a safe learning environment. They are working together in the community enhance honest behavior through interaction with society. The principal believes in the importance of education and student achievement. A principal is the person in charge who oversees the school and has the authority to improve the school. When the principal is active, his/her vision is clear for assisting students (Jacques, 2019).

### ***2.2.3 Principal in School Decision-Making***

The Head has one crucial ability: decision making and controlling the future through decision making. Heads need to tell them to investigate the students' data and what to collect about the student achievement after collecting the data how they make the decision and in the resolution of that data which program they introduce. That is around the time of data collection. It is a good thing that the evidence indicates that the decision-making process is moving forward. Heads can make better use of this data. Within the context of education, decision-making is challenging. The Head helps in a school's teaching and learning environment (Gurley et al., 2015).

The headteacher holds a mirror and shows them the teacher's reflection and helps them with other objectives to achieve in school. Follow-up, discussion and comments enhance teacher creativity, risk-taking, planning, motivation, effectiveness, and self-esteem. When the Head works with his instructor, they learn more about their teaching. When there is no adverse reaction from the Head, the teacher wants to take risks. By presenting and interacting positively with the major, students demonstrate different ways of teaching in class. When the principal uses survey questionnaires, this

affects the teacher's motivation, confidence, self-esteem, and philosophy. The school principal is an agent who develops and establishes a moral and ethical climate in a school (Bandura, 2001).

The head also uses different strategies to foster the professional growth of teachers. To help the organization, these things should develop between teachers. First to redesigned curriculum, focusing on action research and teaching and learning. The Head arranges for the teacher to work as a team and meets regularly. The Head meets regularly with the teacher to discuss current issues and the needs and benefits of the curriculum. Through this program, making changes when needed and developing a plan to involve parents in cooperative teamwork develops teacher motivation, confidence, creativity, and problem-solving (Blase et al., 2000).

At school, a leader is very significant. The inner work of heads is decision-making. In these three works, the first is decisional work and getting the information and making the decision. In the second function, the relationship with the manager and that one who works under them. The third one takes the data and informs the others what is happening outside the organization. The head decides to give success to their institution. An effective decision depends on the principals because they are involved in the decision-making process. The head should take a guide to an effective conclusion. The stage of the process of decision-making should be comprehensive and according to the leader's decisional skill and sound judgment. The head should know about the process, manners and concepts for making profitable decisions (Ozturk et al., 2019). A complicated decision is more complex than a simple decision. This decision requires more anxiety than a single decision. When the head quickly makes a decision they face fewer problems. When a decision-maker puts least in decision making, it is easy to

determine the best solution, and those who have both the energy and skill need little reflection to make a decision (Amir et al., 2020).

Decision-making is essential for management. Every day, the head makes decisions. These decisions play a significant part in the achievement of the business. Understand the technology that influences decision-making and organizational learning strategies, which is very important in decision making. Knowledge of the culture influences decision-making. When we fully understand these things, we know the role and importance of local and global decision-making. Management capability is considered extremely important at the international level. Heads are knowledgeable and well informed. Personal qualities of managers, education, use of starting points and in-depth experiences are essential in decision-making. Directors can make tactical choices. Making a decision is not a simple matter. In the international context, the manager makes decisions rationally and is mindful of policies and provisions (López-Cabrales, 2019).

### ***2.1.2 Evaluation of Headship Practices of Male and Female Principals***

There is a difference between masculine and feminine leaders and feminine leaders are more democratic in their application. Female leaders advise others in school and give them a sense of responsibility. They respect and reassure those who play under their leadership and organize meetings with parents, teachers, and academics to understand the problems. Male heads hardly carry out the strategies of female heads. Male leaders focus on power and do little to engage their employees in decision-making. Female leaders are more participative and democratic and male leaders are more authoritarian and controlling. Women leaders help employees share their vision and encourage subordinates to work as part of a team to reach their goals. School efficiency is measured based on the process, environment and product. Product calculated based

on the results achieved by the board. Compare results among male and female students (Langford, T. 1995). The students are incredibly successful. Some research shows that the school operated by female leaders is more successful and more effective than male leaders. Academic performance of female students and good academic performance as a result of independent actions of female leaders. Feminine features such as communication, gentle social manipulation, and calmness are helpful for women leaders and give those benefits and make them influential leaders when they make decisions in the collective. They can increase confidence (Manish Kumar, 2017).

### **2.3 Decision-Making**

The selection process is called decision making, where many alternatives have to select the most related to the solution of a problem. An approach to achieve the goals and objectives of different options is called decision making. Decision-making was introduced in the 20th-century. Decision-making styles have more components and usually makes the decision, responds by every individual, and everyone understands the situation to guide decision-making and make a decision. In everyone's life, decision-making is an essential skill. Making a decision is not that easy (Chester Bernard, 1982); this is a big challenge for the school head, teacher and administrator. People sometimes make good decisions and sometimes make wrong decisions. Failure and success are dependent on a good decision. To make an effective conclusion, take a choice from many different alternatives closer to the problem's solution. It is expected from the administrator to select that alternative that is most related to the solution. The decision-making process depends on numerous other factors. It should be taken into account that decisions were made on the following actions where decisions were made when decision-makers decide one person, what indications and morals to bring about that person making a decision is essential for executive managers and assistant managers

performance (Pennino, 2002). The success of an organization depends on the head's decision-making style. Decision-making is very important in terms of management. Making a correct decision is very important that its effect stays forever for some time, its results become unsafe, and sometimes it can become harmless. The decision is a choice after that the basis for the action are formed. They were working professionally based on the energy of money and information. The analysis software distinguishes between valuable and uncommon data. Making a successful decision requires a valuable source of information. Data and information are fundamental in making a precise and competent decision. Use various tools such as images, records, maps and experts. Once intelligence is collected, we will review it for confirmation. Data that is invalid must be ignored. Information forms the basis of effective decision-making (Abdel Basset, Monogram, 2019).

Everybody makes decisions in their lifetime. This decision-making process is fundamental and everyone should have the skills to make the right decision. Individuals with good social skills can make good quality decisions. It is an educational duty to provide social skills, and those who have this skill possess the ability to take on different behaviors from others. They can respond at the time when interacting with others. The decision-making process requires a living environment. If a fixed target is achieved in a reasonable period, it shows the decision's quality (Al-mehsin , S. A, 2017). The decision-making process has been studied across generations. The decision word comes from the Latin word decision meant to originate as a result. This is the process to resolve the critical problem. This is a choice based on standards from two or more substitutes (Priyanka, Praveen, 2019).

One of the most fundamental competencies for decision-making. A right and timely decision can change a person's life and a wrong decision can harm their life

because the responsibility of life in choices is so important. In our daily lives, we make a lot of decisions about our future. Sometimes people make life-changing decisions, such as careers, friends and social environments. Decision-making is the ability to evaluate and make choices. Choosing who is superior gives him the preference. This decision means that we have two options available to us. Decision-making is the ability to demonstrate behavior. The decision-making process involves appropriate behavior to meet the need and remove the pressure. The decision-making process is based on the values of society. The decision-making process occurs because of many factors that decision-making is achieved with the environment and others around them. Decision-making is one of the essential life skills. When making a decision correctly, a decision affects all life and wrong choices adversely affect all life. To become a successful person, you should know the alternatives and choose the best one who makes her successful. Success comes from individual accomplishments. The ability to decide is related to the ability to think critically (Kaşıkaya, 2017). The decision-making process begins with choosing and not choosing. When they choose to engage in a result, they connect past findings and other findings.

The outcome of this decision-making process is reviewed. An organizational decision is a specific combination of activities that scientists and experts use entirely. Instead, it focuses on the practical application of freedom. In a different decision-making process, it is hard to take action when the manager engages in social practices (Melgar Begazo, 2019). Our social problem solutions are not resolved by social action. Decision-making involves the consideration of several objectives at once. Strategic and management games help make decisions. However, the educational side of the game is still absent (Czuderna et al., 2020). Decision-makers have standards for making a decision. It's not easily identifiable. Particular attention and memory storage capacity

were relevant for the bar in the decision. The attribution of weight to conditions where the bar is not as important as the decision should give weight to the article to correct the importance of the decision. Use any figure about weight. To solve the problem, choose and the decision-maker should be resourceful and make a list of alternatives. Determine when the substitute decision-maker should use the decision-making standard. The decision-making is to decide which solution is best. The application of the substitute in this decision agreed to co-operate with the persons concerned and find their commitment. To judge the success of the decision in that decision-making process, we need to measure the outcome of the decision to concentrate on the situation (Pakasi, Tumiwa, J., 2016)

### ***2.3.1 The Importance of Decision Making Process***

In a good decision, these steps come: the first problem is defining, acknowledging the alternatives and taking the information related to the problem. Use the option to solve the solution and keep an eye on the development and the outcome where the head talks with the others about the decision and sees how to make a solution. This is a decision and adjusting the process. The final point of a procedure is the starting point of a different procedure. Everybody makes their own choices. Such as the selection of school, occupation and work. Everyone wants to do the right thing, and if you don't have a good ethic and a good conscience, you're not doing the right thing. Determine the number of objectives to be achieved by the decision-maker. We must decide to solve the problem. They are trying to achieve specific goals. The decision-maker makes this action from which he can achieve objectives. Sometimes we do our best but we are not able to achieve our goals. The achievement of objectives by some factors are outside the control of the decision-maker. These factors cover the decision-making issue. Assess the decision-maker based on the correct decision (Ahmed et al., 2019).

To make an efficient decision, you have to choose the correct alternative and choose the best one. Different choices arise when the shortage is identified. From an objective perspective, authority is not a direct view of the problem. Many decisions are made at educational institutions. When people make different choices, they may reach different results. It affects other spheres of life. The goal is to educate people about the impact of their decision on other people. Career decision-making can enhance the level of anxiety (Gati, I., Levin, 2019). The purpose of decision-making is to stop and address the problem affecting workers. Through purposeful acts, complete the organizational objective (Webber, 2016). Decision-making is a tool to achieve academic success. If there is a good head, it affects teachers and performs well (Tehseen, 2015).

Concluding is a thought process and someone is in difficulty if they take the data from outside and decide on that information, such as using a routine method called styles of decision making (Scott, 1995). Making decisions is hard work. Lack of cooperation among teachers in decision-making. Identify the significant challenges facing the situation. Not enough time for conversation. Concerning the situation, consider the time limits and make a decision. There is no consensus on the issues. Groups that desperately need to be involved. Different choices arise when the shortage is identified. From an objective perspective, authority is not a direct view of the problem. Many decisions are made at educational institutions (Ahmed et al., 2019). When people make different choices, they may reach different results. It affects other spheres of life. The goal is to educate people about the impact of their decision on other people. Career decision-making can enhance the level of anxiety (Gati, I., Levin, 2019). The purpose of decision-making is to stop and address the problem affecting workers. Through purposeful acts completes the organizational objectives (Webber, 2016).



Decision-making is a tool to achieve academic success. If there is a good head, it has a good effects on teachers and they performs well (Tehseen, 2015).

### ***2.3.2 Concept of Decision-Making***

The decision to begin is a matter of choice in decision-making. Make commitments to achieve results when you decide. On the mental model are what things lead to one another, and the decision-making process is discussed at this point. When somebody chooses to succeed, they choose to make the decision. When someone is determined not to make a decision, there is a danger of failure. A particular group of activities is developed through institutional decision-making. Step by step creates interest among experts and consultants. This decision is not merely a matter of freedom. Decision-making is a complex activity involving more than one action. Institutional leadership affects social decision-making (Melgar Begazo et al., 2019).

A responsible decision is a respectable one concerning an individual's personal and social interaction. For young children's social and emotional development learning theories, these three skill groups added communication and pro-social competence to that attachment. Attachment establishes a connection between the child and the parent. From the beginning of attachment, trust in relation develops over others. When children need the satisfaction of their parents, they can build self-confidence. When their needs are not met, they cannot trust other people, and distrust develops in their personalities. When a child is in a safe environment, they like to interact with each other. There are three types of attachments: safe, uncertain and escaped, that produce different behaviors in children. Social power depends on the attachment of the mother and father, who struggle less with their friends. Children who have turned their backs on their parents can have a devastating impact on children's social relationships with their peers (Waqar, 2007).

According to the business dictionary, communication skills are an indication that children can interact with others. This is very important for young children because they have a lack of vocabulary. Speaking to children about their feelings can help them understand how they and others feel. It enables them to develop a good relationship with their friends. Communication skills should be evaluated as children play. Children with lousy friendship skills are pushed aside by their allies. Lack of opportunities for developing social skills. Due to these internal and external disruptions happening. Through cooperative play, children understand that sharing is the basis for making friends. Charity and behavior also focus on other benefits such as it develops pro skills in people like giving and asking for help in sharing objects and toys. Children who fail to behave pro-socially are rejected by their friend's aggressive behavior, putting them at risk of school problems. At five, tell the kids about the rules and wait for their turn. When adults adopt these rules, they show this behavior without stress (Talib et al., 2019). A responsible decision refers to sound decisions established with ethical values, principles, advantages and disadvantages and respect for others, and results from actions. Positive choices must be based on a moral standard and the capacity to recognize the results of decisions. Schools can develop students' social and emotional skills through a series of activities to connect students through active learning that offers students opportunities to learn and practice. Develop a strong focus on social and personal competencies like learning, social and emotional skills.

Responsible decision-making is necessary for graduates after graduation, they are expected to make a good choice that will be good and healthier for others (Paolini et al., 2019). Due to technological development, various changes come into the games, digital games come, books come to the screen and these changes makes young people think less and active. Physical activity shows the main character in the progress of a

person. In their teens, through physical activity, they become familiar with the skills when they interact physically with the environment, influencing student behavior. When students later become physically active at the university, it affects their emotions. Through sport and physical education, they develop self-worth. Their own decisions affect their self-esteem. We can make healthy choices because of sport. When an individual discovers the concept of choice, it means they can make a decision. A decision is clear thinking about the issue and making a decision. A variety of factors impact decision-making. Problem-solving skills and self-esteem assist in determining student decision-making behavior. The poorest decision is more significant than uncertainty (Soytürk et al., 2019).

### ***2.3.3 Decision Making Definition***

According to the business dictionary, when making a good decision, choose the logical choice from the choices available and consider the negative and positive of each choice. To make a good decision, there is no need to provide for each choice. Based on all of these things, decide what the best option for this particular situation is. Decision-making is a very significant part of the new leadership. The manager makes many conscious or unconscious decisions, and that's their component as a manager. Decision-making plays a significant role in monitoring decisions about the management and work of institutions. To achieve organizational objectives for any purpose, choose a variety of alternatives. Decision-making is incredibly important in managing and doing business. According to the Oxford dictionary (2021) decision making means to make decision-making on some vital decision-making process. Mainly when there is a group of individuals within an organization. The strategy is to choose the best alternative from many alternatives to solve the existing problem. The decision-making process is a consultative process among the professionals who work in the organization. It is an

ongoing activity in which it is imperative to organize the work. Experts participate in the process and need experience, knowledge and skills. In an organization, it is a system of checks and balances that enables an organization to continue to grow. The decision-making process to reach an objective. Businesses could meet many challenges that could be resolved through an inclusive decision-making process when one problem is about another problem to solve another problem come to light. Decision-making is an ongoing and active process. Making a decision takes a significant amount of time. Within the organizational context, decision-making. Every life and every moment of life, we make decisions. Decision-making is extremely important to our lives. In an organization, when decisions are made, they should fully comprehend the complete evidence. Successful individuals are those who have a different perspective when making a just decision. Within an organization, they are responsible for the correction of the information. Making decisions for the decision-maker. Inappropriate and incomplete information leads to poor decisions. To make a good decision, the decision-maker needs to have the ability to solve everyday problems. A decision-maker succeeds when there is one authority, and others agree to the decision. Give him the option of honoring like a group. The process of something within the group of people is called decision-making, and each member of an organization has a role (Merriam-Webster.com, 2021).

#### **2.3.4 *Managerial Decision Making***

An essential function of management is to make decisions. Decisions made by the head affect students and the community. This principle can be biased when it comes to making decisions based on personal and social values. Every decision is correct and helpful. When to select options at this point to provide information. This value provides decision-makers with a more comprehensive view and understanding of the process.

These are some values which influences the manager's decision-making process; knowledge, support, respect, accountability, equality, contribution, teamwork, and power. Use perception as a decision-making tool. Consciously selecting one of the two alternatives is decision-making (Rowe et al., 1984). The manager's job is separate from his decision. The manager is responsible for the success and failure of the decision when the manager makes the decision, balancing external and internal factors. When the senior manager is the manager, they use a final decision-making model that describes how decisions are made (Osman, 2019).

### ***2.3.5 Role of Decision-Making in School Improvement***

We must make better decisions based on information on education. The head identifies the values that help the school develop guidelines. Values that influence a secondary school head's decision-making process. Values are acknowledged by personality, structure, and superiority. Heads participate in decision-making. It is a fundamental portion of any organization. The education system is well organized. The school head works as a supervisor and takes the other work responsibility and checks their work (Nixon, L. A., 2017).

The decision-making process is a part demonstrated by one person in the decision-making process (Scot and Bruce, 1995). They break them down into five classes. They do not explain the different dimensions of the decision-making process. The style of neurobiology and decision-making has failed to thoroughly examine how decision-making in the education sector is made within a group and individually. There are differences and similarities in gender and employment and there is a difference and emotional presence in neutrality in decision-making. Emotion is a process of conscious and unconscious behavior in the decision-making process. The practice of motivating develops emotion and mood inner feelings. Emotion decides if it likes or dislikes.

Emotion is influencing decision-making. Emotion is a component of decision-making. Emotions affect the way they react to decision making situations. This may enhance negative or positive outcomes. Emotion can negatively impact the outcome of the decision. Therefore, we must think about how an individual and a team make a decision. The description or measurement of emotions presents a problem. There is the question of different feelings and emotions. The feeling is an immediate reaction, and emotion is a global formal reaction. Another problem is to measure emotional level according to how gender influences the emotional nature of many types of research on leadership and gender relations. This result indicates that women who make decisions are more emotional. For this, a lot of research is that it is a prejudice against women who declare that women are more emotional than their male coworkers. One of the reasons is that women are smaller than men in leadership? There are also team decisions in favor of women. Emotion in primary school is an important consideration. In the education sector, emotion also plays a vital role in decision-making. Motivation is a significant theory of academic success. Develop a positive learning environment through relationships with emotional students. Recent research on emotional intelligence shows that students with emotional intelligence perform well in their tests. When one is too aware of the emotion in the decision-making of the educational sector, it increases the quality of the decision-making of teachers and principals. Emotion plays an integral part in decision-making. When it comes to education, women tend to turn their backs. Emotions may enable or disable the behavior. Some research has demonstrated that emotional people have made good decisions. Emotion to not measure in foolishness can stimulate the decision-making process (Jacques et al., 2019).

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has failed to thoroughly examine how decision-making in the education sector is made within a group and individually. Some similarities and differences are in gender and employment. Emotion is present in decision-making, and it is conscious and unconscious behavior in the decision-making process. The practice of motivation develops emotion, moods and inner feelings. Emotion influences decision-making and decisions to like or dislike. It is a component of decision-making. It affects the way of reacting in the decision situation. This may enhance negative or positive outcomes. Emotion can negatively impact the outcome of the decision. Therefore, we must think about how an individual and a team make a decision. It isn't easy to measure and describe the emotion. There are different questions about feelings and emotions. The feeling is an immediate reaction and emotion is a global formal reaction (Scot and Bruce, 1995).

## **2.4 Decision-Making Process**

In decision-making, development involves three phases. Within an organization, to make a decision, each person gives their opinion based on their motivation, behavior and attitude. Management, subordinates and all activities impact decisions. From many choices to select one is called decision making. The manager chooses the best strategy to achieve the objectives (Cerutti et al., 2020).

Decision-making is very important in terms of management. Making a correct decision is very important that its effect stays forever for some time, its results become unsafe and sometimes it can become harmless. The decision is a choice and, after that, forms the basis for the action. Working professionally based on the energy of money and information. The analysis software distinguishes between valuable and uncommon data. Making a successful decision requires a valuable source of information. Data and information are essential in making a precise and competent decision. An expert uses

various tools such as images, records and maps. Once intelligence is collected, which will be reviewed for confirmation, invalid data must be ignored. Information forms the basis of effective decision-making. (Abdel Basset, Monogram, 2019)

The procedure has different steps: it shows what to do and why to do it. Depending on the situation, choose the most efficient choice out of more than two and choose the most useful one in achieving organizational objectives. From another perspective, make a practical decision. When school leaders appoint a teacher, the head should take the point of view of others. First, decide the activities and find out the prospects that are coming in that category. See and observe all the candidates and find the best one who will fulfill the criteria for decision-making, problem resolution and are similar. If there is a problem, decide to solve it. The development of solutions to problems started with decision-making to control emerging problems. In school, principals make many decisions and eventually, those decisions need other decisions. Reduce decision-making problems. These problems can be stopped if we start to make correct decisions. For this reason, the decisions made by school administrators affect the overall problem-solving process. School heads should think judgmentally to assess their thoughts and use them in decision-making and problem-solving (Nutt, 2008). Critical thinking is a skill, judging the information is essential for making a decision. Through creative thinking, we give success to the organization and new ideas and solutions for the problem. This adds value to the outcome of the decision. Think critically about your decision. Principals can enhance their professional skills by reflecting on their decision-making style, solving the problem and making decisions. Principals can manage negative emotions in the decision-making situation (Özgenel, M., 2018).



### ***2.4.1 Elements of the Decision Making Procedure***

In the situation of decision making, one component confronting the decision-making situation achieves the goal by decision-makers individually or collectively selects the options. The first option is for the decision-maker to use the standards to determine its choices. When the environmental stage is involved in decision-making that is conditioned to reach consciousness and empathy for its effect on their choice. The approach is when the decision-maker is selected from the action line to achieve the objectives in the right direction. That depends upon the availability of resources. The result is on this basis, which is the decision-making process, directly influences the director's option and has direct results for others. The natural situation and the objectives, are possible options to select a strategy that will explain the decision (Reynolds, 2014). Acknowledging the problem in that classification of the state in which an organization is located. When we examine the problem, we establish a link between the information on the problem system there are pressures and opportunities.

Resolving the issue creates a resolution and choices. Research and evaluation of choices are those where each choice considers both advantages and disadvantages. Select more appropriate replacements, be aware of practical and not useful choices depending on the pre-planning situation and apply the expected option to provide training for those included. Valuation of choice selected through the criteria that an organization fixes evaluate the options and through this decision making concept to stress in which explain the decision making process forward looking for the search for appropriate decision and explain an organization's future (Souza et al., 2017).

## **2.5 Decision-Making with other Variables**

### ***2.5.1 Decision-Making Style and Personality Trait***

Decision-making is an integral part of everyday interaction. It is an individual response model when making decisions about the possibilities. It's not a personality trait, but it appears in a particular situation. It is imperative to make the decision. Thanks to the moral spirit to realize the moral spirit and develop knowledge. We are impacted by the moral decisions made by those around us. There are five different patterns of decision-making. The dependent style demands direction from others. We can agree that we need to stay away from decisions by delaying them. In a spontaneous decision-making style, make quick decisions. When a feeling of decision making happens, this time depends on the thoughts and feelings (Scott, Bruce, 1995). Dishonesty is bad for everybody. The ability to acknowledge feelings and encourage others to manage their feelings and relationships. Today, the success of our lives is dependent upon social relationships. Emotional intelligence is another sub-type of social intelligence, by analyzing emotions, supervising thinking and activities. Emotional intellect is of great importance for education and is a predictor of personality. Every individual thinks, behaves differently. The personality trait is extroversion, openness to experience, approval, awareness and neuroticism, which impacts students' performance and the lives of each person. These are a few studies in which the influence of personality characteristics on decision styles has been demonstrated. A study conducted in Iran by Narooi found that this is a solid link between decision styles and personality traits. Some studies indicate that decision-making depends on emotions (El Othman et al., 2020). The five main personality styles must identify individual differences. Extrovert people are confident, positive and active. The agreement is described as cooperative, confident, and benevolent and a close association with others. Conscientious people do

great, work hard and learn responsibility. Neuroticism person is identified; they are dangerous, fearful that these people are influenced by others when someone who is neurotic has fear, stress and anger. Those who are open-minded are creative and imaginative (Bayram, Aydemir, 2017).

### ***2.5.2 Decision-Making Style and Stress***

Further research has found that different people have different forms of decision-making styles as they get stronger. Profile change helps with the decision-making process and also differs with stress. There is not much research about decision-making style or stress. Finding between decision-making style and anxiety can help workers adopt decision-making styles. The degree of control of the individual in the development of decision-making is associated with their focus. An overall decision-making style is an excellent tool to measure the decision-making style. According to Scott and Bruce, everyone has a different style level but elevated a stylistic level. One study identified stress related to the work situation and decision-making style. A person's degree of control over the decision-making process was related to priority (Ganster, 1991). The self-assessment of sleep quality dignified stress. There is a close relationship between stress and sleep since sleep deprivation causes stress at work. When considering the impact of an institutional decision-making style and the stress relationship. The law and regulation guided the construction of the decision and made a difficult decision on the human emotional situation. Information about problem resolution is not easily understood. These decisions are rendered for undetermined reasons (Allwood & Salo, 2012).

### ***2.5.3 Decision-Making Style and Mental Health***

Every person realizes their potential to cope with stress and contribute to a society called mental health (World Health Organization, 2014); as a teenager, someone

who is physically fully developed at that age makes an independent decision and does the right thing. Adolescence begins at 18-21 and the average age starts at 45. The largest population in the world is average-aged adults. They make decisions about their families and their individual lives. In both mid-life and adult life, the intellectual base is serious. Compare the decision-making style of the young and the Middle Ages, but there was no difference in the brain and intellectual abilities. Scott and Bruce have clearly defined the decision-making style the person addressed in the decision-making situation. People aged 18 to 85 are at a lower risk than adults. Some researchers found that age influences decision-making, while others found that age does not influence decision-making. According to Scott and Bruce (1995), decisions are made differently concerning age and gender. Generation and decisional competence are also affected by work. Older people are given the information to make decisions and adults develop intellectual and systematic policies. The decision-maker is an expert at the moment because the decision-making processes are high. Decision-making may be based upon the responsiveness of the arrangement and the multiple tasks associated with it. The style of decision-making will probably change as adults (Fatima, Khan, 2020).

#### ***2.5.4 Decision-Making Style and Self-esteem***

In the development, quality and significance of wellness stress through logic and mental models, one person's well-being can be neglected because each person is fundamentally receptive. The fullness of consciousness was invented by Eastern thought now it starts talking about it in the West. In full consciousness and as a reminder. In psychology, it changes the sense of the fullness of the spirit, and now a complete quantity of thoughts is included. We are all aware of our thoughts and emotions. In mind, fullness includes consciousness and consideration and regularly looks upon the inner and outer world. Those who are aware of their thoughts and

feelings must make the most appropriate decision. Mindfulness has the potential to disrupt decision-making. Decision-making consists of selecting from many other choices. Every decision-making process ends with a disorderly conclusion and difficulty in getting the person to meet their needs. Every person takes a different behavioral approach to make decisions. Different people use different methods. Some make individual choices, others take advice from others, others act quickly in the decision-making process, and others avoid making a decision. The decisional style is a complete intellectual style. Select the one that counts when you decide (EnginDeniz et al., 2015). There are five different ways in which decisions can be made. First of all, evaluate the alternative logically, the use of emotion, and feelings inside, concentrate on other advice and encouragement, avoid making a decision and make a quick decision. Self-worth is an essential factor in personality. In the decision-making process, paying full attention to the moment, self-esteem and emotion are equally important (Scott and Bruce, 1995). Self-esteem has been used to explain a person's whole meaning of worth. This is a unique feature of the individual on several occasions. In it, people have the politely controlled nature of others and responsibility for themselves. In the present analysis, self-esteem is a fundamental concept, and other images are self-consciousness. Self-esteem is connected with life satisfaction. (Singh, K., & Kaur, S., 2016)

#### ***2.5.5 Decision-Making Style and Problem-Solving Ability***

A decision-making process is a decisional style. A method by which each person's choice presents a situation or acts with many options. This is important work that requires leadership and human resources and decision-making to approach the problematic field. It is the result of cognitive psychology, personality, and society. In various areas such as evaluation, training, and planning, knowledge about decision-

making is very important and helps an organization help with exchanges and struggles. A good decision-maker also has a great deal of confidence. Public school heads frequently use a predictable decision-making style. In the context of the arrangement of cognitive and creative thinking takes place is problem-solving ability. Because of mental capability at another level of difficulty, give reasons. Human behavior is considered critical for problem-solving. A person with good problem-solving skills can quickly become part of the atmosphere. This matter cannot be resolved without consideration. Through problem-solving, develop the strength of the mind to find the solution to the problem. Set goals and solve the problem through the process. Simple problems solve through natural behavior. Response to theoretical improvement is prepared for the difficulty in connection with problem-solving capability. To solve general decision-making, various methods and students who have little problem-solving skills have done poor problem-solving. Renu's research found that gender impacted the student's problem-solving capacity (Singh, K., & Kaur, S.2016).

## **2.6 Gender and Decision-making**

Women in senior leadership positions play a significant role in the organization. It is challenging for companies to use these skills effectively. There are different decision-making processes between males and females. Men make decisions far more quickly and women are informed informally. When men make decisions, they typically dominate and are not as creative as women. The difference in the performance of men and women is the effect on the lives of all companies. Nowadays, women also occupy senior positions, but they work in a structure designed for men. It is hard to distinguish between decisions made by men and decisions made by women. In any situation, this is an integral part of the decision-making process. Women listen carefully and focus on information sources (Wilson, 1999). Women study and monitor harder than men. It isn't

easy to assess alternatives without setting targets and it's also essential to get everyone on the same trend. The decision-maker cannot identify all critical options to resolve the issue. Women pay more attention to non-formal sources. Men put themselves at risk; women balance violence with balance. Men aren't as honest about business as women. When men make rational decisions based on given rules and women provide more explanations and creative ideas, all parties are satisfied. Women never take financial risks. The decision-making, require the social skills of all the people who involved in the decision-making process. Once implemented, females receive more feedback than males to improve the quality of their division. When we talk about negative comments, women get more emotional responses. Women give emotional responses to negative criticism. Negative emotions also affect the quality of work of women (Staw, 1993). Humans can distinguish between work and personal criticism. Emotional stress may influence social relationships and reduce teamwork. An important role play by women and men in decision-making. There is a gender-based difference in decision-making (Francis Park et al., 2015). Emotions are an essential element in decision-making. Decision-making is a learning process. Greater emphasis is placed on decision-making in the area of psychology. Emotion is an interior feeling, and emotion influences decision-making processes. Emotions can be used to measure the decision process (Jacques & Osman, 2019).

### ***2.6.1 Decision-Making in Males***

When you decide, men prefer to check quickly are often stand side by side in one view .They are in a more uncomplicated position. Research has shown that male leaders take risks while women are co-workers. Men have greater confidence in themselves and take risks and respond by acting. Men react by action, whereas women's reaction is to feel (Minasyan, Tovmasyan, 2020). Combination of aspects and traits

identified as male and female. These characteristics are generally related to men and women. Comprehend the psychology of male and female characters held at different levels (Pakasi, Tumiwa, 2016).

### ***2.6.2 Decision-Making among Women***

In technology industries, the majority of women are poor relative to employees. There is minimal opportunity for women in management positions and get very little promotion. Some progress in recent years in the participation of women has increased, but to become at the highest level of women's management is facing numerous problems. According to the European Union, female participation in the Governing Council is lower than men's (European Commission, 2018). Women's decisions are dependent upon their empowerment. This is a procedure that allows each person to evolve their ability to make cautious choices. Women's empowerment also supports decision-making across the country. Women's consent is a critical element of women's decision-making capacity (Ahinkorah et al., 2018)

The influence of women in society is currently recognized by organizations. Education, employment and income sources have affected women's participation in decision-making. Today, women play a significant role in society and they have become dynamic. A number of their parts cannot be ignored. She creates a new life for children and educates and learns like a spouse. She stands with every stage of life in the school she teaches. At the office, she works with men and carries out the same work. Women work as consultants, doctors, soldiers and women play a crucial role in companies where they can decide the future of an arrangement. The role of women cannot be contested anywhere; the participation of women and men is necessary to develop everything. Women play a significant role in family savings and face risks due to their knowledge, lack of confidence and decision-making skills (Sharma, M., &



Kota, H. B, 2019). Many studies demonstrate that when women manage the board, it has a positive impact on performance. When women serve on the board, they may adopt new decision-making practices and demonstrate their independence. There are some reasons why it is essential for women to be represented on the council. Women communicate openly with those who work for them. Good teamwork and information sharing can enhance decision-making, which are women's organizational styles (Moreno-Gómez et al., 2018). In education, decision-making is a lifestyle. Emotion can influence decision-making .Through emotion we can see how those people or groups make a decision. Women who choose have more feelings than men (Jacques, M., 2019).

Today, women take the lead in an organization. Gender separates men from women. Men and women face different expectations even when occupying similar structural positions. Differences in status shape expectations and ways that make it hard for men and women to occupy equal positions in an institution (Segovia-Pérez et al., 2019). Decision-making is part of everyone's life and frequently happens at all times, taking into account needs and situations. Men and women in their daily lives select one of the many choices and that process is called decision making. An essential part of management in the decision-making process allows each individual and the final decision-making process to look beyond its benefits and disadvantages. Make decisions around the clock, every year, every week, every day, every hour, every time, everyone. Decisions are made at home or while in employment.

Decision-makers should be independent in pursuing the appropriate course of action. Because of men's dominance, men and women have different roles in society. When measuring the equal role of men and women in decision-making, it can include them in decision-making, allowing for women and the development of gender equality (Paul et al., 2017). There is pressure for leadership to make decisions quickly if it

chooses the wrong option, which is its biggest failure. When there is an information load, one is confused, and the decision-maker tries to take this option to help the cost-benefit. An organization can decide to make a minor mistake. When managers are under pressure, they lose confidence in how to make the decision. Consequently, organizational outcomes are declining.

Decision-making means making options and choosing among them the best is decision-making (Buchanan, 2006). The decision-making process is rationally worked out. People make decisions about past experiences in recent times. People always make decisions based on insufficient time and resources and effective management. Emotion and intelligence can also impact decision-making. In a difficult situation like this, we have a heart and a soul. Decision-making is a critical leadership role. Many leaders make biased decisions, many of which are wrong. When someone is in power, it is easy for him/her to decide very quickly. Making a quick decision does not impact the effectiveness of the heads (Robert Baum, 2003). The leadership decision is complicated confidence and emotion play a significant role in the decision-making process.

Characteristics of human decision-making are complicated, and we should be more careful. Many people, when they face difficult times, ask their friends or colleagues. Only a small group of people say they use the Internet or skill bases. The manager should be aware of the deficiencies to be asked of the neighbors. Emotion can help in decision-making, but it still cannot help, and in decision-making, stress does not provide an appropriate situation. Decision-making makes a distinction between genders. Women are influential in this decision, which has to do with finances and people. People can cope with practical problems (Hallo, L., Nguyen, T., 2020).

## 2.7 Gender Differences in Decision-Making Styles

Men and women are categorized according to gender. Classify females as intuitive and males as rational. Research into gender differences in sound and an intuitive decision-making style produces mixed results. When the spending approach comes back, people are asked to describe the feeling of charm or losing a competition in some studies assessing overall age-specific decision-making styles, no difference in the decision-making style. Women are encouraged, men are confident in themselves. Men and women differ in the number of decision styles they contain independently of each other. When women make career decisions, they are increasingly dependent on each other. Research suggests that women are better able to use interpersonal decision-making styles (Delaney, 2015).

There is a difference in decision-making between men and women that is greater than confidence and women are emotional. Women don't get a chance to get better. When women make decisions within a group and men are not able to support their decision-making. The decision-making process of women differentiates between rational, moral and even judgmental processes. Success in employment depends on those who work. This is what men and women do. When making a decision, it has excellent value. In the workplace, women are less likely to obtain high wages and promotions. So women spend their time connecting and not focusing on work. During work, men have the courtesy and build networks, links and contacts. In making decisions, men observe in silence, and women give preference to communicate with a non-verbal symbol and discuss things in decision making by taking help from other women and quickly taking help from others and make a decision. Women need more time to make a decision (Wing et al., 2010). Some research on the principal's findings suggests that men were at risk of taking and controlling. Women attended separate

classes on decision-making styles. In decision-making, women give men more time. On a round table with women and men, they perform well. There are also differences in leadership styles between males and females. Women have these abilities. They are creative honesty, distance themselves from the risk, and retain the audience's feelings and respond based on these feelings. When a complicated problem occurs, women respond emotionally and men respond with action. About decisions, people have absolute confidence and sound decisions. Women also have some of these capacities: cooperative, caring, loving and silent. Women who help others accept their position, are independent of their personality, and take the organized method to make a decision. Women think logically of the problem, come up with the solution and use a logical manner to handle a situation. In the workplace, salaries and management positions vary depending on gender. Males spend less time on decisions than females. Women have better decisions than men. When women make a decision, they take it very seriously. The wife is alert, which is very helpful in making the decision. Managers who make decisions within the group are middle-level managers, whereas senior managers make decisions for themselves. Women struggle against sovereignty through unfairness (Minasyan, Tovmasyan, 2020).

### ***2.7.1 Gender Variances in the Decision-Making Styles of Heads***

In management, decision-making is one of the most critical tasks and it is different regarding individual differences. Each person has their style of reflection and information processing. This distinguishes their decision-making styles (Iqbal, Akhtar, 2020). There is a label that says males and females are fundamentally different. In psychological literature, women are intuitive and solitary and men are rational and free. But their small studies on decision-making depend on the motives and women of intuition and the search for social support (Delaney, R. K., 2014). The head's decision-

making style is essential in some aspects, which play a very important role in decision making. Through different dissimilarities and thinking make their decision different. Heads are continuously making decisions. Evaluating the decision-making style is very important for leaders that are mindful or kind. They know what their pros and cons are. They take care of them when their style is not appropriate for dealing with the situation (Jabeen et al., 2013).

## **2.8 Decision-making Styles**

The general decision-making style is mainly used in decision-making style tests. A typical response pattern that everyone uses to make a decision is called the decision-making style. Some studies discuss decision-making styles as personality characters, but every individual shows this habitual pattern when they face decision-making (Alqahtani et al., 2020). Decision-making is one of two options. According to Scott and Bruce, there are five: intuitive, dependent, rational, spontaneous and avoidable decision-making styles (Alkhawlan, bin Bohar, 2019)

Decision-making styles can be used as a tool to know the characteristics of the principal's leadership, explain movements taken, and connect individuals to task demands. The analytical decision-making style explains the degree of cognitive complexity, has good ideas, is task-oriented and leads logically. The style of analytical decision-making carried out by the principals of high schools requires the best answer, needs control, data, information support, diversity innovation and needs a careful study to take a relatively long time before making a decision. Everyone can understand an issue and make different choices to resolve it. Decision-making aims to stop and fix the problem that affects workers to complete the organizational objective (Webber, 2016). Decision-making is a tool to achieve academic success. If there is a good head, it affects teachers and performs well (Tehseen, 2015). Decision-making is a thinking process,

and someone is in difficulty when he takes the data from outside and makes the decision on that information, such as using a routine method called styles of decision making (Scott, 1995). While the different types of reasons for making a decision are extensive, the ahead approach to looking at the sign and through judgment makes it essential (Rowe, 1987).

A decision is influenced by the principle and view of the decision-maker as to how to resolve the situation and react quickly in times of risk. Some answers are necessary, then choices. Decision-making is affected by rational views. Everyone uses the decision-making process as part of the decision plans. When someone makes a decision, it helps to keep everyone watching the style, and while making the decision, it answers. Thanks to decision-making styles, we can understand every expressive style of picking up and responding to decision-making work. When someone has challenged the condition of decision-making, everyone is well aware of the natural response, which is an appealing decision-making method. This is not typical behavior, merely in a care-oriented decision-making situation to respond positively by habit. Two expression decision-making styles and cognitive styles were used repeatedly in the same meaning. That tool was developed to measure the cognitive style they also applied to quantify the decision-making modes. Both types describe behavior that involves decision-making (Dutton, 1993).

The decision-making style is incorporated into cognitive modes. Five types of decision-making are chosen from social contexts. Rational decision-making is for the reasonable estimation of substitutions copied by exploration. According to the world organization, everyone has recognized their abilities and manages with constant life stress, effectively work and support the public throughout the body, psychological wellbeing, and society. Mental health diagnostic tests are not available. The outward

sign should measure mental health. There are three indicators of mental health. Decision-making avoids negatively related wellbeing. The avoidance of decision-making before or after was anxiety. Folks with miserable signs make fewer creative decisions. There is a connection between decisional styles and depression. There is no connection between spontaneous style and dependent style. A standard format that everybody uses when making a decision is called the decision style. By decision-making, styles recognize the abilities of a person during the decision-making task. The search for a reasonable assessment of substitution is a rational type of decision-making. The intuitive decision-making style depends on the feeling. The dependent style is categorized through other support and guidance. Avoiding decisions is an avoidance style whenever possible. Decision-making style is the most crucial factor in improving the decision-making process. To solve a problem, everyone uses a skill which is the decision-making style. Every reaction to a situation is called a decision-making style is characteristic of every person understanding the decision-making task and responding (Harren, 1979). During the decision-making process, every trial is called a decision-making process. The individual's decision style faces together with the mental work. People have different ways to address the same issue. Everyone has a different decision-making style due to the amount of information to obtain, assess and make some options. In decision-making to collect data and several unlimited choices, decision-making is one element that leads to differences in decision-making models. Another foundation that creates differences in the decision-making process is their experience during/her life (Bavolar, J., & Orosová, 2015). The decision-making style is learned and used in developing decision-making based on their experiences. To carry out the decision-making method is made of two most essential elements, one is competence, and the other is education. People bring much behavior from the past that is biased by internal

and external problems. The educational experience of decision-makers and personal choices affect the decision-making process. One situation that anyone can learn is called decision-making style. In the decision-making situation, different people have different methods and responses known as their decision-making styles. During decision making, a mental process guides us to select an option from other alternatives, collect data from the outside and make a decision (Scott & Bruce, 1995). When making a decision, people use different characteristic patterns, which are called decision-making styles. Every individual uses different styles in the condition of deciding on the school. They are working and getting influenced. The findings of the head's and People's inner characteristics are essential factors for developing a style for making a decision. These are attached with aims logically. The basis of decision-making is to judge the alternatives to achieve the supreme goal carefully. Making a decision logically is a perfect style of decision-making that is connected to the organizational results (Harren et al., 1978). Scott and Bruce 1995 general decision making instrument has been used by (Loo, R. , 2000 ; Talat Sohail ,2000 ; Spicer , 2005; Rotbring ,2010 ; Khadijeh joker , 2014; Fischer et , 2015; Jozef et ,2015; Dicer, Osman , 2015; Cyrille ,2016; Del Campo, ,2016; Berisha ,2018; Douma , 2020).

The Decision-making concept by Scott and Bruce is perfect for applying in the organizational decision. During decision making, every individual uses different methods or patterns of response called styles of decision making. Everyone does continuously in the organization to make a decision, and this style is built on behavior. Further, to achieve the most related alternatives to solve a problem is the decision through collecting information from different people to make a good decision, and people must participate in decision making. In the process, so what was to take a decision (Nutt, 2008)



### ***2.8.1 Importance of Heads' Decision-Making Styles***

How the headmaster makes a decisions to improve school. The principal has been selected in schools to improve specific programs. Through improvement in decision-making by principals, this gives support to improve schools. The head's role is significant in the success of the school. Decision-making has a vital role to play. When you make errors in decision-making, it affects the outcome of the program. Decision-making style can help everyone understand the organizational and institutional sense and help proper communication with the staff, according to the environment and to develop good organization they can better understand the requirement of decision making (Firman Adam, 2019). The decision-making styles of managers and senior managers are essential for understanding the different techniques when making a decision. Decision-making is a process of selection from two right alternative ones, and decision-making is the riskiest job for school heads. Leaders' decisions affect the system of the school. When leaders make a decision technique, they get different practices from these behaviors to begin their decision-making style.

Decision-making styles are a technique that allows the decision-maker to assess the choice, respond and finalize decision-making. Decision-making styles can be different in different situations. The decision-making style influences the decision they make. These decisions demonstrate the effectiveness of management. To resolve the issue correctly, the correct decision will assist the manager. The achievement influences the success of the heads in problem-solving. One of the standards of principals success is problem-solving. Principals should be able to resolve the issue successfully and adequately, preventing them from achieving their goals. Solving problems helps to enhance social abilities and correct psychology (Özgenel, M., 2018).

It is important to understanding the schoolheads decision-making style they know better about school environment and surrounding. The decision-making style provides information on the perfection of managerial roles and predictable tasks. Getting a better understanding of the organization helps by knowing the decision style. In an organization, to endure and achieve the goal a right must be made decision to invest at the right time, if they do not decide on a time, they cannot survive to find the problem and find a best solution for it .The decision-making development goes from one organization to another. The institution must have the necessary tools to do its job well and succeed in making good decisions. Decision-making is an essential consideration in an organization. Every manager makes significant decisions. The manager uses human and material resources to accomplish the goal (Akyürek, 2020).

The head of the school controls these in the school system that follows the socioeconomic and physical parts of the school. Principals of the school make planning budgets and also make education programs. In the development of the school, part of the direction is significant. Principals play different roles in the school like lead, organizer, stimulus, carefulness, active manager, and protection to the students and teachers. Principals know how to take creativity, start the work and bring out the best results through the involved staff. The principal is the school's backbone and leads the group and boosts group work. A principal should have the ability to solve the problems they face inside and outside of school because of the principal's decisions and outcomes, they face the criticism of parents, stalk holders, and other educational agencies (Priyanka et al., 2019).

The decision-making process depends on numerous other factors. It should be taken into account that decisions were made based on the following factors where and when decision-makers decide one person and what indications and morals to bring

about that person (Row, mason, 1987). Making a decision is essential for executive managers, assistant manager performance, and work-related tasks (Pennino, 2002). The success of an organization depends on the head's style of decision-making. Results showed that senior authorities use a heuristic decision-making style (Kaur, 1993). Hakeem Sayar Ahmed Shah (2018) explored the ability of secondary school leaders to resolve problems and the self-esteem relationship of techniques to be concluded. Private and governmental high school leaders were distinct in their decision-making processes. Heads of private high schools favored common styles rather than public school principals. The reason is that administrative facilities are available in private schools better than government schools. The principal of a private school is more capable of dealing with a difficult situation. Confidence is high among private school principals rather than public schools (Sandeep Kaur, 2016). Researchers on decision-making styles and teachers' job satisfaction have studied that 50% of teachers prefer the group discussion style. The teacher's external satisfaction is high to internal happiness. A G Kasprizhak studied at the heads who belonged to the Russian schools. The author concluded that the situational problems and personal approaches of school directors and experts affected management styles. Urban principals' decision-making and practices are considered failures of the program; the plan was implemented for three years, and the results have reduced low due to student achievement. Heads' decision-making style tells in the usual way how to solve the problem and make a decision. According to Jung (1976), when making a decision and solving a problem, every human/gender /man and woman is guided by four functions: sensing, feeling, intuition. Most human/gender mainly uses one function that is their strength and which they do not use mostly that is their lower function. The opposite of a dominant position is a weakness of that person. There are two methods such as feeling and sense, to solve a problem. A task that is a

combination of judging and observing is called the decision-making style. Keegan's (1984) declaration and Jung's typology explain why persons do well or are unsuccessful in their decisions. Every individual heads' problem-solving function is different.

## **2.9 Historical Background of Decision-making Styles**

According to Scott and Bruce, when individuals face decision-making, they show responses called decision-making styles. Jung makes a significant impact on science; management people use four styles to solve any issue. Research on the decision-making process began with begging in the early 1800s. Kilmann identified two styles of thought and feelings. Herring recognized three different styles. Avoiding the decision style was determined by (Philips 1984). In 1987, Row and Manson proposed four approaches analysis, direction, behavior, and concept. Driver 1990 mixes two-dimensional and includes five decision-making styles.

### **2.9.1 *Decision-Making Styles***

Decision-making consists of choosing one among other alternatives at the end of cognitive processes. Every decision-making process is complemented with a final decision. Decision-making is a drift that ends its nuisance. Some make independent decisions while others await for the advice of others. Some people are quick to make decisions and some are careful. Moreover, some avoid making a decision. When people solve the problem, they create their style. Every person is trying to find the truth, collect the data, produce different results and reach a diverse decision spread on those decisions in other methods. Within a short period with the current capabilities, select the best. How to choose your based on human selection value that a person can decide to deny. In the decision-making process, select the data and make the selection from the most available one. While making decisions, an individual takes techniques, responses, and

actions called decision styles (Engin Deniz et al., 2015). The perspective and approach of the individuals are critical to advance the decision-making process and influence the decision-making process. The theory of self-governance is based on the view of the style of thought. People are responsible for their social events. In various opportunities, we have a different ways of thinking style. Over time, the culture and the mindset of time can change. The thinking style may change with time, culture, and responsibility for these reporting styles. Accountability for these reporting styles can be enhanced and it can be easier to create changes within an organization. The thinking style is a method individuals develop consciously and unconsciously to solve the problem (Arslanoglu et al., 2018).

There are no differences in the decision-making of every individual (Kleindorfer et al., 1993). Research on individual decision-making styles shows there are some similarities in cognitive and decision-making styles (Hunt et al., 1989). According to Keegan (1984), there are four styles of decision-making. Decision-making style is taken for uncertainty in situations relating to analytical decision-making style. The principal needs perfect data to make a choice and practical decision. The principle uses the analytical style for solving problems, especially related to educational policy. The decision-making style is one part of a condition when a decision is made in a school atmosphere. Decision-making styles can be used as a tool to know the characteristics of the principal's leadership, explain movements taken, and connect individuals to task demands. Analytic decision-making style demonstrate the levels of cognitive complexity contains has good ideas, are task-focused and carry out his/her leadership logically. The style of analytical decision-making carried out by the principals of high schools requires the best answer, needs control, data, information support, diversity innovation, and needs a careful study to take a relatively long time before making a

decision. Everyone can understand a problem and select from different choices to solve it. Most people use two rational and intuitive decisional styles and researchers have used different strategies. Which are the following:

### ***2.9.2 Rational Decision-Making Style***

Scott and Bruce report five types of decision-making styles. In rational decision-making, the style collects the complete information, makes the choices and evaluates those choices logically. It's associated with behaviour and goals. Rational decision-makers use logic and rationality very little escape from the decision (Alqahtani, 2020). When making a decision, seeing a reasonable method from the available choices, use the organized competency and a decision instrument to make a decision (Bohar, 2019). In the rational decision-making process, gather the information and record the choices and evaluate that option. Sound decisions are increasingly objective. The decision-maker uses logic to make the decision the less uses the decision to avoid. To achieve an ideal goal, they choose carefully and assess this as a perfect style and then link to the institutions' personal groups. It is estimated that decision-making must be rational. In various disciplines, rationality is essential in human behaviour. The inner locus of control allows people to make rational choices. Researchers have found that performance and goal-oriented focus are linked to sound decision-making. The realistic style is related to self-consciousness and the environment. A sensible decision-maker handles the whole situation (Kavakli-Thorne, 2020). In a moral and rational decisions. It needs to make a hypothesis for possible results and outcomes. Managerial decision-making is a continuous exercise and it is a practical and ethical activity. We cannot separate these from each other. Through ethical choices, we make decision, so also to make a considerate moral choice we need expert explanation and ideas (Hoy and Tarter, 1995). Rational decision making style is used when achieving an exact aim (Johnson et

al., 1998). Everyone does not have the ability to make a sensible decision in a difficult situation. In today's challenging environment, when the principal makes a decision, they need a leadership style to create a compelling and sound decision (Brown, 2002).

### ***2.9.3 Intuitive Decision-Making Style***

In this style, the movement of evidence organized examines and handling of facts depends on feeling (Alqahtani, Kavakli-Thorne., 2020) change in the act with this knowledge and manage using disorganized information about the surface (Alkhawlani, bin Bohar, 2019). In an intuitive decision not systematically gather information to make a decision; they decide on the feeling. Independent decision-making before making a decision, follow the guidance of others. This depends on emotions, knowledge and imprint. In decision-making, effect and insight have been ignored. The judgment was considered for the risk view and the decision-making is a mental procedure that carefully considers the replacement. In the '80s, change came and rational shift towards intuitive and cognitive towards emotional decision-making. This style is founded on regulation and behaviour. Now researchers are dependent upon intuition. It is quick and easy to use. The intuitive decision-maker sees the overall condition. They concentrate on the capabilities, choices and lost opportunities to see the advanced and unique. The style of intuitiveness is connected with the thought. Select responsible leaders to use this style. It is not a result of competence, but experience helps in an intuitive manner of decision-making. The critical power of this style is emotional consciousness and it guides the actual choice of decision. The profit of decision making is quickness, creativity, tolerance to doubt and make the image of the question in mind and possibly answer. Intuitive decision-making is about emotion. The right-thinking style of knowledge involves intuition emotion and undesirable connection with the left thinking method, which is built on the logical procedure. The intuitive decision style is correlated

with the outcome of decisions. With the intuition of preparation, decision-makers have a great need for group thinking and community relaxation. Intuitive decision-making is very common among socialist beliefs (Kavakli-Thorne, 2020).

#### ***2.9.4 Dependent Decision-Making Style***

This style takes guidance and direction from others when making an essential decision in spontaneous decision-making. As quick as possible, decision-making development desires to come (Kavakli-Thorne et al., 2020). To decide with the support of others because of a lack of knowledge and intellect, others need to be guided and supported (Alkhawlani, bin-Bohar., 2019). It is used to find advice to make informed decisions and to obtain the assistance of others in making a decision. Make significant decisions by having one-on-one discussions with others. A person's idea determines the result of the decision-making. Make the decision unfruitful. Reliance on other people's advice and direction reduces the effectiveness of decisions. People with this style have fewer skills to take care of deciding on their own. To overcome the suffering of rejection, they need assistance. A decision-maker with this style tries to release himself from all responsibility. When to allow working group members to build their satisfaction. People take an interest in more than one type of decision-making. It's missing about yourself and the decision-makers situation. In education, the principal decides to discuss others. Some researchers found that in decision making, the principal remains innovative to help students learn in a good way (Kavakli-Thorne et al., 2020, July).

#### ***2.9.5 Avoidant Decision-Making Style***

When deciding to run away from the decision (Alkhawlani, bin Bohar, 2019). In a decisive style avoid as much as possible if a decision is avoidable avoid it. When feasible, in an avoiding decision-making style, try to avoid the conclusion in preventing



and delaying and moving away from the decision. When there is no effective manager, they have an avoidance decision style. People who struggle to avoid decision-making also avoid conflict. When people make this decision, they are confronted with a decision. People feel frustrated when an error occurs in the method and doubt whether they can measure the choice, which often delays the decision (Kavakli-Thorne et al., 2020).

### ***2.9.6 Spontaneous Decision-Making Style***

Make a decision very quickly instead of evaluating options (Alkhawlan, bin Bohar, 2019). In spontaneous decision-making, make a decision relatively quickly. It is separate in the situation of emergency. Sensible choices don't happen very soon; they take time. The constant technique is most suitable for accurate decision-making. With the development of technology, overpowering and cognitive science, new opportunities to make better decisions are faster and smoother in real life. This style is related to the feeling that decision-makers are rude and the representation of investigators (Kavakli-Thorne, 2020).

## **2.10 Models of Decision-Making**

### ***2.10.1 General Decision Making Styles Model***

General decision making style model of Scott and Bruce 1995 is authenticated in Canada Sweden, the United Kingdom and Italy. Used in article "Decision making styles and their associations with decision making competencies and mental health" (Jozef et, al 2015) and Cyrille (2016) used general decision making style model in the article Gender difference in decision making styles of selected barangay officials. "Decision-Making Styles Help Explain Health-Risk Behavior among University Students in Addition to Personality Factors " has adopted the model suggested by Scott

and Bruce (1995) who have identified five decision-making styles (rational, intuitive, dependent, avoidant, spontaneous) Former research has showed that assured decision-making styles are related with decision general decision making style help to improve the risk behavior (Bavol'ár, et., al 2018). Douma, L. N. (2019) use model of Scott and Bruce (1995) (i.e. distinguishing between a rational, intuitive, dependent, avoidant and spontaneous decision-making style), the result was found that the people use decision making style related to their experience.

General Decision-Making Styles (GDMS) is a learning pattern in which everyone has to make a decision and it has frequently imaged to collect the information and assess the information. Researchers ensure the meaning of the information is managed and developed. Some researchers are concerned about the quantity of information and the number of choices in decision-making (Omotola, 2012). Knowledge of individual decision-making styles has increased. Five decision-making styles are found in actions distinct from individual efforts. The individual finds rational decision-making with strategies about internal controls. The dependent manner was the best with these outer directions. The avoidance decision style describes a lack of trust in a decision-making capacity. Correct decision-making is an essential preoccupation in spontaneous decision-making (Arslanoglu, Dogan, 2018). Many researchers approve that the general decision-making style instrument is comprehensive in decision making. Public decision-making includes a report on how each individual makes the necessary decisions. Rational style develops from the directive and analytical technique and intuitive manner sets by behaviour. Intuitive types are creative, personal and adopted (Berisha et al., B., 2018). The theoretical model from Scott and Bruce relies on five styles: rational, intuitive, dependent, and spontaneous decisions.

Everyone gets involved in decision-making and seeks relevant information about themselves and the atmosphere. In this context, everyone systematically uses the collection of data. When you decide, you discover some choices in different situations before making a situation and decision-makers set the foreseeable. The last option is the best and the expected result becomes the greatest. In the rational style, question the problem and decide between a logical and organized way to collect the different selection that leads to achieving the common objectives. The dependent manner takes the direction and support of other people. In the avoidant decision-making style, avoid and delay the decisions (Omotola et al., 2012). Avoid sort to avoid waiting for the decision and making the decision at the last minute. Spontaneously, choose carelessly. In decision making everyone makes a different decision, somebody gives a lot of time and someone makes a logical and systematic decision. Some people rely on emotional methods to make a decision. People are using several styles to make a decision.

The key to a sound decision-making process is to find an alternative to logical evaluation. In a rational style of decision making, use clear thinking and methodology when making decisions. Through a formal inquiry and planning process, the identified issues and opportunities make their own decisions. The most effective way to clarify available options is to create a rational decision. Decision-makers take every possible approach and choose the best one. Reasonable people accept that they can investigate a human mind problem, control the problem logically, and pick the best one. Gather relevant information and make the decision. In rational decision-making, a style person prepares for the decision to collect information about themselves and the environment (Thunihohm, 2004). The brain gives neuronal respect and prefers pathways to look at new data.

In the decision-making part, intuition is a two-step development of this knowledge to see positive and negative balances rely on the result of former decisions and use it to shape the following choices. Decision-makers use three bases of intuition when confronted with rapid and challenging changes in the environment. An appropriate answer to the condition is instinct, most of the time that brings hidden. The learning that takes place in the ageing process is called a standard competency. Independent decision-making decision-makers seek the support and supervision of others. In this way, decision-makers who make essential decisions always try to inspire others and guide them in their choices. In intuitive decision-making, people fully care about each other to take advice to make a decision. Intentional decision-makers are irresponsible and negligible. Intuitive decision-making is distinct as a sense of perception and awareness of nature. In this style, making a real decision-maker has no logic and decides opinions and data from the inside. Intuitive decision-making is appropriate when there is very high environmental doubt, lack of information and no goals. Various choices on the environment, but to collect the right, there is no correct set. When there is an uncertain and unpredictable situation in which a decision to make a place use responses to situations, experience and focus on learning through which to learn and develop habits to the intuitive decisions (Patton, 2003). Stress is linked and people who have this style find it challenging to take creativity into decision-making because they have lower self-esteem. An evident decision-maker who has representatives rejects and delays the decision-making. Logically, people act recklessly and use cognition and make rational decisions. The people who have these decision-making styles have more doubt than the people. Who have an intuitive decision-making style. When they decide, they have more chance of taking risks. A systematic decision-maker provides additional time to make decisions and plan. An intuitive decider with

fewer difficulties he has to take. Some researchers have found that in an organizational context, rational decision-makers are not escaping the decision-making process. Rational decision-making does not happen quickly and that is what the representatives need. In spontaneous decision-making on the moment, make the decision (Spicer, 2005).

### ***2.10.2 Row and Boulgarides Model***

Rowe and Boulgarides propose a model based on two signed views, and the other is a cognitive difficulty and this model contains four styles of decision making, which are explained as under. Analytical technique is mission-oriented and requires the ability to bear confusion, and this also involves a lot of information from other resources to reach a decision. This decision-making style takes a long time to make a decision. Moreover, when something new happens, the response is good. The directive style has low acceptance for doubt and these people are task-oriented who take action. In this decision-making style, people emphasize facts and to on how solve the problem they follow, rules and regulations. People who make urgent decisions use a directive technique of decision. People are focused by an administrator in the conceptual decision technique. People who have this decision-making style want to take risks and give a resourceful solution for problems using their perception and judgment behaviour. Decision-makers who have this style make the decision and think about others. They evade conflict and want to solve the problem through feelings (Baiocco et al., 2009). There are five kinds of conceptualizing decision-making methods and these are correlated with each other. Dividing people into four styles depends on their mental complication and their coordinating merit. Rowe and Mason's 1987 style review characteristics. The style of the directive and the emphasis on mission and practical work raise little doubt (Berisha, G., polo, J. S., 2018). That emphasizes the mental and

social parts of policymakers. In this decision-making style, there are four styles of decision-making: directive, analysis, concept, and behaviour.

### ***2.10.3 Harren's Decision-Making Style Model***

In (1979), Harren offered a division of decision-making style. Two groups belong to the first one, information gathering and the second one that is information assessment, is rational and intuitive. Harren added the third element for that person who is different for personal responsibility in decision making. The dependent decision-making style offered to reject taking responsibility and put it on others, according to hearing that dependent decision-making style was associated with rational and intuitive decision-making style. Discussed that decision-making style is related to cognitive style. Understand the evolution of the decision-making process (Omotola, 2012).

## **2.11 Summary of Related Researches**

This chapter presents a summary of related researches about “a gender based comparison of decision making styles of heads at secondary school level”. Firstly, Secondary education is necessary for the economic development and social justice of any society (Eubarks, 2009). In a school, the principal performs many duties (Taiwo et.,al 2020). To make a school successful, the role of the principal holds great importance (Ozgn.el, 2008). Decision making styles effect the organization (Manu, Gupta, 2016). Decision making styles can help the principal to develop a good organization and better understanding of the requirements of decision making (Firm Adam, 2019).The quality of management is influence by the decision making style (zia et al., 2020). Each person has their styles of reflection and information process, this distinguishes their decision making styles (Iqbal et al.,2020).Few research papers were found by researchers of gender differences in decision making styles of heads at

secondary school level . Modern organizations are not dependent on only one gender. Women contribute as much as men in every way as possible, but men have been seen in executive position. Hanif et.,al (2011) found in his research that there are gender differences found in decision making styles in managers in Malaysia. Some researchers showed that men rely on rationality whereas women rely on intuition. This happens because most of the researches happened on students sample .Hasson et al., (2007) found that there is no other gender difference between male and female heads in Sweden. According to Hon-Tat et.,al (2011) . When the administrator is aware of their own style, they will know better about its results. Research result found that there is no significance difference between male and female university academic staff. Qamer et ., al (2020) found that there is no significance gender based difference in the head teacher decision making styles

## **CHAPTER 3**

### **RESEARCH METHODS AND PROCEDURES**

The chapter concisely deliberated the methodology of this research work. Which contains these research designs, population sampling techniques and sampling size. Instrument of the study, validity, reliability, data collection and data analysis. Which have been described the following:

#### **3.1 Research Design**

Descriptive design, quantitative approach and survey method were used to compare decision-making styles between male and female public school heads at the secondary school level. The questionnaire was used in this survey. The questionnaire was consist of five Likert scales used for data collection from the respondent and after the collection of data, changed it to numerical form and different statistical techniques used to get the results

#### **3.2 Population**

This study population depends on the Rawalpindi district public sector consisting of male and female heads of secondary schools. Secondary school list received from the deputy directorate office of education Rawalpindi. Rawalpindi district consists of seven tehsils. There were 392 total public secondary schools in Rawalpindi district. The population consisted of all heads of the secondary school throughout the district Rawalpindi. The total population was 392 public schools in the Rawalpindi district. According to the district education directorate, 201 boys' secondary schools for boys and 191 girls' secondary schools for girls in the Rawalpindi district.



Table no 3.1

*Population of the study*

<b>Sr. No</b>	<b>Male School Heads</b>	<b>Female School Heads</b>	<b>Total</b>
1	201	191	392

### 3.3 Sampling Technique

There are many ways in the research to take a sample from the population. Simple random sampling is a basic one in which everyone from a population has a chance to become selected in a sample, and this method is used in a large population (West, P. W., 2016). This population must be in fixed figures, and the population have the same characteristics. The sample represents the population. When in an extensive zone, the population is spread, it takes a long time and money (Alvi, 2016). A simple random sampling technique was used to gather targeted data for this study to get the needed sample from the population. This study used a simple random sampling technique.

### 3.4 Sample of the Study

Table no 3.2

*Sample size of the study.*

<b>S. No.</b>	<b>Secondary Schools</b>	<b>Sample</b>
1	322	200

Table no 3.3

*Total number of secondary schools of Rawalpindi five tehsils*

<b>Sr.no</b>	<b>Tehsils of Rawalpindi district</b>	<b>No of Schools</b>	<b>Girls Schools</b>	<b>Boys Schools</b>
1	Kahuta	31	12	19
2	Kallar Syden	39	19	20
3	Gujjar Khan	84	38	46
4	Rawalpindi City	148	80	68
5	Taxila	20	7	13
		322	156	166

The total population of the seven tehsils in Rawalpindi district was 392. 200 sample size was taken according to Glenn (1992).100 male heads of boy's secondary school and 100 female heads of girl's secondary school. In this study researcher applied simple random sampling method. In which researcher wrote seven tehsils of Rawalpindi district name on a piece of paper and selected five tensile randomly from them.

Table no 3.4

*Tehsil wise sample size*

<b>Sr.no</b>	<b>Tehsils of Rawalpindi district</b>	<b>Girls School</b>	<b>Boys Schools</b>
1	Kahuta	10	14
2	Kaller Syeden	12	12
3	Gujjar Khan	31	35
4	Rawalpindi City	43	31
5	Taxila	4	8
		100	100

### 3.5 Instrument of the Study

The research was accomplished through one questionnaire. The questionnaire used in the present study was adapted. Permission has been taken from Robert Baiocco for the Decision-Making Style tool, which he used in his article. The instrument was about decision-making style. The questionnaire was made up of 27 items. This questionnaire was based on the theory of Scott and Bruce (1995).

Table no 3.5

*Scale description*

<b>Sr, no</b>	<b>Dimensions</b>	<b>N of items</b>
1	Rational decision making style	1-5
2	Intuitive decision making style	6-12
3	Avoidant decision making style.	13-17
4	Dependent decision making style	18-22
5	Spontaneous decision-making style	23-27

**3.6 Pilot Study**

Pilot testing was conducted before the actual data collection (Ismail, et al., 2018), and it has the following purpose. The preliminary determination of the study was the validity and reliability of the decision making style tool. This is a repetition before the primary research and allows for a small number before the main study. Scale validation and probability of data collection pilot testing are going along with in the research study. When pilot testing was conducted, questionnaires were spread among the heads of the public secondary school in which male leaders were 25 and female heads were also 25. The total sample of the pilot testing was 50. The male heads were 25 and 25 female heads of public secondary schools in the Rawalpindi district. The pilot test aimed to identify questionnaire reliability and excellence

Table no 3.6

*List of selected schools in pilot study*

	<b>Boys High schools</b>	<b>Girls High schools</b>
1	GBHS Maira Mohra	GGHS Ghogra
2	GBHS Mahuta Mohra	GGHS Takhat Pari
3	GBHS Pind Jhatla	GGHS Kotla
4	GBHS Takhat pari	GGHS Pind Jhatla
5	GBHS AOC Morgah	GGHS Girja
6	GBHS Dhamial	GGHS Dhama Syedan
7	Govt. Elliot High School Morgah	GGHS Morgah(ARL)Rwp
8	GBHS Dhama Syedan	GGHS Saroba
9	GBHS Dhoke Girja	GGHS Sihal
10	GBHS Chahan	GGHS Rajjar
11	GBHS Dhalla	GGHS Gorakh Pur
12	GBHS Adiala	GGHS Dhalla
13	GBHS Maira Kalan	GGHS Raniel
14	GBHS Raniel	GGHS Tench Bhatta
15	Govt .Aziz National High School Rwp	Govt Kohinoor GHS Rwp
16	Govt.Public Academy High School Rwp	GGHS F.Block Stellite Town Rwp
17	GBHS Kohinoor Rwp	Govt Pakistan GHS Sarafa Bazar
18	GBHS Tench Bhatta	Govt.Alpha Christian GHS Rwp
19	Govt.Modern High School 2 shift Kohinoor	Govt.Zeenat Sikanderia GHS Rwp
20	Govt Zia –ul-Aloom H/S Raja Bazaar Rwp	Govt .MC Girls H/S Amar Pura
21	GBHS D.A.V.Collage Road Rwp	GGHS Muslim Town
22	Govt MC Boys High School Amar Pura Rwp	Govt.Simla Islamia GHS B.Block S/Town
23	Govt Pehlvi High School Faizabad Rwp	Govt.Noor Islamia GHS Rawalpindi
24	Govt.Abasi High School Afandi Colony Rwp	GGHS Madrissa-tul-Binnat Afandi Colony
25	GBHS Zari Farm Rawalpindi	GGHS Magistrate Colony Rawalpindi

### 3.7 Validity of the Instrument

The validity of the tool is essential for conformity. The researcher consulted the expert to validate the instrument and get their valuable suggestions and advice—experts who were serving in the field of education. The experts were PhDs doctorates. The researcher personally visited them and got the item. Afterwards, the contracting expert's valuable suggestions and applied to the instruments and modified the research questionnaire. Before the pilot trial, few changes in the research tool and has been included two items. The total number of items in this questionnaire was 27. These experts give the validity of the research tool and from the target population collected the data.

Table no 3.7

*List of experts for the authentication of research tool*

Sr .No.	Name	Designation	Educational Institute
1	Dr Sidra Rizwan	lecturer	AIO University Islamabad.
2	Dr Zaheer Ahmed	Lecturer	AIO University Islamabad.
3	Dr Azhar Mumtaz Saadi	Assistance Professor	AIO University Islamabad.

### 3.8 Reliability of the Instrument

Pilot testing was conducted to check reliability on a small scale; 50 total respondents were selected from 25 male secondary school heads and 25 female secondary school heads from the Rawalpindi district. The tool's reliability was verified

through the Statistical Package for the Social Sciences (SPSS), in which heads provided all responses. Reliability was ensured through Cronbach's alpha coefficient, which helped find the instrument's internal reliability. The reliability of decision-making styles was collected from the Cronbach alpha using the Statistical Package for the Social Sciences (SPSS) 21 version. The result of the reliability coefficient of the 27 items of the instrument was .816.

Table no 3.8

*Reliability of each dimensions*

Sr.no	Section	No of Items.	Cronbach's alphas
1	Rational decision making style.	6	.640
2	Intuitive decision making style	6	.726
3	Avoidant decision making style	5	.827
4	Dependent decision making style	5	.643
5	Spontaneous decision making style	5	.850

### 3.9 Data Collection

An essential aspect of research is data collection. It is exciting to work, but it takes time. Data collection is complicated work. It needs planning, hard work, tolerance and determination after they can work effectively. From the population, take some sample and selected sample through the instrument to collect the data (Kabir et al., 2016). Data collection is a vital part of research. For this purpose, data were collected from 100 male and 100 female secondary school heads of Rawalpindi. The collected data were

analyzed through SPSS, and the heads completed 200 questionnaires. The data were collected through a personal visit by the researcher. It was contained within three months from the respondent.

### 3.10 Data Analysis

Table no 3.9

#### *Data Analysis*

Sr. No	Objectives	Hypothesis	S t-test
1	To assess prevailing decision-making styles of male heads at the secondary school level.		Mean
2	To explore prevailing decision making styles of female heads at the secondary school level.		Mean
3	To compare gender-based differences regarding decision-making styles of heads at the secondary school level.	Ho1, There is no significant gender-based difference regarding decision-making styles of heads at the secondary school level.	Independent t test
4		Ho1a, There is no significant gender-based difference regarding	Independent t test



rational decision making  
styles of heads at the  
secondary school levels.

5 Ho1b, There is no Independent t  
significant gender-based test  
difference regarding  
intuitive decision-making  
styles of heads at the  
secondary school level

6 Holc, There is no Independent t  
significant gender-based test  
difference regarding  
dependent decision  
making styles of heads at  
the Secondary school  
level.

7 Hold, There is no Independent t  
significant gender-based test  
difference regarding  
spontaneous decision-  
making styles of heads at

the secondary school level.

8                                      Ho1e,There is no Independent t

significant gender-based test

difference regarding

avoidant decision making

styles of heads at the

secondary school level

After data collection it was analyzed through (SPSS). According to the research objectives and hypothesis analysis, the questionnaire these different statistical tests like Cronbach's alpha and reliability independent mean and t-test were used to the confirmation of the hypothesis. All the results are shown in tabular form.

### 3.11 Limitation

Some barriers make a study to be limited. This study was limited to only the public secondary schools level and maybe a private school would also be involved in the future. This study was limited to five tehsils of Rawalpindi due to lack of finance, time and Covid-19. This study was limited to secondary schools and limited to respondents of only secondary school heads, and in the future, teachers may be involved.

## **CHAPTER 4**

### **ANALYSIS AND INTERPRETATION OF THE DATA**

The chapter on data analysis is based on explaining the technique and interpreting the results of the survey. This study was based on "A gender-based comparison of decision-making styles of heads at secondary school level". This study was descriptive as well as quantitative. Scale in this study was used after permission by the author Roberto Baiocouse (2009) used in the research paper. The scale of that study was adopted after permission. This scale was based on the decision-making style theory of Scott and Bruce 1995. In the Scale of Baiocouse, there were 25 items but after adaption consults with different experts and after their suggestions modify two more questions in this scale after this scale consists of 27 items, five dimensions which were following styles, rational, intuitive, dependent, spontaneous, avoidant and five Likert scales to use, Strongly disagree, Somewhat disagree, Indecisive, Somewhat agree, Strongly agree and based on objectives and hypothesis of the study analyzed the data and explanation of the results. Received questionnaires were from the high secondary school heads, 200 government's high schools, 100 from the male and 100 from female high school heads. Use SPSS 21 version and statistical procedure used in this study is mean, Independent t-test.

Table no 4.1

*Gender wise distribution of respondent.*

	<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
	Male	100	50.0	50.0	50.0
Valid	Female	100	50.0	50.0	100.0
	Total	200	100.0	100.0	

Table 4.1 shows the gender-wise distribution of the respondent and it shows that male and female respondents were equal. After a comparison of male and female respondents' opinions, it was found that they were the same about the distribution of gender-wise distribution.

## 4.1 Dominant Decision Making Style of Male Heads

**Objective 1** “To assess prevailing decision-making styles of male heads at the secondary school level.

Table no 4.2

*Prevailing decision making style of male school head.*

Sr .no	Variable	Mean	Remark
1	Rational decision making style	4.59	Strongly Agree
2	Intuitive decision making style	4.08	Somewhat Agree
3	Avoidant decision making style	3.03	Indecisive
4	Dependent decision making style	3.98	Somewhat Agree
5	Spontaneous decision making style	3.27	Indecisive.

Table 4.2 shows the mean scores of male heads’ decision-making styles at the secondary school level i-e rational (4.61) (Strongly agree), intuitive (4.08) (Somewhat agree), dependent (3.98) (Somewhat agree), ),Spontaneous (3.27) (Indecisive), avoidant (3.03) (Indecisive). The result shows that male school heads strongly agree that they use rational decision making style and somewhat agree to intuitive and dependent decision-making style. Moreover, male heads are indecisive about the adoption of avoidant and spontaneous decision-making styles. The result displays that the prevailing decision-making style among male heads at the secondary school level is rational decision-making style.

## 4.2 Dominant Decision Making Style of Female Heads

**Objective 2**“To explore prevailing decision making styles of female heads at the secondary school level”

Table no 4.3

*Prevailing decision making style of female school head.*

Sr.no	Variable	Mean	Remarks
1	Rational decision making style	4.61	Strongly agree.
2	Intuitive decision making style	3.99	Somewhat Agree
3	Avoidant decision making style	2.77	Indecisive
4	Dependent decision making style	4.05	Somewhat Agree
5	Spontaneous decision making style	3.20	Indecisive.

Table 4.3 shows the mean and rating scale of female heads decision-making styles at the school level i-e rational (4.61) (Strongly agree), dependent (4.05) (Somewhat agree), intuitive (3.99) (Somewhat agree) Spontaneous (3.20) (Indecisive), avoidant (2.77) (Indecisive). It was found that female heads strongly agree toward rational decision-making style whereas somewhat agree to intuitive and dependent decision-making style. Moreover, female heads are indecisive about the adoption of avoidant and spontaneous decision-making styles. The result shows that the prevailing decision-making style among female heads is the rational decision-making style.

### 4.3 Gender Based Difference in Decision Making Styles of Heads

**Objective 3.** “To compare gender-based differences regarding decision-making styles of heads at the secondary school level

**Ho1:** (Ho a–Hoe): There is no significant gender based differences regarding decision making styles of heads at secondary school level.

Table no 4.4

*Comparison of male and female heads decision making style.*

Decision making styles	Gender	Mean	t value	d f	Sig.
Rational	Male	27.54	.371	198	.711
	Female	27.69		198	
Intuitive	Male	24.49	.788	198	.432
	Female	23.98		198	
Avoidant	Male	15.18	1.50	198	.134
	Female	13.87		198	
Dependent	Male	19.90	.600	198	.550
	Female	20.25		198	
Spontaneous	Male	16.38	.477	198	.634
	Female	16.02		198	

Level of Significance: .05

Table 4.4 shows that t value of Intuitive decision making style is (.788), dependent (.600) Spontaneous t value (.477), rational decision-making style is (.371), and avoidant t value is (1.50).The table shows no statistically significant gender-based differences

regarding different decision making styles of heads at secondary school level. The result shows that no significant gender-based difference is found in the decision-making styles of heads at the secondary school level. Male and female heads show their inclination toward rational decision-making style and both are indecisive about of adoption of avoidant and spontaneous decision making styles.

### **Ho1 (a)**

There is no significant gender-based difference regarding rational decision making styles of heads at the secondary school levels

Table no 4.5

*Gender based variances about rational decision making style. (n=200)*

	<b>Gender</b>	<b>Mean</b>	<b>t value</b>	<b>d f</b>	<b>Sig</b>
Rational	Male Heads	27.54	.371	198	.711
	Female Heads	27.69			

Table 4.5 indicates no significant differences between rational decision making styles of male and female heads at the secondary school level. Male (M=27.54) and Female (M=27.69) heads t (198) The t value = .371 and which was greater than 0.05 significance level, so results discovered that there were no gender-based significant results regarding rational decision-making style. T value is greater than significance level 0.05, so Ho1 (a) was accepted. No significant difference between male and female heads rational decision-making style as shown by the result.



**H<sub>01</sub> (b)**

There is no significant gender-based difference regarding intuitive decision-making styles of heads at secondary school level.

Table no 4.6

*Gender based variances about intuitive decision making style (n=200)*

	<b>Gender</b>	<b>Mean</b>	<b>t value</b>	<b>d f</b>	<b>Sig</b>
Intuitive	Male Heads	24.49	.788	198	.432
	Female Heads	23.98			.

Table 4.6 indicates no significant differences between the intuitive decision-making style of male and female heads at the secondary school level. Male (M=24.49) and Female (M=23.98) heads t (198). The t value = .788. Results revealed that there were no gender-based significant results regarding intuitive decision-making style. The t value (.788) is greater than the significance level 0.05 and the mean for the male and female was also the same. So H<sub>01</sub> (b) was accepted. Results showed that there was no significant difference between male and female intuitive decision-making styles.

**H<sub>01</sub> (c)**

There is no significant gender-based difference regarding dependent decision making styles of heads at the secondary school level.

Table no 4.7

*Gender based variances about dependent decision making style (n=200)*

	<b>Gender</b>	<b>Mean</b>	<b>t value</b>	<b>d f</b>	<b>Sig</b>
Dependent	Male Heads	19.90	.600	198	.550
	Female Heads	20.25			

Table 4.7 indicates no significant differences between dependent decision making styles of male and female heads at the secondary school level. Male (M=19.90) and Female (M=20.25) heads of secondary school; t (198). The t value= (.600) is higher than the significance level 0.05. Results revealed that there are no gender-based significant results regarding dependent decision-making style and also the mean for the male and female was the same. So H<sub>01</sub>(c) was accepted. No significant difference was found between male and female heads decision-making styles as showed by the results.

**H<sub>01</sub> (d)**

There is no significant gender-based difference regarding spontaneous decision-making styles of heads at the secondary school level.

Table no 4.8

*Gender based variances about spontaneous decision making style (n=200)*

	<b>Gender</b>	<b>Mean</b>	<b>t value</b>	<b>d f</b>	<b>Sig</b>
Spontaneous	Male Heads	16.38	.477	198	.634
	Female Heads	16.02			

Table 4.8 indicates no significant differences between spontaneous decision making styles of male and female heads at the secondary school level. Male (M=16.38) and Female (M=16.02) heads of secondary school; t (198). The t value of .477 is greater than significance level 0.05. Results discovered that there are no gender-based significant differences results regarding spontaneous decision-making style and also mean for the female and male was the same. So H<sub>01</sub> (d) was accepted. It was discovered that males and females of secondary school did not show significant differences between their spontaneous decision-making styles.

**H<sub>01</sub> (e)**

There is no significant gender-based difference regarding avoidant decision making styles of heads at the secondary school level.

Table no 4.9

*Gender based variance about to avoidant decision making style (n=200)*

	<b>Gender</b>	<b>Mean</b>	<b>t value</b>	<b>d f</b>	<b>Sig</b>
Avoidant	Male Heads	15.18	1.50	198	.134
	Female Heads	13.87			

Table 4.9 indicates no significant differences between avoidant decision making styles of male and female heads at the secondary school level. Male (M=15.18) and Female (M=13.87) heads of secondary school; t (198). The t value= 1.50 is greater than significant level 0.05. Results discovered that there are no gender-based significant results regarding avoidant decision-making style and the mean for the male and female was approximately the same. So H<sub>01</sub> (e) was accepted. There is no significant difference between the avoidant decision-making style of male and female heads as shown by the result.

## **CHAPTER 5**

### **SUMMARY, FINDING, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

The study was conducted at the secondary school level. The data were collected from 200 secondary school heads: consisting of hundred males and females each. There were three objectives which were as follows: "To assess prevailing decision-making styles of male heads at the secondary school level, to explore prevalent decision-making styles of female heads at the secondary school level and to compare gender-based differences regarding the decision-making styles of heads at the secondary school level. An instrument, the decision-making style, was used after taking permission from Robert Baioccase. The Questionnaire was based on Scott and Bruce's theory, which was used to explore the decision-making style of the school head which consisted of 27 items was used for data collection, and five dimensions were used in this scale: rational, intuitive, avoidant, dependent and spontaneous. The total population included in this study was 392. The sample size used was 200 The 100 female heads and 100 male heads and sampling techniques used in this study was simple random sampling. Questionnaire personally distributed by the researcher for data collection. When data were collected and analyzed the data through SPSS Version using different statistical tests and Cronbach alpha for the reliability, mean and independent t-tests. This study was delimited to public secondary schools in Rawalpindi.

## 5.2 Findings

This study result is based on objectives and hypothesis.

1. The study showed that the distribution of respondents was equal. It shows that the males and females were the same in number. 50% male and 50% female respondents were selected from boys and girls secondary schools. When male and female respondents compare, it means that they were the same. Gender male/female heads both of the respondents were equal (Table 4.1). As far as research objectives and hypothesis are concerned, the Result of this study was based on the following.
2. The first objective of this study is "To assess the prevailing decision making styles of male heads at secondary school level." The Result revealed the gender decision-making style of male heads at the secondary school level. Mean of rational (4.59), intuitive (4.08), dependent (3.98), Spontaneous (3.27), avoidant (3.03), (table no 4.4) and total mean of gender-based decision-making style of male heads fell in strongly agree likewise the result shows that male school heads strongly agree that they use mostly rational decision-making style. The Result shows that the prevailing decision-making style among male heads at the secondary school level is rational (Table no 4.2)
3. The second objective of this study is "To explore prevailing decision-making styles of female heads at secondary school level." Result revealed that the overall decision-making style of female heads at the secondary school level. Rational (4.61), dependent (4.05), intuitive (3.99), spontaneous (3.2), avoidant (2.77), and total mean of female decision-making style fell in strongly agree. It found that female heads strongly agree toward a good decision-making style.

The Result shows that the prevailing decision-making style among female heads is the rational decision-making style. (Table no 4.3)

4. The third objective of the study is "To compare gender-based difference regarding decision-making styles of heads at secondary school level". For comparing the decision making styles of heads, the data were analyzed using a t-test. The finding of the Result shows that t value of intuitive (.788), dependent (.600), Spontaneous (.477), rational is (.371), the avoidant t value is (1.50), showing no statistically significant gender-based differences regarding different decision-making styles of heads at the secondary school level. In all the decision making styles t values are higher than the significance level of 0.05. The results showed that no significant gender-based difference is found in the decision-making styles of heads at the secondary school level. Male and female heads show their inclination toward rational decision-making styles, and both are indecisive about adopting avoidant and spontaneous decision making styles. (Table no 4.4)
5. **HO1 (a)**, "There is no significant gender-based difference regarding rational decision making styles of heads at secondary school level," the Result revealed that the t value of rational decision-making style (.371) is higher than significance level 0.05 level. There are no mean differences shown in the sensible decision-making style of male and female school heads. Results showed there is no significant gender-based difference between rational decision-making styles of heads at the secondary school level, so Ho1a was accepted. (Table no 4.5).
6. **HO1 (b)**, "There is no significant difference regarding intuitive decision-making styles of heads at secondary school level." T value of intuitive decision-

making style (.788) is greater than Significance level 0.05. The Result showed there was no significant gender difference between intuitive decision-making styles. So the Result found no significant differences were found in the intuitive decision-making styles of male and female heads (table no 4.6).

7. **HO1 (c)**, "There is no significant gender-based difference regarding dependent decision-making style" T value of the dependent (.600) is greater than significance level 0.05 and also, there is no difference in the mean of male and female dependent decision-making style. Results revealed no significant difference between male and female dependent decision-making styles of heads at the secondary school level (table no 4.7).
8. **HO1 (d)**, "There is no significant gender-based difference regarding spontaneous decision-making style. T value of spontaneous is (.477) is more than significance (0.05) level and also mean is not different between male and female spontaneous decision-making style. Results revealed that there are no gender-based significant results regarding spontaneous decision-making style (table no 4.8).
9. **HO1 (e)**, "There is no significant gender-based difference regarding avoidant decision-making style" T value of avoidant is (1.50), which is higher than significance level 0.05, and there is also no difference in mean of male and female avoidant decision-making style of school heads. The Result showed that there are no significant differences between female and male secondary school heads' avoidant decision-making styles (table no 4.9)

### 5.3 Discussion

In old-time, the network of an organization was governed by one gender, that were men, but in the new era, the organization also depends on women and they participated



in achieving its goal. In the modern era, competition between organizations increases more and more to produce a quality product or output in an educational organization to achieve its goal. Different people work together and different decision-making styles of men and women are essential. Nowadays, the thing is discussed in different decision-making styles in males and females. Because like other organizations, educational organizations are not dependent on only one gender, likewise both genders can help develop. It is necessary to identify the gender difference in decision-making styles. Women are getting education and now they are in the same position as men. Now women are not just workers in an organization, but they also require participation in organizational decision making. All around the world, women's representations have increased and in an educational organization, their representation has increased. Because of this, an organization needs to improve gender combination and study the decision making styles for the betterment (Weller et al., 2018).

Education is critical and the top right of everyone and for a country's social and economic development. Education to develop humans' natural abilities and with the physical, ethical and spiritual training prepares the children for the progress of society. Education development starts at home. A child does not only take education from the teacher, but he/she also take knowledge from their parents, friends and family members. Education is connected with formal education and given in affiliated organizations. To run the practice of teaching, these educational organizations have planned arrangements. To the success of these organizations, all these are very important. For the organization's success, the head role is significant, and they are a person who can play a part positively in the institution's success. The headteacher is the only person who can give success to the school. When successful heads leave the school. School

becomes a failed institutions. School. Heads play an influential role in school development and success. (Manish Kumar et al., 2017).

The school head is essential in the school through his administrative abilities and his lack of proficiency can make or ruin the school. All the works of school depend on the heads because they play the leading role in the school. Leaders are responsible for everything that happens in the school and decide when there is a dire situation. School heads perform different duties in school planning, teaching and decision-making. A technique that a person uses to decide to take action and select only one from several choices is called decision-making style. Decision making is critical and a challenging work for the administrator. Knowledge about decision making immensely helps full for the head during conflict in the organization. It helps to solve the decision. A person with good decision-making skills has confidence (Singh, K., & Kaur, S., 2017). When head to take rational decision he/she accepts very little to use the practical choice. When we use different options, we can make the perfect decisions (Batoool et al., 2015). In Pakistan, there are many problems in its education system. When the administration becomes active, it can help the education system achieve high internal competency, and suitable distribution of resources can also help progress the quality of education. The condition of management in the education sector in Pakistan is questionable. Decision-making is very important to work in any organization. The success of the organization depends on decision-making. The decision comes from different situations likewise, some arise from daily routines, some for making an effective plan and some are made in a dramatic case (Rehman et al., 2019). Decision-making is not easy for making better use of anything. When the institution heads are familiar with the decision-making process, they can make decisions very effectively. The main task of school heads is achieving the institution's objectives. We cannot improve our education system until

educational management cannot complete the desired goals. Participation in decision-making is an essential component for individuals in control. When subordinates face the problem, they may transfer it to a higher level for a solution and need head direction (Anwar et al., 2008).

Decision-making among heads depends on pressure from senior management. Decision-making is an intellectual process. Decision-making effects by personal values, lack of trust, authority or control and social elements also influence decision making. It also affects the decision-making of the head. In decision-making, the principal takes the whole position and makes critical decisions. The wishes and will of the people guide the principal of the school in making a decision. As such, the principals see the need for the school. They create objectives and achieve desired outcomes before making a decision. Pervasive experiences are compelling in human life and affect decision-making (Khan, S. T., 2015).

Head of school decisions is vital. When to make a decision School heads can make a decision rationale and spontaneously. Sometimes heads can try to escape from making a decision (Olcum, D., & Titrek, O., 2015). The title of this study is 'A gender-based comparison of decision-making styles of heads at secondary school level.' "The basic aim of this study is to compare gender-based differences of secondary school heads' decision making styles. Explore and assess the prevailing decision-making style of male and female heads at the secondary school level." Visited schools to collect data. When data were collected, the researcher analyzed the data using a statistical test. The quantitative approach was used in this study. Three objectives were to develop and, according to a third objective hypothesis, were formulated. In this study, three objectives were created.

To assess the prevailing styles of male heads at the secondary school level. To evaluate this objective statistical method means to used and results found that the dominant decision-making style among male heads is rational. This objective was established on the model of Scott and Bruce 1995. Quantitative methodology was used. This study shows the decision-making style among heads at the secondary school level most male heads at secondary school had rational decision-making style. Salo (2011) found that males showed a higher standard of rational decision-making, whereas females showed higher values on dependent decision-making trends. Other researchers have done further studies, but they have failed to identify any difference in the intuitive and rational masculine and feminine styles. Shorouk Mohammed's (2018) study findings showed that heads sensible and intuitive decision style affects teachers' performance. Men are supposed to be more reasonable than women (Donohew et al., 2000). Rashid (2020) found that the most governing style of heads is rational decision making. Kesici (2002). A study found men make their decision more dependently than females and this is because they control the pressure of the environment more strongly than women. Kahadijeh (2014) that heads use a rational decision-making style; they analyze all the information and choose the best option to develop a sense of responsibility and motivation. Osman (2015) found that rational manner is mostly used by heads in school when to act rationally and make the decision on logic they can increase job satisfaction level in the teacher.

To explore prevailing decision-making styles of female heads at the secondary school level. Was explored through a quantitative approach. Through mean results, to found that the dominant decision-making style among female heads is also avoidant decision-making style. This study result exhibited that there is a rational decision making style dominant decision-making style between female heads. According to Park

(1996), males and females have different points of view about decision-making styles. Women take less risk and do not make independent decisions. Some researchers say biological differences reflect male and female personalities. They accept stereotypical things like males are thought to be stronger and rational females to be intuitive (Putrevu, 2001). However, in the study conducted by Kesici (2002) and Deniz (2002), it was found that girls had a more rational decision-making style than boys. Bajwa (2016) study found that women have a greater to make a decision than men. Allison and Hayes (1996) study found women are more analytical and rational than men. But the study results reject stereotypes and their results showed that there is no significant difference between the male and female decision-making styles.

To compare gender-based differences regarding the decision-making styles of heads at the secondary school level. This objective is guided by the Scott and Bruce 1995 theory. A null hypothesis was made on this objective and for this objective, an independent t-test was applied. Where independent test was used result comes to no significant difference in decision-making styles. All the heads of the public secondary school of Rawalpindi districts were selected as the population for this objective. The independent sample t-test was applied to the study sample after the independent sample t-test result indicates that there is no gender-based difference found in the decision making styles of heads.

According to previous research, women and men differ fundamentally. The media shows women are intuitive and men are rational and independent of these labels. There is little research on whether men depend on reasons or whether women seek social assistance over men (Delaney, R. K., 2014). Minasyan I, D., & Tovmasyan, G. (2020) claimed that there are fundamental differences between women and men in the decision-making style, women are sensitive and men have confidence. In the decision-

making process, independent women think honestly they assess rational, assess, and honestly think. Ünal & Erciş (2008) study concluded that no female and male consumers have a difference in decision-making styles. Baiocco (2009), Alver (2003) and Yaser (2018) study results are in favour of the study result that there is no gender difference in decision-making style.

These findings are similar to the previous result (Qamar, Z. A., & Rashid, K., 2020). Who described that there was no significant difference in the heads decision-making Style. Previous study Hassan and Anderson (2007) observed that there is no significant gender-based difference. Hafiza, Sadiya, Iqbal, Mahr and Saleem, (2020) claimed that there were no significant differences based on gender and age of the academic manager. A.kyürek, S. study (2020) found that most managers decide according to a rational style. It means that they examine all the options and carefully make a decision. They do not delay deciding on making the decision collect the information by logical and systematically make a decision.

Everyone has a different decision-making style and they see it from a different angle. Some need time, direction, some avoid making a decision and some make it suddenly. Heads are not born with these characters. They develop with experience. Every individual is aware of this. We can say that decision making is not a capability, but we can learn. Baiocco conducted the study in (2009), which the result also were favor this study. There is no gender-based difference regarding the decision-making styles of heads at the secondary school level. A null hypothesis is to be made for the population of all the heads of public secondary schools of Rawalpindi districts to choose. For the analysis of this hypothesis, an independent t-test was applied and the result revealed that the significant level of t-value is high the significance level. The result showed there was no gender-based difference in the decision-making style of

school heads. It means it fails to reject the hypothesis, which means the hypothesis is accepted and there is no difference in gender-based differences between school heads' decision-making styles.

There is no gender-based difference regarding rational decision-making styles of heads at the secondary school level. T value was found that no significant differences in head decision making styles. For data analysis, an independent t-test was applied, and the result showed that the t value was higher than the significance level (0.05). This means that H0 1a is accepted, and there is no meaningful difference between the male and female rational decision-making styles. It was found that there is no significant difference in the sensible decision-making styles of heads. According to Ugurlu, C, T (2013), positive school climate, healthy surrounding and analytical decision-making style. A reasonable decision-making style with a healthy and positive environment makes effective management in a school.

There is no gender-based difference regarding the intuitive decision-making styles of heads. For analysis of data-independent t-test was used. The result demonstrated that the t-value of the intuitive decision style, which is more than the significance level. It means that the H01b hypothesis was accepted and results found no gender-based differences regarding intuitive decision-making styles of heads at the secondary school level. Jabeen, S., & Akhtar, M. M. (2013) study also displayed no significant difference between the heads in preference of intuitive decision-making style. The results obtained concluded that female principals use their emotional intelligence in their decision-making styles more than male principals. (Priyanka, Praveen Tewari, 2019).

There is no significant gender-based difference regarding the dependent decision-making style of secondary school heads. Sample independent t-test was used

to analyze the data. The data analysis results discovered statistically that no significant gender-based differences regarding the dependent decision-making styles of directors at the secondary school level were present. T value of the dependent decision-making style is higher than the significant level of 0.05. This means that the  $H_0$  was accepted, and the result found no gender difference in the dependent decision-making styles of secondary school heads. No one is dependent on a single decision-making style. Every individual uses a combination of decision-making styles in the central decision-making. Dependent decision-makers mostly avoid decision making (Scott., Bruce., 1995). When it gives a person a free and unique environment for deciding in that time, they become a great decision-maker. Persons who depend on each other cannot take decisions relatively better than those who are independent (Bajwa, Ajmal, A., 2016).

There is no significant gender-based difference regarding the spontaneous decision-making style of heads at the secondary school level. Population is school heads of all the public secondary school levels of Rawalpindi district. The statistical test run for the data was a sample independent t-test, which found that the result of the t value of spontaneous decision-making style is higher than the significance level. This means that the  $H_0$  was accepted. Results found that there was no gender-based difference in secondary school heads' spontaneous decision-making.

No significant gender-based difference regarding secondary school heads avoidant decision-making style. For the population, the public secondary school of Rawalpindi was selected to analyze the hypothesis and an independent t-test was used for the data analysis. The result found that the t value of avoidant decision-making style was higher than significant level results and found no gender-based difference regarding avoidant decision-making style of heads at the secondary school level. DMS.



İlmez (2010) study concluded that spontaneous and avoidant decision-making styles are used mainly by administrators who work in public cooperation. Avoidant decision-making without thinking were higher in favour of females (Coruh, Y., & Vural, M., 2019). Competency and fundamental skills are used to make accurate and unchanged decisions. Decision-makers should not use the avoidant decision-making style (ZiaAhmad Qamar and Khalid Rashid 2020)

## 5.4 Conclusion

Based on findings, the following conclusions were drawn from the present study. Male school heads were somewhat agreed and female heads were strongly agree that they use mostly rational decision-making styles, whereas they somewhat agreed toward intuitive and dependent decision making. Moreover, male heads are indecisive about the adoption of avoidant and spontaneous decision-making styles. The prevailing decision-making style among male heads at the secondary school level is rational. Zia ahmed qamer (2020) also found that there is no significance difference in the decision making styles of heads and rational decision making style was most selected style by both gender. According to Ugurul (2013) rational decision making is important for effective management in school. When makes a decision without sufficient information it brings disaster to organization as well as nation (Talat Sohail, 2013)

Female school heads strongly agree that they use primarily rational decision-making style, whereas they somewhat agree toward intuitive decision-making style and dependent decision making. Moreover, female heads are indecisive about the adoption of avoidant and spontaneous decision-making styles. The prevailing decision-making style among female heads at the secondary school level is the rational decision-making style.

No significant gender-based difference is found in the decision-making styles of heads at the secondary school level. Male and female heads show their inclination toward rationality, and both are indecisive about adopting avoidant and spontaneous decision-making styles. Women described using more intuition, and men described using more reason (Sinclair et al., 2010). Women are more need support from other in decision making ((Tamres et al., 2002) but in this study found there is no significance difference was found gender based difference in decision making style.

## **5.5 Recommendation**

1. The educational directorate may arrange seminars, workshops, and training for school heads to educate heads on the importance of decision-making styles and make them aware of their decision-making style. To handle any situation, this awareness will help them choose the right decision-making style at right time.
2. Both male and female School head may improve their spontaneous decision-making style by focusing on the goal and outcomes of their decision to make a plan in a school. Moreover, the head schedule daily activities to take one step at a time to solve a problem. Making snap decision, exploring alternatives and focuses on the important objective, find out the choices, and selecting the best one.
3. Both male and female school heads may overcome avoidant decision making style by taking decisions in a small step and practice their communication skills, deal with stressor rather than avoiding , making important decision regularly, do not wait for the instruction form higher authorities to make a decisions, consider all the possibilities and manage the stress.
4. Authorities may conduct training to improve both male and female school heads rational decision-making style by identifying the problem, establishing

decision-making criteria, generating and evaluating alternatives and then selecting the best choice by considering the benefits of the organization and subordinates,

5. Both male and female heads may improve intuitive decision-making style by differentiating their desire from intuitive to make the right decision.
6. Both male and female heads may improve their dependent decision-making style by gathering information according to the situation to make the decision. They may involve the opinions of subordinates' decision-making related to the organization
7. The educational directorate may arrange seminars, workshops, and training for both male and female school heads to educate on the importance of decision-making styles and make them aware of their decision-making style. To handle any situation, this awareness will help them choose the right decision-making style to in hand and improve the school's overall performance and make it a healthy organization.



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## APPENDIX A

### Approval Letter of M.Phil Thesis and Supervisor



NATIONAL UNIVERSITY OF MODERN LANGUAGES  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu

Dated: 20-01-2020

To: **Shamim Akhtar,**  
1504-MPhil/Edu/S18

Subject: APPROVAL OF MPHIL THESIS TOPIC AND SUPERVISOR

1. Reference to Minute Sheet No. ML.1-2/2020-Edu dated 02-1 -2020, the Higher Authority has approved your topic and supervisor/s on the recommendation of Faculty Board of Studies vide its meeting held on 15<sup>th</sup> Oct 2019.

a. Supervisor's Name & Designation

Dr. Shazia Zamir  
Assistant Professor, Department of Education  
NUML, Islamabad.

b. Co-Supervisor's Name & Designation

Dr. Aisha Bibi  
Assistant Professor on TTS, Department of Education  
NUML, Islamabad.

c. Topic of Thesis


**A Gender Based Comparison of Decision Making Styles of Heads at Secondary School Level**

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by **31<sup>st</sup> Jan 2021** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from the MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090  
E-mail: mdin@numl.edu.pk

  
**Dr. Hukam Dad Malik**  
Head,  
Department of Education

Cc to:  
Dr. Shazia Zamir  
Dr. Aisha Bibi



## APPENDIX B

### Permission Letter for Questionnaire

#### Request for use instrument of GDMS.

Inbox



**Shamim Tue**, Dec 31, 2019, 11:51 **Akhtar**

<**shamim.zaman291@gmail.co** AM m>

to roberto.baiocco

Dear Sir:

I am a Student of MPhil Department of Education National University of Modern languages Islamabad. My research topic is a gender Based comparison of decision-making styles of heads at the secondary school level. I would like your permission to use the tool which you use in your research article. Decision-making style among adolescents: Relationship with sensation seeking and locus of control.

I am very grateful if you give me permission to use this tool.

Thank you.



**Roberto**

Tue, Dec 31, 2019, 12:03

**Baiocco** <**roberto.baiocco@uniroma1**

PM

**.it>** to me

Dear Shamim ,

It is a great pleasure to give you the permission to use the scale.

Best

Roberto Baiocco

## APPENDIX C

### Validity Certificate 1

Certificate for tool validation.  
(Decision making styles scale).



**CERTIFICATE OF VALIDITY**  
**A GENDER BASED COMPARISON OF DECISION MAKING STYLES**  
**OF HEADS AT SECONDARY SCHOOL LEVEL.**

By

Miss shamim Akhter.

M phill scholar, Faculty of Social Sciences, National University of Modern Languages H -9,  
Islamabad, Pakistan.

This is to clarify that the questionnaire adapted by the scholar toward her thesis has been assessed by me and I find it to have been designed adequately to explore the decision making styles of heads at secondary school level.

The Questionnaire has been organized in five major factors. Rational Decision making style, Intuitive Decision making style, Avoidant Decision making style, Dependent Decision making, Spontaneous Decision making style.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research, assure construct and content validity according to the purpose of research, and can be used for data collection by the researcher with fair amount of confidence.

Name. Dr. Zaheer Ahmad

Designation Lecturer

Institute. AIOL

Signature. Zaheer

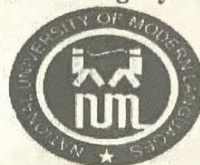
Date 25/1/2020

Stamp  
**Dr. Zaheer Ahmad**  
Lecturer, DNFCE  
AIOL Islamabad

## APPENDIX D

### Validity Certificate 2

Certificate for tool validation.  
(Decision making styles scale).



**CERTIFICATE OF VALIDITY**  
**A GENDER BASED COMPARISON OF DECISION MAKING STYLES**  
**OF HEADS AT SECONDARY SCHOOL LEVEL.**

By

Miss shamim Akhter.

M phill scholar, Faculty of Social Sciences, National University of Modern Languages H -9,  
Islamabad, Pakistan.

This is to clarify that the questionnaire adapted by the scholar toward her thesis has been assessed by me and I find it to have been designed adequately to explore the decision making styles of heads at secondary school level.

The Questionnaire has been organized in five major factors. Rational Decision making style, Intuitive Decision making style, Avoidant Decision making style, Dependent Decision making, Spontaneous Decision making style.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research, assure construct and content validity according to the purpose of research, and can be used for data collection by the researcher with fair amount of confidence.

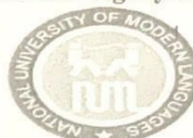
Name. [Signature]  
Designation. Dr. Azhar Mumtaz Saadi  
Institute. Assistant Professor  
Department of EPPSL  
AIQU, Islamabad  
Signature. \_\_\_\_\_  
Date 20/01/2020  
Stamp \_\_\_\_\_

*Is it adapted?  
or self developed?*

## APPENDIX E

### Validity Certificate 3

Certificate for tool validation.  
(Decision making styles scale).



**CERTIFICATE OF VALIDITY**  
**A GENDER BASED COMPARISON OF DECISION MAKING STYLES**  
**OF HEADS AT SECONDARY SCHOOL LEVEL.**

By

Miss shamim Akhter.

M Phil scholar, Faculty of Social Sciences, National University of Modern Languages H -9,  
Islamabad, Pakistan.

This is to clarify that the questionnaire adapted by the scholar toward her thesis has been assessed by me and I find it to have been designed adequately to explore the decision making styles of heads at secondary school level.

The Questionnaire has been organized in five major factors. Rational Decision making style, Intuitive Decision making style, Avoidant Decision making style, Dependent Decision making, Spontaneous Decision making style.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research, assure construct and content validity according to the purpose of research, and can be used for data collection by the researcher with fair amount of confidence.

Name. Dr. Sidra Rizwan

Designation. Lecturer

Institute. A104

Signature. [Signature]

Date 14-01-2020

Stamp \_\_\_\_\_

**DR. SIDRA RIZWAN**  
**Lecturer**  
Secondary Teacher Education Department  
Allama Iqbal Open University, Islamabad



## APPENDIX F

### Permission Letter for Pilot Testing

#### PERMISSION LETTERS.



Respected Sir,

Hukkam Dad Malik (HOD).

Educational Department (NUML).

I am M .phill Scholar (Education) working on thesis .I want to start pilot testing so I need permission letter. Please kindly provide it soon so I start further procedure of research.

Thank you so much for your coordination.

Your truly,

Shamim Akhter.

M.Phill Scholar.

Department Education.

Allowed

21-2-20

DR. HUKAM DAD MALIK  
HEAD  
DEPARTMENT OF EDUCATION  
NUML, ISLAMABAD

## APPENDIX G

### Permission Letter



National University of Modern Languages

H-9, Islamabad

Tele: 9265080

ML. 2-5/19/Adms/Acad/

18 September 2019

#### TO WHOM IT MAY CONCERN

This is to certify that Ms. Shamim Akhter D/o Musa Baig is a bonafide student of M.Phil Education program of this university scheduled from Spring 2018 to Fall 2020 under Registration No. 1509/Mphil/Edu/S18. It is also certified that all subjects related to aforementioned program are in English Language.



Amjad Ali Khan

Deputy Director Academics

## APPENDIX H

### Permission Letter for Data Collection



DEPARTMENT OF EDUCATION  
FACULTY OF SOCIAL SCIENCES  
National University of Modern Languages  
Sector H-9, Islamabad  
Tel.No: 051-9265100 Ext: 2090

ML.1-3/2020-Edu

Dated: 19-10-2020

#### WHOM SO EVER IT MAY CONCERN

Ms. Shamim Akhtar D/O Musa Baig student of M.Phil (Edu) Department of Education of National University of Modern Languages is engaged in project of Research Work.

She may please be allowed to visit your Institution / Library to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.



*Mariam Din*  
19/10/2020  
Dr Mariam Din  
A/Head,  
Department of Education.

## APPENDIX I

### Permission Letter for Survey



OFFICE OF THE  
DISTRICT EDUCATION OFFICER (SE)  
RAWALPINDI  
NO. 5489 /GB  
DATED: 26/10/ 2020

To,

Mst. Shamim Akhter  
Research Scholar,  
NUML, Islamabad.

Subject : PERMISSION FOR SURVEY

Permission of survey has been granted to Mst. Shamim Akhter Research Scholar of National University Of Modern Languages Islamabad bearing System ID MP-EDUAS18-ID025 of Education Department . Topic of her Research study is " A Gender Based Comparison of Decision Making Styles of Heads at Secondary School Level" for the purpose of research study she has been providing Contact nos and emails addresses of Government Schools ,(District Rawalpindi) and she is allowed to visit schools physically and also contact Heads of schools directly through online (whats app or email ids) to collect her questionnaire.

DISTRICT EDUCATION OFFICER (SE)  
RAWALPINDI

Satamp: District Education Officer (SE)  
Rawalpindi



## APPENDIX.J

### Cover Letter for Questionnaires



### A GENDER BASED COMPARISON OF DECISION MAKING STYLES OF HEADS AT SECONDARY SCHOOL LEVEL.

Dear respondents,

I am a student of M.Phil. Education, at the National University of modern languages, Islamabad and conducting research on secondary school heads. The questionnaires in your hands has been developing for exploring “**A gender based comparison of decision making style of heads at secondary school level**”. Following rating scale are attached herewith:

#### 1. Decision-making styles Questionnaire.

You are requested kindly to fill each one (instructions are mentioned on each one). There is no right or wrong answer to this. You have to give your own agreement about an item. You are requested to fill them in one session. The information received from you will be kept confidential and only use for the research purpose. Your Cooperation will be highly appreciated.

Thank you,

M. Phill Scholar.

Department Education.

National university of Modern languages Islamabad

## Demographic Information Sheet

### Decision making styles scales.

#### 1 Gender:

☐ Male

☐ Female

#### 2 Age:

☐ Less then 25 years

☐ 26 to 30 years

☐ 31 to 35 years

☐ From 36 to 40 years

☐ 41 to 45 years

☐ Over then 46 years

#### 3 Headship experience:

☐ Less then 1 year

☐ 1 to 5 years

☐ 6 to 10 years

☐ 11 to 15 years

☐ 16 to 20 Years

☐ Over then 21 years.

#### 3 Academic qualification:

☐ B.A

☐ M.A

☐ M. Phill

☐ Ph.D

☐ Any other

#### 4 Total job experience:

☐ 1-7

☐ 8-14

☐ 15+

The following questionnaire has been designed for the purpose of identifying heads decision making styles. Your responses will significantly not only high level of importance for my research but also for the development of education in Pakistan and it help me to identify heads decision making styles.

Your opinion will only be used for research purpose

Respond to the items listed below by using the following scale.

<b>1.Strongly disagree</b>	<b>2. Somewhat disagree.</b>	<b>3. Indecisive.</b>	<b>4. Somewhat agree</b>	<b>5. Strongly agree.</b>
----------------------------	------------------------------	-----------------------	--------------------------	---------------------------

	Statement.	Strongly disagree	Somewhat disagree	Indecisive	Somewhat agree	Strongly agree
<b>1</b>	<b>Rational Decision Making style.</b>					
1	I make decisions in a logical and systematic way.					
2	My decision-making requires careful thought.					
3	I double-check my information sources to be sure.					
4	I have the right facts before making decisions.					
5	When making a decision, I consider various options in terms of a specified goal.					
6	I usually have a rational basis for making decisions.					
<b>2</b>	<b>Intuitive Decision Making Style</b>					
7	When I make decisions, I tend to rely on my intuition.					
8	When I make a decision, it is more important for me to feel that the decision is right.					
9	When making decisions, I rely upon my instincts.					

10	I generally make decisions that feel right to me					
11	When making a decision, I trust my inner feelings.					
12	When making a decision, I trust my inner reactions.					
3	<b>Avoidant Decision Making Style.</b>					
13	I often put off making important decisions.					
14	I generally make important decisions only if I'm obligated.					
15	I avoid making important decisions until the pressure is on					
16	I postpone decision-making whenever possible.					
17	I put off making decisions because thinking about them makes me uneasy					
4	<b>Dependent Decision Making.</b>					
18	use the advice of other people in making my important decisions.					
19	I often need the assistance of other people when making important decisions.					
20	If I have the support of others, it is easier for me to make important decisions.					

21	I like to have someone steer me in the right direction when I am faced with important decisions.					
22	I rarely make important decisions without consulting other people.					
5	<b>Spontaneous Decision Making Style.</b>					
23	I make quick decisions.					
24	I often make impulsive decisions					
25	When making decisions I do what I think first.					
26	I often make decisions on the spur of the moment.					
27	I generally make snap decisions					

## APPENDIX K

### List of Schools District Rawalpindi

#### LIST OF (BOYS) HIGH/ HIGHER SECONDARY SCHOOLS IN DISTRICT RAWALPINDI

Sr. No.	EMIS Code	Name of School	PP No.	NA No.	Tehsil	Union Council Name & No.
1.	37320002	GBHS Murree	06	57	Murree	Murree City-3
2.	37320019	GBHS Bann	06	57	Murree	Charhan-8
3.	37320032	GBHS Kashmiri Bazar	06	57	Murree	Rawat-1
4.	37320001	GBHSS Ausia	06	57	Murree	Dewal-1
5.	37320011	GBHS Phaphril	06	57	Murree	Musyari-7
6.	37320003	GBHS Chakka Bagwal	06	57	Murree	Angoori-6
7.	37320008	GBHS Manga	06	57	Murree	Tret-6
8.	37320010	GBHS Phagwari	06	57	Murree	Phagwari-2
9.	37320004	GBHS Darya Gali	06	57	Murree	Darya Gali-2
10.	37320005	GBHS Ghora Gali	06	57	Murree	Ghora Gali-5
11.	37320009	GBHS Mohra Syedan	06	57	Murree	Charhan-8
12.	37320013	GBHS Rawat	06	57	Murree	Rawat-1
13.	37320006	GBHS Gulehra Gali	06	57	Murree	Charhan-8
14.	37320016	GBHS Saneoh	06	57	Murree	Dhar Jawa-4
15.	37320014	GBHS Sehr Bagla	06	57	Murree	Sehr Bagla-4
16.	37320007	GBHS Kakrahi	06	57	Murree	Gehl-5
17.	37320018	GBHS Angoori	06	57	Murree	Angoori-6
18.	37320015	GBHS Samli Tajjal	06	57	Murree	Tret-6
19.	37320012	GBHS Potha	06	57	Murree	Potha Sharif-3
20.	37320017	Govt. Allah Ditta HSS Barian	06	57	Murree	Darya Gali-2
21.	37320031	GBHS Gehl	06	57	Murree	Gehl-5
22.	37320162	GBHS Aliot	06	57	Murree	Potha Sharif-3
23.	37320027	GBHS Bhanati	06	57	Murree	Angoori-6
24.	37350011	GBHS Surba	06	57	Kotli Sattian	Karore-11
25.	37350006	GBHS Dheer Kot Sattian	06	57	Kotli Sattian	Dhir Kot Sattian-12
26.	37350013	GBHS Waghal	06	57	Kotli Sattian	Chajana-7
27.	37350007	GBHS Biaga	06	57	Kotli Sattian	Lehtrar-9
28.	37350005	GBHS Chalawara	06	57	Kotli Sattian	Dhir Kot Sattian-12
29.	37350008	GBHS Karore	06	57	Kotli Sattian	Karore-11
30.	37350012	GBHS Thoon	06	57	Kotli Sattian	Bhattian-10
31.	37350010	GBHSS Malote Sattian	06	57	Kotli Sattian	Malote Sattian-8
32.	37350004	GBHS Bagga	06	57	Kotli Sattian	Lehtrar-9
33.	37350003	GBHS Anwali	06	57	Kotli Sattian	Malote Sattian-8
34.	37350009	GBHSS Lehtrar	06	57	Kotli Sattian	Lehtrar-9
35.	37350002	GBHSS Dhanda	06	57	Kotli Sattian	Chajana-7
36.	37350001	GBHS Kotli Sattian	06	57	Kotli Sattian	MC Kotli Sattian
37.	37350022	GBHS Darnoiian	06	57	Kotli Sattian	MC Kotli Sattian
38.	37350024	GBHS Kahuti	06	57	Kotli Sattian	Lehtrar-9
39.	37310011	GBHS Salamber	07	57	Kahuta	Punjar-15
40.	37310014	GBHS Thoha Khalsa	07	57	Kahuta	Matore-21
41.	37310006	GBHS Hothla	07	57	Kahuta	Hothla-16
42.	37310017	GBHS Beor	07	57	Kahuta	Beor-17
43.	37310003	GBHS Hanesar	07	57	Kahuta	Doberan



						Khurd-18
44.	37310012	GBHS Sehr	07	57	Kahuta	Lehri Band-20
45.	37310004	GBHS Kahuta	07	57	Kahuta	MC Kahuta
46.	37310016	GBHS Barohi	07	57	Kahuta	Narar-13
47.	37310009	GBHS Narar	07	57	Kahuta	Narar-13
48.	37310013	GBHS Sore	07	57	Kahuta	Punjar-15
49.	37310010	GBHS Punjar	07	57	Kahuta	Punjar-15
50.	37310008	GBHS Matore	07	57	Kahuta	Matore-21
51.	37310005	GBHS Doberan Khurd	07	57	Kahuta	Doberan Khurd-18
52.	37310059	GBHS Salgran	07	57	Kahuta	Lehri Band-20
53.	37310055	GBHS Lehri	07	57	Kahuta	Lehri Band-20
54.	37310051	GBHS Dakhali	07	57	Kahuta	Dakhali-23
55.	37310046	GBHS Batala	07	57	Kahuta	Doberan Khurd-18
56.	37310001	GBHSS Nara	07	57	Kahuta	Nara-19
57.	37310060	GBHS Samblah	07	57	Kahuta	Khadiot-14
58.	37310057	GBHS Mowara	07	57	Kahuta	Mowara-22
59.	37370031	GBHS Sir Suba Shah	07	58	Kallar Syedan	Manianda-25
60.	37370007	GBHS Kanoha	07	58	Kallar Syedan	Kanoha-28
61.	37370023	GBHS Dhamali	07	58	Kallar Syedan	Balakhar-30
62.	37370019	GBHS Banahal	07	58	Kallar Syedan	Manianda-25
63.	37370029	GBHSS Sakote	07	58	Kallar Syedan	Doberan Kalan-29
64.	37370015	GBHS Bagh Jameri	07	58	Kallar Syedan	Doberan Kalan-29
65.	37370024	GBHS Doberan Kalan	07	58	Kallar Syedan	Doberan Kalan-29
66.	37370025	GBHS Kahlia Sihalian	07	58	Kallar Syedan	Samote-26
67.	37370027	GBHS Nalla Musalmana	07	58	Kallar Syedan	Nalla Musalmana-24
68.	37370030	GBHSS Samote	07	58	Kallar Syedan	Samote-26
69.	37370021	GBHSS Choha Khalsa	07	58	Kallar Syedan	Choha Khalsa-27
70.	37370068	GBHS Pind Benso	07	58	Kallar Syedan	Nalla Musalmana-24
71.	37370069	GBHS Takal	07	58	Kallar Syedan	Choha Khalsa-27
72.	37370028	GBHS Phalina	07	57	Kallar Syedan	MC Kallar Syedan
73.	37370026	GBHS Kallar Syedan	07	57	Kallar Syedan	MC Kallar Syedan
74.	37370020	GBHS Bhakral	10	57	Kallar Syedan	Guff-31
75.	37370061	GBHS Bhalakher	10	57	Kallar Syedan	Balakhar-30
76.	37370022	GBHS Dera Khalsa	10	57	Kallar Syedan	Guff-31
77.	37370018	GBHS Arazi	07	57	Kallar Syedan	Bishandot-33
78.	37370066	GBHS Mangloora	07	57	Kallar Syedan	MC Kallar Syedan
79.	37370052	GBHS Gakhar Admal	10	57	Kallar Syedan	Ghazanabad-32
80.	37370196	GBHS Chanam	10	57	Kallar Syedan	Guff-31
81.	37370063	GBHS Darkali Sher Shahi	07	57	Kallar Syedan	MC Kallar Syedan
82.	37360002	GBHS Jero Rattial	08	58	Gujar Khan	Jero Rattial-43
83.	37360033	GBHS Mohra Noori	08	58	Gujar Khan	Mohra Noori-46
84.	37360028	GBHS Kaniat Khalil	08	58	Gujar Khan	Kaniat Khalil-45
85.	37360008	GBHS Daryala Segon	08	58	Gujar Khan	Change



						Bangial-39
86.	37360001	Govt. Islamia H/S Gujar Khan	08	58	Gujar Khan	MC Gujar Khan
87.	37360005	Govt. Qadria H/S Gujar Khan	08	58	Gujar Khan	MC Gujar Khan
88.	37360035	GBHS Sasral	08	58	Gujar Khan	Kaniat Khalil-45
89.	37360014	GBHS Missa Kaswal	08	58	Gujar Khan	Jand Mehlo-41
90.	37360007	GBHS Dara Kial	08	58	Gujar Khan	Jermot Kalan-42
91.	37360009	GBHS Dora Budhal	08	58	Gujar Khan	Jermot Kalan-42
92.	37360011	GBHS Jand Najjar	08	58	Gujar Khan	Bhadana-40
93.	37360022	GBHS Bhadana	08	58	Gujar Khan	Bhadana-40
94.	37360019	GBHS Thathi	08	58	Gujar Khan	Thathi-34
95.	37360004	Govt. MC Boys HSS Gujar Khan	08	58	Gujar Khan	MC Gujar Khan
96.	37360016	GBHS Qazian	08	58	Gujar Khan	Qazian-35
97.	37360010	GBHS Gulyana	08	58	Gujar Khan	Gulyana-47
98.	37360003	GBHS Kanger	08	58	Gujar Khan	Thathi-34
99.	37360015	GBHSS Pindori Jabber	08	58	Gujar Khan	Islampura-37
100.	37360006	GBHS Changa Maira	08	58	Gujar Khan	Change Bangial-39
101.	37360067	GBHS Changa Bangial	08	58	Gujar Khan	Change Bangial-39
102.	37360029	GBHSS Kauntrila	08	58	Gujar Khan	Kauntrila-44
103.	37360013	GBHS Mirza Kambali	08	58	Gujar Khan	Sui Cheemian-38
104.	37360021	GBHSS Bewal	08	58	Gujar Khan	Bewal-36
105.	37360036	GBHS Darkala	09	58	Gujar Khan	Manghote-68
106.	37360018	GBHS Sahang	09	58	Gujar Khan	Sahang-55
107.	37360040	GBHS Mandra	09	58	Gujar Khan	Mandra-54
108.	37360026	GBHS Dhoong	09	58	Gujar Khan	Aadhi-60
109.	37360083	GBHS Thekrian	09	58	Gujar Khan	Panjgran-67
110.	37360094	GBHS Sarwar Shaheed Sanghori	09	58	Gujar Khan	Kaliam Awan-53
111.	37360031	GBHS Karunb Baloch	09	58	Gujar Khan	Jhangi Jalal-56
112.	37360034	GBHS Narali	09	58	Gujar Khan	Narali-59
113.	37360017	GBHS Raman	09	58	Gujar Khan	Raman-61
114.	37360020	GBHS Thirjial Kalan	09	58	Gujar Khan	Ghungrilla-50
115.	37360037	GBHS Darkali Khurd	09	58	Gujar Khan	Jhungal-64
116.	37360042	GBHS Bhatta	09	58	Gujar Khan	Nor Dolal-48
117.	37360032	GBHS Machia	09	58	Gujar Khan	Panjgran-67
118.	37360012	GBHS Mahander	09	58	Gujar Khan	Nor Dolal-48
119.	37360025	GBHS Dhoke Pinnah	09	58	Gujar Khan	Devi-66
120.	37360024	GBHSS Devi	09	58	Gujar Khan	Devi-66
121.	37360039	GBHS Kaliam Awan	09	58	Gujar Khan	Kaliam Awan-53
122.	37360038	GBHS Harnal	09	58	Gujar Khan	Mandra-54
123.	37360041	Govt. Shaheed Nadeem-ur-Rehman Anjum H/S Sukho	09	58	Gujar Khan	Sukho-63
124.	37360027	GBHS Jatli	09	58	Gujar Khan	Jatli-65
125.	37360023	GBHS Daultala	09	58	Gujar Khan	Daultala-I-69
126.	37360030	Govt. Kazmia H/S Syed	09	58	Gujar Khan	Syed-62
127.	37360088	GBHS Hamid Jhangi	09	58	Gujar Khan	Jhangi Jalal-56
128.	37360237	GBHS Naban Janjua	08	58	Gujar Khan	Mohra Noori-46
129.	37360216	GBHS Bhair Kalyal	09	58	Gujar Khan	Jatli-65
130.	37360078	GBHS Dera Muslim	09	58	Gujar Khan	Karunb Ilyas-57



131.	37360311	GBHS Pind Bala	09	58	Gujar Khan	Sahang-55
132.	37330046	GBHS Maira Mohra	10	59	Rawalpindi	Jhatta Hathial-106
133.	37330045	GBHS Mahuta Mohra	10	59	Rawalpindi	Raika Maira- 99
134.	37330010	GBHS Tatal	10	59	Rawalpindi	Gagan-101
135.	37330041	GBHS Ghora Bartha	10	57	Rawalpindi	Bagga Sheikhan- 109
136.	37330040	GBHS Dhanda	10	59	Rawalpindi	Dhanda-105
137.	37330062	GBHS Bhall	10	59	Rawalpindi	Chountra- 102
138.	37330044	GBHS Kharaken	13	59	Rawalpindi	Trahia-104
139.	37330042	GBHS Jabber Darvesh	10	59	Rawalpindi	Basali-107
140.	37330043	GBHS Jhatta Hathial	10	59	Rawalpindi	Jhatta Hathial-106
141.	37330037	GBHS Banda	10	59	Rawalpindi	Banda-103
142.	37330049	GBHS Pind Jhatla	10	59	Rawalpindi	Takhat Pari- 108
143.	37330133	GBHS Takhat Pari	10	57	Rawalpindi	Takhat Pari- 108
144.	37330038	GBHSS Adhwal	10	59	Rawalpindi	Chountra- 102
145.	37330039	GBHS Chak Beli Khan	10	59	Rawalpindi	Chak Beli Khan-100
146.	37330047	GBHS Mohra Darogha	10	57	Rawalpindi	Lodhran-110
147.	37330048	GBHS Nakrali	10	59	Rawalpindi	Trahia-104
148.	37330148	GBHS Rupper Kalan	10	59	Rawalpindi	Gagan-101
149.	37330143	GBHS Chak Amral	10	59	Rawalpindi	Gagan-101
150.	37330050	GBHSS Sagri	10	57	Rawalpindi	Sagri-111
151.	37330005	GBHSS Bassali	10	59	Rawalpindi	Basali-107
152.	37330134	GBHS Trahia	10	59	Rawalpindi	Trahia-104
153.	37330052	Govt. Faiz-ul-Islam H/S No.2 Shakrial Rwp	17	60	Rawalpindi	Khana Dak- I-73
154.	37330014	GBHS Gharibabad	13	59	Rawalpindi	Rehmatabad- 79
155.	37330051	GBHS AOC Morgah	13	59	Rawalpindi	Kotha Kalan-II-81
156.	37330055	GBHS Dhamial	12	59	Rawalpindi	Dhamial-86
157.	37330056	Govt. Elliot High School Morgah	13	59	Rawalpindi	Morgah-82
158.	37330697	GBHS Dhama Syedan	12	59	Rawalpindi	Dhama Syedan-85
159.	37330696	GBHS Gangal (Gulzar-e-Quaid) Rwp	11	60	Rawalpindi	Gangal-75
160.	37330136	GBHS Dhoke Girja	12	59	Rawalpindi	Girja-91
161.	37330057	GBHS Gangawala	10	59	Rawalpindi	Kolian Hameed-96
162.	37330036	GBHS Chahan	19	63	Rawalpindi	Chahan-94
163.	37330058	GBHS Sihal	10	59	Rawalpindi	Sihal-95
164.	37330054	GBHS Dhalla	19	63	Rawalpindi	Adyala-84
165.	37330061	GBHSS Parial	10	59	Rawalpindi	Parial-98
166.	37330060	GBHS Dhadumber	10	59	Rawalpindi	Chakri-97
167.	37330059	GBHS Chakri	10	59	Rawalpindi	Chakri-97
168.	37330146	GBHS Karahi	10	59	Rawalpindi	Parial-98
169.	37330139	GBHS Pind Nasrula	19	63	Rawalpindi	Bijnal-92
170.	37330360	GBHS Mial	10	59	Rawalpindi	Parial-98
171.	37330135	GBHS Adiala	19	63	Rawalpindi	Adyala-84
172.	37330137	GBHS Maira Kalan	19	63	Rawalpindi	Ranial-93
173.	37330141	GBHS Ranial	19	63	Rawalpindi	Ranial-93
174.	37330053	Govt. Aziz National H/S Rwp	14	61	Rawalpindi	Rwp Cantt.
175.	37330025	Govt. Public Academy H/S Rwp	14	61	Rawalpindi	Rwp Cantt.
176.	37330114	GBHS Chungi No.22 Rawalpindi	14	61	Rawalpindi	Rwp Cantt.
177.	37330020	GBHS Kohinoor Rwp	15	61	Rawalpindi	Rwp Cantt.

178.	37330027	GBHS Tench Bhatta	14	61	Rawalpindi	Rwp Cantt.
179.	37330699	Govt. Modern H/S 2 <sup>nd</sup> Shift Kohinoor	15	61	Rawalpindi	Rwp Cantt.
180.	37330119	Govt. New Islamia Model H/S Carriage Factory	15	61	Rawalpindi	Rwp Cantt.
181.	37330215	GBHS Naseerabad	15	61	Rawalpindi	Rwp Cantt.
182.	37330022	Govt. Madrisa Millia Islamia H/S Rwp	16	62	Rawalpindi	New Katarian-13
183.	37330015	Govt. Islamia H/S No.2 Circular Road Rwp	16	62	Rawalpindi	Kartar Pura-33
184.	37330019	GBHS Khayaban-e-Sir Syed Rwp	18	62	Rawalpindi	Khayaban-e-Sir Syed North-10
185.	37330021	GBHSS Loco Shed Rwp	15	61	Rawalpindi	Dhoke Mangtal-4
186.	37330035	Govt. Taleem-ul-Quran H/S Quaidabad Rwp	18	62	Rawalpindi	Pir Wadahi-7
187.	37330117	GBHS Khayaban-e-Sir Syed Sector-4/B	18	62	Rawalpindi	Khayaban-e-Sir Syed South-11
188.	37330116	GBHS Khayaban-e-Sir Syed Sector-III Rwp	18	62	Rawalpindi	Khayaban-e-Sir Syed North-10
189.	37330028	Govt. Zia-ul-Aloom H/S Raja Bazaar Rwp	16	62	Rawalpindi	Purana Qila-40
190.	37330026	Govt. Simla Islamia H/S Nimak Mandi	18	62	Rawalpindi	Ganj Mandi-38
191.	37330013	Govt. Faiz-ul-Islam No.1 H/S Trunk Bazar	16	60	Rawalpindi	City Rwp-46
192.	37330016	Govt. Islamia H/S No.3 Ratta Amral	18	62	Rawalpindi	Dhoke Ratta-2
193.	37330023	Govt. Muslim H/S No.2 Saidpuri Gate	16	62	Rawalpindi	Shah Chan Chiragh-41
194.	37330012	GBHS D.A.V College Road Rwp	16	60	Rawalpindi	City Rwp-46
195.	37330017	Govt. Islamia H/S No.4 Rwp	16	60	Rawalpindi	City Rwp-46
196.	37330002	Govt. Christian HSS Raja Bazar Rwp	16	62	Rawalpindi	Purana Qila-40
197.	37330003	Govt. Denneys HSS Rwp	14	61	Rawalpindi	Rwp Cantt.
198.	37330004	Govt. Islamia HSS No.1 Murree Road Rwp	11	60	Rawalpindi	Chaman Zar Colony-45
199.	37330115	GBHS Dhoke Chiragh Din	11	60	Rawalpindi	Rwp Cantt.
200.	37330123	Govt. MC Boys H/S Amar Pura Rwp	16	60	Rawalpindi	Amar Pura-32
201.	37330024	Govt. Pehlvi H/S Faizabad Rwp	17	60	Rawalpindi	Dhoke Babu Irfan-17
202.	37330030	Govt. Abbasi H/S Afandi Colony Rwp	17	62	Rawalpindi	Afandi Colony-26
203.	37330001	Govt. Muslim HSS No.1 Said Pur Road Rwp	16	62	Rawalpindi	Asghar Mall-20
204.	37330011	Govt. Comp. H/S Dhoke Kashmirian Rwp	17	60	Rawalpindi	Dhoke Kashmirian-23
205.	37330122	GBHS Zari Farm Rawalpindi	17	60	Rawalpindi	Dhoke Kashmirian-23
206.	37340007	GBHS Usman Khatter	19	63	Taxila	Usman Khatter-114
207.	37340009	GBHS Wanni	19	63	Taxila	Thatha Khalil-116
208.	37340004	GBHS Taxila	19	63	Taxila	MC Taxila
209.	37340003	Govt. Taleem-ul-Quran H/S Taxila	19	63	Taxila	MC Taxila
210.	37340002	GBHS HIT Taxila	19	63	Taxila	Taxila & Wah Cantt.
211.	37340006	GBHS Khurram Paracha	19	63	Taxila	Khurram Paracha-115
212.	37340016	GBHS Bhallar Top	19	63	Taxila	Garhi Sikander-113
213.	37340021	GBHS Thatha Khalil	19	63	Taxila	Thatha Khalil-116
214.	37340001	Govt. Gillani Boys H/S Wah Cantt.	20	63	Taxila	Taxila & Wah Cantt.
215.	37340008	GBHS Wah Village	19	63	Taxila	Wah-120



216.	37340005	GBHS Garhi Afghana	19	63	Taxila	Garhi Afghana-118
217.	37340013	GBHS Anjuman-e-Islamia Wah Cantt.	20	63	Taxila	Taxila & Wah Cantt.
218.	37340020	GBHS Lab Thatho	19	63	Taxila	Lab Thatho-119
MC (Boys) High/ Higher Secondary Schools						
219.	37330031	GBHS MC Central Model Millat Colony	11	60	Rawalpindi	Millat Colony-42
220.	37330032	GBHS MC Ratta Amral Rwp	18	62	Rawalpindi	Ratta Amral-1
221.	37330033	GBHS MC Satellite Town	16	62	Rawalpindi	S/Town-19
222.	37330034	GBHS MC Moti Bazaar	16	62	Rawalpindi	Purana Qila-40

LIST OF (GIRLS) HIGH/ HIGHER SECONDARY SCHOOLS IN DISTRICT RAWALPINDI

Sr. No.	EMIS Code	Name of School	PP No.	NA No.	Tehsil	Union Council Name & No.
1.	37320026	GGHS Bann	06	57	Murree	Charhan-8
2.	37320020	GGHS Murree City	06	57	Murree	Murree City-3
3.	37320021	GGHS Ausia	06	57	Murree	Dewal-1
4.	37320024	GGHS Hokra Keri	06	57	Murree	Sehr Bagla-4
5.	37320025	GGHS Monasi	06	57	Murree	Phagwari-2
6.	37320023	GGHS Chitra Donga	06	57	Murree	Darya Gali-2
7.	37320022	GGHS Charhan	06	57	Murree	Charhan-8
8.	37320039	GGHS Angoori	06	57	Murree	Angoori-6
9.	37320046	GGHS Samli Tajjal	06	57	Murree	Tret-6
10.	37320040	GGHS Bhamrot Syedan	06	57	Murree	Charhan-8
11.	37320038	GGHS Aliot	06	57	Murree	Potha Sharif-3
12.	37320228	GGHS Rawat	06	57	Murree	Rawat-1
13.	37320236	GGHS Dewal Bandi	06	57	Murree	Dewal-1
14.	37320047	GGHS Sangseri	06	57	Murree	Charhan-8
15.	37320219	GGHSS Ghora Gali	06	57	Murree	Ghora Gali-5
16.	37320044	GGHS Potha	06	57	Murree	Potha Sharif-3
17.	37320043	GGHS Musyari	06	57	Murree	Musyari-7
18.	37320238	GGHS Bhanati	06	57	Murree	Angoori-6
19.	37350015	GGHS Kallan Basand	06	57	Kotli Sattian	Karore-11
20.	37350018	GGHS Lehtrar	06	57	Kotli Sattian	Lehtrar-9
21.	37350016	GGHS Karore	06	57	Kotli Sattian	Karore-11
22.	37350019	GGHS Mirza Pur	06	57	Kotli Sattian	Malote Sattian-8
23.	37350014	GGHS Dheer Kot Sattian	06	57	Kotli Sattian	Dhir Kot Sattian-12
24.	37350017	GGHS Kotli Sattian	06	57	Kotli Sattian	MC Kotli Sattian
25.	37350032	GGHS Bhattian	06	57	Kotli Sattian	Bhattian-10
26.	37350035	GGHS Darnoiian	06	57	Kotli Sattian	MC Kotli Sattian
27.	37350289	GGHS Waghal	06	57	Kotli Sattian	Chajana-7
28.	37350037	GGHS Mohri	06	57	Kotli Sattian	Karore-11
29.	37350036	GGHS Kuthian	06	57	Kotli Sattian	Malote Sattian-8
30.	37350132	GGHS Phophandi	06	57	Kotli Sattian	MC Kotli Sattian
31.	37350031	GGHS Bhan Seri	06	57	Kotli Sattian	Dhir Kot Sattian-12
32.	37350034	GGHS Chajjana	06	57	Kotli Sattian	Chajana-7
33.	37350291	GGHS Chowki Barhad	06	57	Kotli Sattian	MC Kotli Sattian
34.	37350162	GGHS Biaga	06	57	Kotli Sattian	Lehtrar-9
35.	37350038	GGHS Thoon	06	57	Kotli Sattian	Bhattian-10
36.	37350029	GGHS Bagga	06	57	Kotli Sattian	Lehtrar-9
37.	37310032	GGHS Balria	07	57	Kahuta	Beor-17
38.	37310033	GGHS Beor	07	57	Kahuta	Beor-17
39.	37310037	GGHS Narar Moreen	07	57	Kahuta	Narar-13
40.	37310036	GGHS Nara	07	57	Kahuta	Nara-19
41.	37310038	GGHS Punjar	07	57	Kahuta	Punjar-15
42.	37310034	GGHS Kahuta	07	57	Kahuta	MC Kahuta



43.	37310035	GGHSS Matore	07	57	Kahuta	Matore-21
44.	37310078	GGHS Thoha Khalsa	07	57	Kahuta	Matore-21
45.	37310083	GGHS Doberan Khurd	07	57	Kahuta	Doberan Khurd-18
46.	37310084	GGHS Hothla	07	57	Kahuta	Hothla-16
47.	37310087	GGHS Mowara	07	57	Kahuta	Mowara-22
48.	37310368	GGHS Loona	07	57	Kahuta	Dakhali-23
49.	37310285	GGHS Sehr	07	57	Kahuta	Lehri Band-20
50.	37370043	GGHS Nalla Musalmana (Janoobi)	07	58	Kallar Syedan	Nalla Musalmana-24
51.	37370045	GGHS Sathwani	07	58	Kallar Syedan	Kanoha-28
52.	37370071	GGHS Takal	07	58	Kallar Syedan	Choha Khalsa-27
53.	37370094	GGHS Sir Suba Shah	07	58	Kallar Syedan	Manianda-25
54.	37370040	GGHS Doberan Kalan	07	58	Kallar Syedan	Doberan Kalan-29
55.	37370085	GGHS Kahlia	07	58	Kallar Syedan	Samote-26
56.	37370044	GGHSS Samote	07	58	Kallar Syedan	Samote-26
57.	37370002	GGHSS Choha Khalsa	07	58	Kallar Syedan	Choha Khalsa-27
58.	37370073	GGHSS Nalla Musalmana (Shumali)	07	58	Kallar Syedan	Nalla Musalmana-24
59.	37370072	GGHS Mamyam	07	58	Kallar Syedan	Doberan Kalan-29
60.	37370093	GGHS Saintha	07	58	Kallar Syedan	Doberan Kalan-29
61.	37370090	GGHS Kanoha No.1 Kallar Syedan	07	58	Kallar Syedan	Kanoha-28
62.	37370042	GGHS Kallarian	10	57	Kallar Syedan	Guff-31
63.	37370039	GGHS Arazi	07	57	Kallar Syedan	Bishandot-33
64.	37370041	GGHS Kallar Syedan	07	57	Kallar Syedan	MC Kallar Syedan
65.	37370088	GGHS Chanam	10	57	Kallar Syedan	Guff-31
66.	37370092	GGHS Nothia	10	57	Kallar Syedan	Ghazanabad-32
67.	37370081	GGHS Chamba Karpal	10	57	Kallar Syedan	Ghazanabad-32
68.	37370091	GGHS Mohra Banni	07	57	Kallar Syedan	MC Kallar Syedan
69.	37370076	GGHS Saroha	07	57	Kallar Syedan	MC Kallar Syedan
70.	37370080	GGHS Bhalakhar	10	57	Kallar Syedan	Balakhar-30
71.	37370095	GGHS Tareel	10	57	Kallar Syedan	Ghazanabad-32
72.	37360054	GGHS Gulyana	08	58	Gujar Khan	Gulyana-47
73.	37360049	GGHS Jand Najjar	08	58	Gujar Khan	Bhadana-40
74.	37360047	GGHS Bhagana	08	58	Gujar Khan	Bhadana-40
75.	37360043	GGHS No.1 Gujar Khan	08	58	Gujar Khan	MC Gujar Khan
76.	37360056	GGHS Kauntrila	08	58	Gujar Khan	Kauntrila-44
77.	37360046	GGHSS Bewal	08	58	Gujar Khan	Bewal-36
78.	37360044	GGHS Jhanda	08	58	Gujar Khan	MC Gujar Khan
79.	37360051	GGHS Mohra Burj	08	58	Gujar Khan	Jermot Kalan-42
80.	37360058	GGHS Qazian	08	58	Gujar Khan	Qazian-35
81.	37360053	Govt. MC GHS Gujar Khan	08	58	Gujar Khan	MC Gujar Khan
82.	37360099	GGHS Chullo Chakral	08	58	Gujar Khan	Sui Cheemian-38
83.	37360098	GGHS Changa Bangial	08	58	Gujar Khan	Change Bangial-39
84.	37360412	GGHSS Jabber Pindori	08	58	Gujar Khan	Islampura-37

85.	37360112	GGHS Thathi	08	58	Gujar Khan	Thathi-34
86.	37360128	GGHS Mohra Noori	08	58	Gujar Khan	Mohra Noori-46
87.	37360114	GGHS Sasral	08	58	Gujar Khan	Kaniat Khalil-45
88.	37360345	GGHS Malote Pakhral	08	58	Gujar Khan	Thathi-34
89.	37360061	GGHS Sukho	09	58	Gujar Khan	Sukho-63
90.	37360050	GGHS Manghote	09	58	Gujar Khan	Manghote-68
91.	37360048	GGHS Bijrial	09	58	Gujar Khan	Mandra-54
92.	37360045	GGHS Mandra	09	58	Gujar Khan	Mandra-54
93.	37360055	GGHS Jatli	09	58	Gujar Khan	Jatli-65
94.	37360060	GGHS Usman Zada Adra	09	58	Gujar Khan	Daultala-II
95.	37360059	GGHS Raman	09	58	Gujar Khan	Raman-61
96.	37360057	GGHS Miana Mohra	09	58	Gujar Khan	Narali-59
97.	37360052	GGHS Daultala	09	58	Gujar Khan	Daultala-I-69
98.	37360124	GGHS Dhoong	09	58	Gujar Khan	Aadhi-60
99.	37360115	GGHS Syed	09	58	Gujar Khan	Syed-62
100.	37360132	GGHSS Chehari Kalyal	09	58	Gujar Khan	Ghungrilla-50
101.	37360123	GGHS Devi	09	58	Gujar Khan	Devi-66
102.	37360131	GGHS Bhatta	09	58	Gujar Khan	Nor Dolal-48
103.	37360138	GGHS Kaliyam Awan	09	58	Gujar Khan	Kaliyam Awan-53
104.	37360137	GGHS Jhungal	09	58	Gujar Khan	Jhungal-64
105.	37360142	GGHS Sarwar Shaheed Sanghori	09	58	Gujar Khan	Kaliyam Awan-53
106.	37360135	GGHS Dhoke Awan	09	58	Gujar Khan	Jhungal-64
107.	37360136	GGHS Hamid Jhangi	09	58	Gujar Khan	Jhangi Jalal-56
108.	37360106	GGHS Mahander No.1 Gujar Khan	09	58	Gujar Khan	Nor Dolal-48
109.	37360141	GGHS Sahang	09	58	Gujar Khan	Sahang-55
110.	37360122	GGHS Data Bhat	09	58	Gujar Khan	Devi-66
111.	37360129	GGHS Arazi Hasnal	09	58	Gujar Khan	Kuri Dolal-49
112.	37360495	GGHS Machia	09	58	Gujar Khan	Panjgran-67
113.	37330099	GGHS Mohra Darogha	10	57	Rawalpindi	Lodhran-110
114.	37330095	GGHSS Bassali	10	59	Rawalpindi	Basali-107
115.	37330110	GGHSS Chountra	10	59	Rawalpindi	Chountra-102
116.	37330112	GGHS Rupper Kalan	10	59	Rawalpindi	Gagan-101
117.	37330098	GGHS Mari Danishmandan	10	59	Rawalpindi	Banda-103
118.	37330191	GGHS Adhwal	10	59	Rawalpindi	Chountra-102
119.	37330174	GGHS Ghogra	10	59	Rawalpindi	Jhatta Hathial-106
120.	37330096	GGHSS Chak Beli Khan	10	59	Rawalpindi	Chak Beli Khan-100
121.	37330097	GGHSS Jhatta Hathial	10	59	Rawalpindi	Jhatta Hathial-106
122.	37330009	GGHSS Sagri	10	57	Rawalpindi	Sagri-111
123.	37330194	GGHS Dhanda	10	59	Rawalpindi	Dhanda-105
124.	37330192	GGHS Bhall	10	59	Rawalpindi	Chountra-102
125.	37330193	GGHS Chak Amral	10	59	Rawalpindi	Gagan-101
126.	37330178	GGHS Kuri Khuda Bux	10	59	Rawalpindi	Banda-103
127.	37330171	GGHS Takhat Pari	10	57	Rawalpindi	Takhat Pari-108
128.	37330190	GGHS Ranotra	10	59	Rawalpindi	Dhanda-105
129.	37330177	GGHS Kotla	10	59	Rawalpindi	Takhat Pari-108
130.	37330501	GGHS Pind Jhatla	10	59	Rawalpindi	Takhat Pari-108
131.	37330102	GGHS Dhamial	12	59	Rawalpindi	Dhamial-86
132.	37330100	GGHS Gharibabad	13	59	Rawalpindi	Rehmatabad-79



133.	37330103	GGHS Girja	12	59	Rawalpindi	Girja-91
134.	37330101	GGHSS AOC Morgah	13	59	Rawalpindi	Kotha Kalan-II-81
135.	37330702	GGHS Gangal (Gulzar-e-Quaid) Rwp	11	60	Rawalpindi	Gangal-75
136.	37330701	GGHS Dhama Syedan	12	59	Rawalpindi	Dhama Syedan-85
137.	37330186	GGHS Morgah (ARL) Rawalpindi	13	59	Rawalpindi	Morgah-82
138.	37330111	GGHSS Parial	10	59	Rawalpindi	Parial-98
139.	37330104	GGHS Sangral	10	59	Rawalpindi	Chahan-94
140.	37330109	GGHS Chakri	10	59	Rawalpindi	Chakri-97
141.	37330189	GGHS Saroba	10	59	Rawalpindi	Gagan-101
142.	37330196	GGHS Mial	10	59	Rawalpindi	Parial-98
143.	37330105	GGHS Sihai	10	59	Rawalpindi	Sihai-95
144.	37330183	GGHS Dhulial	10	59	Rawalpindi	Sihai-95
145.	37330187	GGHS Rajar	10	59	Rawalpindi	Chahan-94
146.	37330582	GGHS Maira Kalan	19	63	Rawalpindi	Ranial-93
147.	37330184	GGHS Gorakh Pur	13	59	Rawalpindi	Adyala-84
148.	37330182	GGHS Dhalla	19	63	Rawalpindi	Adyala-84
149.	37330185	GGHS Kolian Hameed	10	59	Rawalpindi	Kolian Hameed-96
150.	37330188	GGHS Ranial	19	63	Rawalpindi	Ranial-93
151.	37330180	GGHS Bijrial Rwp	19	63	Rawalpindi	Bijrial-92
152.	37330108	GGHS Tench Bhatta	14	61	Rawalpindi	Rwp Cantt.
153.	37330081	Govt. Liaqat GHS Mughalabad Rwp	14	61	Rawalpindi	Rwp Cantt.
154.	37330070	GGHS Dheri Hassanabad	14	61	Rawalpindi	Rwp Cantt.
155.	37330692	GGHS Sher Zaman Colony Talsa Road	14	61	Rawalpindi	Rwp Cantt.
156.	37330691	GGHS No.2 Anwar-ul-Islam Burf Khana Chowk	15	61	Rawalpindi	Rwp Cantt.
157.	37330558	GGHS Dhoke Jumma Gulistan Colony	11	60	Rawalpindi	Rwp Cantt.
158.	37330079	Govt. Kohinoor GHS Rwp	15	61	Rawalpindi	Rwp Cantt.
159.	37330439	GGHS Misrial Road Rawalpindi	15	61	Rawalpindi	Rwp Cantt.
160.	37330077	GGHS Khayaban-e-Sir Syed Sector-III Rwp	18	62	Rawalpindi	Khayaban-e-Sir Syed North-10
161.	37330071	GGHS Dhoke Hassu	18	62	Rawalpindi	Dhoke Hassu South-6
162.	37330068	Govt. Modern GHS Asghar Mall Rwp	16	62	Rawalpindi	Eid Gah-16
163.	37330086	Govt. Pak Islamia GHS No.3 Rawalpindi	16	62	Rawalpindi	Kartar Pura-33
164.	37330076	Govt. Khadija GHS Rawalpindi	16	62	Rawalpindi	Said Pur Scheme-15
165.	37330072	GGHS F. Block Satellite Town Rwp	16	62	Rawalpindi	F-Block S/Town-14
166.	37330078	GGHS Khayaban-e-Sir Syed Sector-I Rwp	18	62	Rawalpindi	Dhoke Najju-12
167.	37330080	Govt. Liaqat GHS Bangish Colony	18	62	Rawalpindi	Bangish Colony-9
168.	37330695	GGHS Zia-ul-Haq Colony	18	62	Rawalpindi	Pir Wadahi-7
169.	37330158	GGHS Khayaban-e-Sir Syed Sector-II Rwp	18	62	Rawalpindi	Khayaban-e-Sir Syed North-10
170.	37330090	GGHS Safdarabad	18	62	Rawalpindi	Dhoke Dolal-37
171.	37330087	Govt. Pakistan GHS Sarafa Bazar	16	62	Rawalpindi	Purana Qila-40
172.	37330093	GGHS Westridge No.3 Rwp	15	61	Rawalpindi	Rwp Cantt.
173.	37330106	Govt. Muslim GHS Murree Road Rwp	16	60	Rawalpindi	City Rwp-46
174.	37330069	Govt. Alpha Christian GHS Rwp	16	60	Rawalpindi	City Rwp-46
175.	37330082	Govt. MC GHS Nia Mohalla Rwp	16	60	Rawalpindi	City Rwp-46
176.	37330107	GGHS No.4 Mohan Pura	18	62	Rawalpindi	Mohan pura-36
177.	37330088	Govt. Pakistan GHS Milad Nagar	18	62	Rawalpindi	Dhoke Ratta-2
178.	37330073	GGHS Ratta Amral	18	62	Rawalpindi	Ratta Amral-

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179.	37330085	Govt. Pak Islamia GHS No.1 Jhangi Mohalla	16	62	Rawalpindi	Shah Chan Chiragh-41
180.	37330703	GGHS Hazara Colony	18	62	Rawalpindi	Hazara Colony-3
181.	37330008	GGHSS No.2 Murree Road Rawalpindi	16	60	Rawalpindi	City Rwp-46
182.	37330007	GGHSS No.1 Bagh Sardaran Rwp	18	62	Rawalpindi	Dhoke Dolal-37
183.	37330094	Govt. Zeenat Sikanderia GHS Rwp	11	60	Rawalpindi	Millat Colony-42
184.	37330075	Govt. Joher Memorial GHS Rwp	11	60	Rawalpindi	Millat Colony-42
185.	37330092	Govt. Usmania GHS Rawalpindi	17	60	Rawalpindi	Amar Pura-32
186.	37330700	GGHS PAF Base Chaklala	11	60	Rawalpindi	Chaklala-76
187.	37330694	GGHS Arya Mohalla	11	60	Rawalpindi	Dhoke Farman Ali-44
188.	37330149	GGHS Jhanda Chichi	11	60	Rawalpindi	Chaman Zar Colony-45
189.	37330168	Govt. MC Girls H/S Amar Pura	16	60	Rawalpindi	Amar Pura-32
190.	37330083	GGHS Muslim Town	17	62	Rawalpindi	Col. Yousuf Colony-27
191.	37330091	Govt. Simla Islamia GHS B. Block S/Town	16	62	Rawalpindi	Asghar Mall-20
192.	37330089	GGHS Pindora	16	62	Rawalpindi	Pindora-18
193.	37330084	Govt. Noor Islamia GHS Rawalpindi	16	62	Rawalpindi	Asghar Mall-20
194.	37330074	GGHS Magistrate Colony Rawalpindi	17	62	Rawalpindi	Sadiqabad-25
195.	37330006	Govt. Comp. GHSS Dhoke Kashmirian	17	60	Rawalpindi	Dhoke Kashmirian-23
196.	37330495	GGHS No.2 Band Khana Road Rawalpindi	17	62	Rawalpindi	Khurram Colony-29
197.	37330159	GGHS Madrissa-tul-Binnat Afandi Colony	17	62	Rawalpindi	Afandi Colony-26
198.	37330155	GGHSS H/9, Islamabad	16	62	Rawalpindi	Asghar Mall-20
199.	37340011	GGHS Taxila	19	63	Taxila	MC Taxila
200.	37340024	GGHSS Usman Khatter	19	63	Taxila	Usman Khatter-114
201.	37340022	GGHS Wahdat Colony Taxila	19	63	Taxila	Taxila & Wah Cantt.
202.	37340124	Govt. MC Girls H/S Taxila	19	63	Taxila	MC Taxila
203.	37340010	Govt. Gillani Model GHS Wah Cantt.	20	63	Taxila	Taxila & Wah Cantt.
204.	37340012	GGHS Garhi Afghanan	19	63	Taxila	Garhi Afghana-118
205.	37340025	GGHS Wah Village	19	63	Taxila	Wah-120
206.	37340023	GGHS Thatha Khalil	19	63	Taxila	Thatha Khalil-116
<b>MC (Girls) High/ Higher Secondary Schools</b>						
207.	37330064	GGHS MC Ratta Amral Rwp	18	62	Rawalpindi	Ratta Amral-1
208.	37330065	GGHS MC Talab Pukhta	16	62	Rawalpindi	Banni-34
209.	37330066	GGHS MC Teli Mohalla	16	62	Rawalpindi	Waris Khan-39
210.	37330067	GGHS MC Model Satellite Town	16	62	Rawalpindi	Asghar Mall-20

**District Education Officer (SE)**  
**Rawalpindi**



## APPENDIX L

### Certificate of Proof Reading

#### PROOF READING CERTIFICATE

#### A Gender Based Comparison of Decision Making Styles of Heads at Secondary School Level

By

Ms SHAMIM AKHTER

National University of Modern Languages, Islamabad

It is certified that the research work with the title "A Gender Based Comparison of Decision Making Styles of Heads at Secondary School Level" submitted by the M.Phil Scholar Shamim Akhter has been checked and proofread for the Language and Grammatical mistakes.

Name RABIA AKRAM

Designation Lectures

Institute Private College District Attock

Signature Rabia

18/07/21

## APPENDIX M

### Certificate of Proof Reading



**Mohib ullah** <mohibullah.numl@gmail.com> **Oct** 25, 2021,  
1:55 PM to me

Dear Shamim Akhtar,

It is certified that I have done the proofreading of your draft thesis. This proofreading included correcting spelling mistakes, making spellings consistent, correcting subject verb agreement issues, correcting issues related to articles and punctuation marks.

Kindest regards

Mohibullah

Department of English GS



