CHAPTER - II

REVIEW OF RELATED RESEARCH
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2.0. INTRODUCTION

In the preparation and execution of research, extension work is often undertaken on the review of previous studies in the area concerned. If the review is done by an individual with broad experience in the field, the review may constitute a major contribution in itself and may form enormous contribution to the professional literature. Travers (1978) asserts that the review of related literature should lead up to the full and complete statement of the problem. According to Kerlinger (1978), the underlying purpose of review of related literature is to locate the present research in the existing body of research on the subject and to point out what it contributes to the subject.

In the present Chapter, the systematic review of related literature has been presented by the investigator to fulfil the above mentioned purpose.

2.1. RESEARCHES ON DECISION-MAKING STYLES CONDUCTED IN INDIA AND ABROAD

Janis an Mann (1977) found that in the conflict theory of decision-making that individuals cope with conflicting situations via six decision styles. The vigilance style results in through information search, unbiased assimilation of new information and other characteristics of high quality decision-making. All the other styles viz., hyper vigilance, defensive avoidance, procrastination, buck passing and rationalization are adoptive in saving time, effort and emotional wear and tear, especially for routine decisions that do not have serious consequences, but they often result in defective decision-making when the decision maker is confronted with a
vital choice that has a series consequence for oneself or for the organization on whose behalf one is making the decision.

**McCarthy (1977)** conducted a study to determine the relationship between selected personal attributes of the leader, selected decision situations and the decision making behaviour of the leader. In this study, the decision-making style was explored in relation to leadership behaviour and locus of control. He concluded that there was no expressed relationship between the principals, personal characteristics and their decision-making style. In several decision situations, there was an expressed relationship between locus of control and general decision style. Very little statistical evidence was found to support the generalization of selected descriptive elements of the Vroom-Yetnan model of leadership and decision-making to the decision making styles.

**Scherba (1979)** reported that how the thoughts and action of community college students were related to their satisfaction with the outcomes of their decisions. Results of his study tended to support the following conclusions; (i) In each of the five decision situations factor analysis identified four factors among the items which corresponded to the original intuitive, impulsive, fatalistic and dependent styles. The rational style items formed two or three factors in the decision situations rather than the original six sub-steps. And (ii) a consistent pattern of correlations was not found since no composite style of decision-making behaviour or individual thought or action correlated significantly with the ratings of decision satisfaction, importance and confidence across all decision situations. The magnitude of the correlation coefficients varied with the individual decision situation and was not consistent for either the career or non-career decision situations.
Rubinton (1980) found that the differential learner characteristics influence learner outcomes and differential interventions used with undecided college students' which also resulted in increase in decision-making skills, vocational maturity and certainty of vocational choice.

Campbell (1981) found positive correlation between neuroticism and defensive avoidance and hyper vigilance. Positive correlation has also been reported between external locus of control and defensive avoidance and hyper vigilance decision-making styles.

Hopkins (1982) reported that females exhibited their preference for dependent style whereas male exhibited preference for avoidant style.

Susan and Strohmer (1982) examined the relationship between decision-making style, scholastic achievement, and vocational maturity of college students. A positive relationship between a rational decision-making style and the multifaceted construct of vocational maturity had been inherent in most theories and provided the basis for most practice. The relationship between rationality and attitudinal and cognitive maturity was not supported by the results reported here. Only a combination of the scholastic achievement variable and a lack of dependent decision style were found to be even moderately predictive of vocational maturity.

Kahn and Weare (1983) conducted a study of liberal arts students (N=341). They completed parallel halves of the A-State portion of the State Trait Anxiety Inventory (STAI-S) before and after completion of either a career-planning questionnaire decision-making (ACDM) instrument (treatment group) or a set of consumer preference marketing questions (control group). The treatment group showed an increase in post-test anxiety as compared to pretest responses, level of expressed anxiety in the control group pre and post test did not change significantly. Additionally, state anxiety in the treatment group was found to relate to
most of the ACDM measures operationalising the career-planning model of Harren and his associates. Thus, confirming that anxiety is both another indicator of students' lack of success in the career planning process and a justifiable extension of their model. Anxiety was found to relate more weakly to specific career concerns, suggesting that students were not fully aware of the source of their anxiousness. Further, two key scales from Harren's model were found to be related to specific career concerns, indicating that those measures are reflective of actual students concerns in successful career planning.

Susan et al. (1984) provides a re-examination of the role of different decisional strategies in facilitating progress in occupational decision-making. A rational style of decision-making was the preferred mode of vocational functioning as endorsed in a variety of career theories and interventions. However, there were conflicting evidence about the validity of this assumption. To examine the role of different decisional approaches in the progress of making an occupational decision, the rational, intuitive and dependent decision making styles scores of 71 undergraduate students were used to predict progress in occupational decision-making. The results of the regression analysis failed to provide support for the assumption that a rational style is the most effective in accomplishing this career-related task, but indicated strong support for the conclusion that the use of dependent decisional strategies was damaging, particularly in early stages of the decisional process.

Bishop (1985) found that women were less avoidant in their style than men counterparts.

Dennis-Rounds (1985) conducted the study aimed at developing and testing a contingency model that revealed evaluation utilization to the 'fit' between decision-making style and the degree of complexity and focus
contained in an evaluation report. The study revealed no significant interactions between decision-making style and report type on any of the dependent variables measured such as evaluation use, overall satisfaction with the evaluation report, type of use, satisfaction with report focus, generation of alternative conclusions and opinion of the remedial reading program. A main effect for report congruence for data-conclusion use approached significance, lending some support for the model. A main effect for decision making style was found for data conclusion use.

Osipow and Reed (1985) investigated the process of career indecision in college students. Two hundred and three college students enrolled in introductory psychology were given the career decision scale, a measure of career undecidedness, and the Johnson decision-making inventory, a measure of typologies regarding decision making styles. The results indicated that one of the four Johnson types was associated with a significantly higher degree of career indecision. Spontaneous external decision making types scored highest on the career decision scale, followed by spontaneous internals, whose scores were not significantly different from systematic externals, followed by systematic internals. The results must be interpreted because of small sample size, but did not suggest that investigations of decision making typologies may prove to be productive in furthering understanding of the forces associated with career indecision in college students.

Agor (1986) confirmed social stereotype of female intuition and reported women more intuitive than men.

Enns (1986) used Assessment of Career Decision-Making (ACDM) to measure decision-making styles. The results of the study provided evidence that three independent variables (locus of control, age and sex) contributed significantly to rational, intuitive and dependent decision-making styles.
Blustein (1987) examined the relationship between decision-making styles and vocational maturity with a focus on the current discrepancy between research and theory regarding the utility of rational decision-making while rational decision making had been central to many theoretical formulations in career development. Rational decision making would be more important to those individuals who did not have access to many of the traditional sources of vocational maturity. This study attempted to account for the inconsistency between research and theory by systematically considering relevant population attributes. The results of this investigation were consistent across two independent samples of community college students in that reliance upon the rational style was the only significant decision-making style predictor of vocational maturity. The dependent and intuitive decision-making styles did not add significant increments to the regression equations. The discussion highlighted the advantages of viewing theory, research and practice in career decision making from a perspective that explicitly incorporates relevant attributes of given populations.

Roetter (1987) studied decision making style, teacher attitudes and teacher perceptions of student attitudes all measured using the Rensis Likert Associates. The findings indicated that (i) the link established by other research between a more participatory management system and more positive teacher attitudes was supported in the sample group as a whole, (ii) limited support was found for a connection between a more participatory management system and more positive teacher perceptions of student attitudes in the low MEAP sub-group only, (iii) limited support was found for a connection between more positive teacher attitudes and more positive teacher perceptions of student attitudes in the high MEAP sub-group, (iv) very limited support was found for a connection between
more positive teacher attitudes and a greater success rate on the MEAP test, (v) support was found for a connection between more positive teacher perceptions of student attitude and a greater success rate on the MEAP test in the sample group as a whole, and (vi) limited support was found for a connection between a more participative management system and a greater success rate on the MEAP test in the high MEAP sub-group only.

Kirton (1989) reported that men be more intuitive than women.

Somers (1989) indicated that there were no significant relationships between decision-making style and career choice outcomes similar to other studies. However, when that relationship was moderated with self-concept, several patterns emerged. Decision-making styles, at high levels of self-esteem or self efficacy, were significantly different from each other.

Suresh (1990) found a negative correlation between integrated processing mode and unrelated score (an indication of anxiety) in a test of achievement motivation.

Amalor (1992) investigated Decision Making Styles of University Students in relation to their Personality Characteristics using Flinders Decision Making Style Questionnaire (DMSQ). The findings indicated significant role of personality characteristics in the preference of decision-making styles.

Radford et al. (1993) reported that Australian male students were less likely to report the hyper-vigilance style when making a decision than females counterparts. In the Japanese, sample males were more likely to use complacency style than females.

Radford, Mann and Nakane (1993) reported that decisional self-esteem was negatively correlated with the complacency, avoidance and hyper-vigilance style of decision making. Thus, those students with high decisional self-esteem were likely to use choice style more than the
complacency, avoidance and hyper-vigilance styles. A positive correlation was found between self-esteem of a decision-maker (confidence and self-perception concerning ability to make good decision) and the use of a choice (vigilance) style and a negative correlation with avoidance and hyper-vigilance style (Burnett, Mann and Baswick, 1989; Radford, Mann Kaluccy, 1986).

Sundarajan and Sabesan (1993) explored the decision making styles of the heads of the schools. The Decision-Making Questionnaires (DMQ-I & DMQ-II) designed by Mann 1982 were administered to the subject for data collection. Their result of the study indicated that the educational qualifications-academic and professional and years of administrative experience had significant influence on DMS of the head of the schools. However, sex of the heads did not cause significant difference of the patterns of decision-making.

Amalor and Suresh (1994) examined the nexus between achievement-motivation and decision-making styles among university students. The sample of the study comprised 114 university students belonging to various faculties (Arts, Science and Professional Course). Decision Making Questionnaire (DMQ-II) developed by Leon Mann and Achievement-Motivation Scale (AMS) by Beena Shah used for data collection. The results of the study were as; (i) a significant correlation was obtained between n-achievement and vigilant decision making style, (ii) no significant relationship was found between n-achievement and non-vigilant styles, (iii) no significant difference was found among the birth order groups with regard to achievement, (iv) it was found that three groups of the order of birth did not differ with regard to the decision-making styles except in rationalization, (v) it was found that the students of professional and non-professional courses did not differ with regard to
decision-coping styles except in rationalization, and (vi) it was found that first born tended to rationalize their decisions more as compared to other groups of orders of birth.

Keller (1994) found that five decision making style-avoiding, sharing, collaborating, accommodating, and competing typically used in situations where differences of opinion exist. This study examined the perceptions of Nebraska school board members and school superintendents about the decision-making styles they use personally in such situations. The purpose of the study was threefold; (1) To identify the prevalence of each decision-making style among board members and superintendents (2) To find whether there was differences between board members and superintendents in their decision making styles, and (3) To find whether the decision-making styles of board members and superintendents differed according to the enrolment size of the school district.

Slifer (1994) found the combination of endorsing the rational decision-making style and not endorsing the dependent decision-making style was a significant predictor of overall vocational maturity ($r=-.26$). The rational style was also a positive predictor of the attitudinal component of vocational maturity ($r=-.28$) and certainty of academic major ($r=.24$). Not endorsing the intuitive style was a positive predictor of the cognitive component of vocational maturity ($r=.14$). Neither level of satisfaction with chosen major nor degree of the person environment congruence well significantly associated with any of the DMS. No significant differences among the decision-making styles were found among subjects who had chosen different types of majors.

Suresh and Rajendran (1994) examined the relationship between information processing and decision-making styles. The relationship between hemisphere information processing mode and decision making
styles of ninety nine middle level executives of a large public sector. Human Information Processing Survey (Torrance and Tagarath) and Flinder’s Decision Making Questionnaire (by Mann) were used for data collection. It was found that left brain information processing mode and vigilant decision making style were correlated. Right brain mode was reported negatively correlated with vigilant style and positively correlated with hyper vigilant style and with hyper vigilant defensive avoidance, rationalization and procrastination decision-making styles. Integrated information processing mode was negatively correlated with hyper vigilant style.

Amalor and Suresh (1995) found relationships of extraversion, psychoticism and neuroticism with decision-making styles and pointed out to explore further for the relationships between personality dimensions and decision-making styles.

Scott and Bruce (1995) found that internally controlled individuals were more likely to employ a rational decision-making style and less likely to employ an avoidance decision-making style than the externally controlled individuals. The lack of significant correlation between control and intuitive style implies than internally and externally controlled individuals were equally likely to use intuitive style in making important decisions.

Pandey and Pandey (1995) explored the link between mental health and decision-making capacity of higher secondary schools principals. They found that scores on decision-making styles were positively correlated with mental health.

Rajaram (1995a) found that negative personality dimensions were significantly related to non-vigilant decision-making styles. Non-vigilant style related to negative personality dimensions. The decision-making
styles of students from different streams (Arts, Science, and Professional) and sex, so as to provide a stronger test of the relationship between personality and decision making styles.

Rajaram (1995b) conducted a study on personality correlates of decision-making styles on 62 engineering graduates who had come for an employment. All were male with 21.6 average age years. DMQ-11 was administered to assess their decision making styles. Personality Trait Inventory (PTI) was used to measure the personality dimension and Type-A behaviour questionnaire. The findings indicated that negative personality dimensions were significantly related to non-vigilant decision-making styles.

Ramalingam (1995a) conducted the study to compare decision-making styles of higher secondary students. He examined the significant difference between some of the correlates of the higher secondary school students in their decision making styles. Leon Mann’s Decision Making Questionnaire-II was administered to collect the data. The results of the study were as; (i) there was a significant difference between male and female students in their defensive avoidance decision making style, (ii) the students of government and private schools significantly differed in their vigilance, (iii) there was a significant difference between the science and arts students in their vigilance.

Ramalingam (1995b) conducted a study which showed that, (i) there was a significant difference between male and female students in their defensive avoidance decision making style, (ii) the students government and private schools significantly differed in their vigilance defensive avoidance, rationalization and procrastination styles of decision-making, and (iii) there was a significant difference between the science and arts students in their vigilance, buck passing and procrastination decision-making styles.
Sarah et al. (1995) investigated the relationship of rational and intuitive modes of thinking with decision making styles involving 79 M.A Psychology students of distance education. Modes of thinking were assessed with Personal Style Inventory by Taggart and House laden. DMO-II found that vigilant style correlated positively with both rational and intuitive thinking modes. Rational decision style correlated positively with rational mode of thinking.

Spell (1995) concluded that the systematic internal decision-making style was the preferred style of black-female CS/CE jobs program participants and white CS/CE program personnel. The preferred decision-making style of white female CS/CE jobs program participants was systematic-external. Within groups, the number of significant correlations between values and decision-making styles were not much better than chance.

Sunder (1995) observed that there was no significant difference between the male and female participants on the risk-taking dimension but they differed on information seeking style. No significant correlation was noted between risk-taking and information seeking style leading to the conclusion that uncertainty reduction might not be the only goal of information gathering.

Suresh and Rajendran (1995a) observed that the correlation of decision self-esteem with hyper vigilance and buck passing were not found to be significant. Decisional self esteem was found to be positively associated with vigilant decision style and negatively associated with defensive avoidance, procrastination and rationalization.

Suresh and Rajendran (1995b) examined the relationship between decision self-esteem and decision making styles of executives. Ninety nine middle level executives of a large public sector undertaking comprised
the sample of the study. Decision self-esteem was measured with Flinder’s Decision Making Questionnaire-I and decision making styles were assessed with Flinder’s Decision Making Questionnaire-II. The findings revealed a positive relationship between decision self-esteem and vigilant styles and negative relationship between decision self-esteem and defensive avoidance, rationalization and procrastination styles.

Amalor and Raghavan (1996) carried out a study on decision self-esteem, decision coping patterns and adjustment among adolescents to find out the relationship between their adjustment, decision self-esteem and decision making styles. The study was conducted on two urban higher secondary students within age group of 16-18 years. Adjustment Inventory of Sinha and Singh (1980), Decision self esteem measured by Flinder’s Decision Making Questionnaire-I (DMQ-I) and Decision Making Styles were assessed by Flinder’s Decision-Making Questionnaire-II (DMQ-II). The findings of the study were as, (i) there was a positive correlation between decision self-esteem and vigilant decision-making style and negative correlation between decision self-esteem and vigilant decision making style and negative correlation between decision self esteem and non-vigilant decision making styles, (ii) there was a positive correlation between adjustment and vigilant decision-making style and a negative correlation between adjustment and non-vigilant decision making styles.

Allinson and Hays (1996) found that women had more of an analysis orientation than men in their cognitive style.

Epstein, Pacini, Dense-Raj and Heier (1996) found that men score higher on rational style than women. However this gender difference was not replicated within much lesser sample.

Mohan and Srinivasan (1996a) conducted a study on the relationship of Machiavellianism and decision making styles among
executives. The sample constituted 165 executives from a large sector organization. Subjects Machiavellianism was measured by using the “Personality Inventory” developed by Christe (1970) and decision making styles were assessed by DMQ-II. Analysis of data revealed high Machs adopt more of vigilant decision making style and less of the defective patterns of decision-making when compared with the low Machs.

**Mohan and Srinivasan (1996b)** conducted a study on decision-making styles using Flinders Decision-Making Questionnaire II. It measured the strength of decision-making on six styles. The sub-scale vigilance had six items while all the remaining five sub-scales viz, hyper vigilance, defensive avoidance, procrastination, buck passing and rationalization had five items each. The items were measured on a Likert type 5-point scale ranging from ‘very frequently does this way’ to ‘never do this way’. Vigilance sub scale has a minimum score of 6 and a minimum score of 5 and a maximum score of 25. The higher score in one sub-scale indicated stronger tendency to adopt that particular decision style.

The influence of Machiavellianism on decision making styles. High Machs adopted vigilant decision making style and showed fewer tendencies to exhibit panic decision-making when compared with low Machs.

**Amalor and Suresh (1998)** investigated the relationship of verbal creativity with decision-making styles. The tools used were “Verbal Test Creative Thinking” developed by Mehdi (1973) and “Decision Making Styles” were assessed by DMQ-II by Mann (1982). The sample of 770 higher secondary students was selected. The results showed that vigilant and decision making style was correlated with each component of creativity as well as total creativity.

**Chand (1999)** concluded that female teachers were more analytical than male counterpart teachers.
Coop (1999) indicated the following regarding pastoral decision-making in the church; (i) Pastors who employed the power inherent in their “Position” when making doctrine decision achieved greater success than pastors who employed other sources of decision-making power; (ii) Pastors who employed a consensus decision-making style when making doctrine decision achieved greater success than pastors who employed other decision-making styles; (iii) There were several different combinations of power and decision-making styles that pastors could employ when making doctrine decisions and achieved greater success than pastors who employed the initially hypothesized combination; (iv) Pastors tended to employ a participative decision-making style where final authority over job retention was vested in the local church; (v) Pastors used virtually the same decision making style whether final authority over job retention was vested in the denomination or local church; (vi) Pastors used virtually the same decision-making style whether ownership of real property was vested in the denomination or local church; (vii) Pastors tended to use different combinations of power where final authority over job retention was vested in the denomination than if vested in the local church; (viii) Pastors tended to use different combinations of power where ownership of real property was vested in the denomination than if it is vested in the local church.

Suresh and Rajendran (1999) concluded that executives with high decision self-esteem adopted vigilant decision style more than executives with low decision self esteem. The executives with low decision self esteem adopt decision styles (hyper vigilance, buck passing and rationalization) that interfere in reaching a high quality decision.

Pandey and Pandey (2000) carried out a study to examine the effect of self-esteem and human relationship on decision making capacity of educational administrators. The sample consisting of 100 heads of the
schools of +2 affiliated to CBSE. The tools used for study were as, (i) "Decision-Making Capacity Inventory" standardized by Pandey, (95); (ii) "Self-Esteem Measurement Questionnaire" standardized by Pandey, (1997); (iii) "Human Relationship Inventory" standardized by Pandey (1998). The findings revealed that high and low scores on the self-esteem and human-relationship factor were the main criteria of decision-making.

Wilson (2000) revealed no significant differences among the students' reported levels of career decision-making, self efficacy or career indecisions by either gender or race. Although, there were no significant differences in the quality of parental attachment relationships among students based on gender and race, an interaction effect was observed on levels of attachment to father figures by black females. The overall results suggested a minimal impact of gender, race, and the quality of parental attachment on career, self efficacy and career indecision.

Katoch (2001) did not find any significant difference between male and female teachers. Both were having the similar magnitude of rational and intuitive style.

Verma (2001) studied the effect of culture, gender and stream on styles of thinking and decision-making of senior secondary students. She reported that decision-making were not significantly affected by culture, gender and stream. Further, no significant interaction were found between culture and gender, culture and stream on decision-making styles (except for dependent and rational style).

Yuval et al. (2001) examined the association among attachment styles, hardiness, and mental health in intensive real-life stress. Four hundred and thirty four young Israeli men (aged 17 years), candidates for service in an elite combat unit, were assessed towards the end of a highly demanding screening process. Secure attachment style was positively
associated with overall hardiness, commitment and control whereas avoidant and ambivalent attachment styles were negatively associated with these variables. In addition, a secure attachment style, and overall hardiness, commitment and control were positively associated with mental health and well-being, and negatively associated with distress and general psychiatric symptomatology, whereas avoidant and ambivalent styles were inversely related to mental health and well being and positively related to distress and general psychiatric symptomatology. Regression models testing the relationship between attachments, hardiness were predictors of mental health in real life stress.

Attri (2002) conducted a study on thinking and decision-making styles of secondary schools principals in relation to administrative effectiveness and certain selected variables. It found that the principals having different levels of administrative effectiveness, decisional self-esteem, decisional stress, age and administrative experience were significantly different on their thinking and decision-making styles.

Chung (2002) evaluated the career decision-making self-efficacy scale (short form) using the career commitment scale as a criterion measure. The study evaluated the CDMSE-SF by examining the internal consistency, and correlating the scale with measures of career commitment, gender and ethnic differences. Responses from 165 undergraduates in a Southern University revealed high internal consistency for the CDMSE-SF and moderate correlation between the CDMSE-SF and CCS. However, no gender or ethnic differences were found in this correlation. Females scored higher than males on the CCS. Blacks scored higher than whites on both measures.

Peters (2002) examined processes of principals and teachers in their decisions making capacity based on theory. Nine interviews were conducted
in three schools' clusters. The participants were 3 principals and 6 teachers. These participants were presented a combination of case studies and interview questions about decision-making. The frequency of specific frames was established in this study.

The purpose of this study was to examine the framing processes of principals and teachers in their decision-making capacity based on theory. This involved the identification and frequency of frames used, the decision making processes related to decision adequacy and acceptance, the perspectives of this principals regarding teachers decision-making processes and the perspectives of these teachers regarding their principals attempts to influence decision making. Teachers identified strategy as the primary means of principal influence, whereas the principals felt it was through legitimate power.

Petress (2002) examined academic decisions were often made in haste without complete information to support proposed changes, by people chosen for less than optimum reasons to make decisions, and without adequate preparation in terms of time and resources for such decision-making. Proposed changes in the way decisions were rendered were offered so as to offer opportunities for improved decision-making. Increased costs in terms of workload and time were acknowledged but believed to be well worth the expense.

Rana (2002) reported significant effect of stream on intuitive, avoidant and spontaneous style of decision making. Further, the science students were found superior than arts students in intuitive, spontaneous and avoidant styles of decision-making. Main effect of gender was found significant on rational, intuitive and spontaneous decision-making style. In these decision making styles, female Tibetan students were found superior than male Tibetan students.
Winther et al. (2002) compared a qualitative study of teacher decision-making during the 1st year of implementation of an environmental education curriculum. Eight teachers (3 elementary school teachers, 2 middle school teachers, and 3 high school teachers) perceptions of training, the program of administrative and peer support, and the manner in which the program was implemented in each classroom were examined. Administrators were perceived as supporting the program of administrative and peer support and the manner in which the program was implemented in each classroom were examined. Administrators were perceived as supporting the program because it helped to facilitate other school goals. Participants found the training difficult because the program was different from what they were accustomed to doing. The researchers found that teacher's perceptions stemmed from cognitive changes that the program stimulated.

Anderson (2003) examined several independent lines of research on the question of why individuals avoid decisions by postponing them, failing to act, or accepting the status quo. This review related to findings across several different disciplines and uncovered 4 decision avoidance effects that offered insight into this common but troubling behaviour: choice deferral, status quo bias, and omission bias and inaction inertia. These findings were related to by common antecedents and consequences in a rational emotional model of the factors that predisposed humans to do nothing. Prominent components of the model included cost-benefit calculations, anticipated regret and selection difficulty. Other factors affecting decision avoidance through these key components such as anticipatory negative emotions, decision strategies, counterfactual thinking and preference uncertainty, were discussed.
Emmerling & Gary (2003) propagated that once seen as something avoided in making important life decisions, recent research and theories of emotional intelligence point to the interdependence of emotion and cognition in the decision making process. Emotional intelligence as conceptualized by Mayer and Salovey consists of four interrelated abilities; (a) perceiving emotions, (b) using emotions to facilitate thoughts, (c) understanding emotions, and (d) managing emotions to enhance personal growth. It was hypothesized that such abilities facilitated the career decision-making process and led to decision that more fully satisfied career related interests, values and aspirations. Emotions experienced during this process had implications for the perception of risk related to specific career options, amount and kind of self-exploration individuals would engage in, and how information related to career choice would be processed. Also reviewed were issues of reliability and validity of the multifactor emotional intelligence scale and the implications of emotional intelligence for the career counseling process.

Okwumabua et al. (2003) concluded in their study that childhood and adolescent depression emerged as a public health concern because of its impairment of functioning particularly in domains of decision making and self-efficacy. They examined the association between depressive symptoms and decision coping patterns among a non-referred, non-clinical community sample of 276 low income African-American adolescents. The students ranged in age from 12-17 years. The children’s depression inventory was used to assess participant’s depressive symptomatology. The Flinder’s Adolescent Decision Making Questionnaire was used for assessing participant’s decision coping patterns. The instrument was group administered in classroom settings by the research staff. Findings indicated a significant association between depressive symptomatology and the use
of mal-adaptive decision coping patterns. Perhaps increasing competence in decision-making might have beneficial effects on overall mood and depressive symptoms among children and adolescents.

Jung-Soo & Park (2003) investigated cultural differences in decision-making styles of college students from 5 countries, Korea, Japan, China, The US and Canada. On the basis of previous scholarly findings, a questionnaire was developed and distributed to 837 college students in these countries. Of these, 815 were established those 5 decision-making styles: cooperative, collaborative, avoidant, competitive, and dominant. The results provided only limited support for the hypothesis. Further, some results ran counter to the expectations of cultural variability. The findings of the study implied that cultural differential might not be a stagnant phenomenon, and more variables should be explored to accurately evaluate cultural differences in decision-making styles.

2.2. VARIABLEWISE TRENDS OF RESEARCHES

On the basis of analysis of above studies the following trends of researches were noted :

2.2.1. INTELLIGENCE

In a way, complete dearth was observed on the association of intelligence and decision-making style. Only one study conducted by Emmerling and Gary (2003) revealed that emotional intelligence facilitated career decision-making.

2.2.2. PERSONALITY

A Few studies were conducted on the linkages of personality and decision-making styles. These studies utilized different tool from the tool from the present study. However, they showed significant relationship
between personality and decision-making styles, Campbell (1981) reported positive correlation between neuroticism and defensive avoidance and hypervigilance. Amalor and Suresh (1995) found relationship of extraversion, psychoticism and neuroticism with decision-making styles as measured through Flinder DMQ.II.

2.2.3. SELF-ESTEEM

Some studies determined the relation of self-esteem and decision-making styles and reported significant correlations. For examples using Flinders decision-making style questionnaire, Radford, Mann and Nakane (1993) found that decisional self-esteem was negatively correlated with the complacency, avoidance and hypervigilance style of decision-making. Similarly, Burnett (1989) and Radfort et al. (1986) observed that a positive correlation existed between decisional self-esteem and avoidance and hypervigilance style of decisional-making. Suresh and Rajendran (1995) found decisional self-esteem to be positively related with vigilant style and negatively related with defensive avoidance, procrastination and rationalization. Amlor and Raghvan (1996) and Suresh and Rajendran (1999) also found the similar results. However, no such study could be located for the relationship of decisional self-esteem and decision-making styles as measured through Scott and Bruce tool.

2.2.4. ACADEMIC ACHIEVEMENT

No study seemed to be undertaken on the nexus of academic achievement and decision-making styles. Hence no clear trend was available.

2.2.5. GENDER

Some studies have been carried out on the relation of gender and
decision-making styles. Their findings are not clear cut. For example, Hopkins (1982) reported that females exhibited their preference for dependent style while male for avoidant style. Bishop (1985) that women were less avoidant than men in their decision-making style. Agor (1986) concluded that females were more intuitive than males in their decision-making style. Whereas Kirton (1989) found men to be more intuitive than women. Radford et al. (1993) observed males to be lower than females on hypervigilance style. Ramalingam (1995a&b) found significant difference between male and females on defensive avoidant style.

Allinson and Hays (1996) reported that males had more analytical orientation than females. Epstein et al. (1996) also reported men to be higher than women on rational style. Chand (1999) found that female teachers were more analytical than male teachers in their cognitive style. Katoch (2001) records no difference between male and female on rational and intuitive style. Verma (2001) found no gender differences in a decision-making style of the senior secondary students. Rana (2002) on the other hand noted that gender difference existed in rational, intuitive and spontaneous decision-making styles.

2.2.6. STREAM

A little research was available on stream's relationship with decision-making styles. For instance, Ramalingam (1995) found significant difference in vigilant, buck passing and procrastination decision-making style of science and arts students. Rana (2002) reported that science students is more significantly higher than arts students on intuitive, spontaneous and avoidant styles of decision-making. Thus, no specific trend of result could be established based on these two studies.
2.2.7. RESIDENCE

Review of studies revealed that no study seem to have been undertaken on the influence of residence on decision-making styles.

The above findings and trends of research in the field provided the basis for formulating null hypotheses. However, intelligence, academic achievement, personality, self-esteem, gender, stream and residential background related characteristics of preservice teachers appeared to be significant in context of decision-making styles. Further, GDM of Scott and Bruce being latest tool of decision-making was considered worth while for assessing decision-making styles in the present study.