

Gaps in Decision Making Skill and its Relationship with Personal characteristics of the Students of SKNAU, Jobner

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ABSTRACT: Soft skills refer to personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. Decision making is the important skill for business and life. The study was conducted to find out gaps in Soft Skills among the students. This paper assessed the decision making skill among the final year college students in four constituent colleges of Sri Karan Narendra Agriculture University, Jobner. A total of 88 (59 boys and 29 girls) final year students from SKNAU, Jobner were selected by using 50 per cent sampling, randomly. The data were collected through personal interview schedule. The study revealed that majority of the students have medium gap in decision making skill (65.91 %) followed by high gap (20.45 %) and low gap (13.67 %). Native place, annual income, medium of instruction, library exposure and internet exposure found non-significant, whereas father's education, family occupation, academic performance, mother's education, involvement in extracurricular activities and computer exposure found significant with gaps in decision making skills.

Keywords: Soft skills, decision making, employability, annual income.

INTRODUCTION

Human Resource Development is the process of enabling people to make things happen. It deals both with the process of competency development in people and creation of conditions to help people to apply these competencies for their own benefit and for that of others. The most important element in any organization is its human capital. Any organization is made of people and its success depends mainly on the capabilities of the human resources and on the kind of collaboration they are able to establish. Human capital is then a fundamental component for any enterprise and the quality of it deeply affects the results that the company can achieve.

Communication skills, time management, decision making, optimism, problem solving, self-awareness is some of the vital competencies that employees of a progressive organization need to possess, all these constitute to represent 'soft skill'. The need for developing the soft skills of agricultural graduates is therefore the need of the hour. Agriculture is changing, and with it, a revised set of skills is needed to address new challenges in agriculture. As attitudes, expectations and employment in agriculture have changed, there is evidence that the skills and competencies of graduates do not meet the needs of today's agricultural sector. The new professional should, for example, be better

able to work across different disciplines and in partnership with different stakeholders, understand the value chain and potential for profit and entrepreneurship at different stages. With increased attention to holistic and multi-disciplinary approaches to addressing challenges, agricultural professionals are expected to be able to integrate knowledge and practices from outside of their discipline and work within the multi-functionality of agriculture. As we move away from "business as usual" we must integrate this new way of thinking into educational institutions and agricultural curricula. The modern agricultural sector demands that technical vocational colleges or institutes produce highly skilled personnel who can manage a variety of farms and production units, run processing enterprises, service market chains, manage and repair farm and processing machinery etc. (Choudhary, 2011). Higher soft skills play a very vital role in this dynamic Agriculture growth. If one has got advanced soft skills then definitely, he will be able to establish themselves as distinct amongst other job seekers. Soft skills comprise of many skills, among these skills, decision making plays a very important role.

Decision making: Decision making skills are to solve problems by selecting one course of action from several possible alternatives. Decision making skills are also a

key component of Soft Skills. In everyday life we often have to make decisions fast, without enough time to systematically go through the above action and thinking steps. In such situations the most effective decision making strategy is to keep an eye on your goals and then let your intuition suggest you the right choice.

METHODOLOGY

The investigation was conducted in constituent colleges of Sri Karan Narendra Agriculture University, Jobner namely SKNCOA, Jobner, COA, Lalsot, COA, Bharatpur and COA, Fatehpur. From each constituent college, students studying in B.Sc. (Ag.) Final were selected. The total number of undergraduate students was 171 (114 boys and 57 girls). Out of these 171 students, 50 per cent students *i.e.* 59 boys and 29 girls were selected randomly. Then the total sample was comprised of 88 students. The data were collected through structured interview schedule. The data was statistically analyzed using suitable statistical tools such as mean, standard deviation, mean percent score, percentage and correlation coefficient. To find out gaps in decision making skills, a structured schedule developed. The gap in decision making skills was calculated with the following formula:

$$\text{Gap in decision making skill} = \frac{(\text{Maximum score} - \text{Score obtained})}{\text{Maximum score}} \times 100$$

The correlation coefficient ('r' value) was used to measure the relationship between dependent and independent variables. The correlation coefficient

between variables was calculated by using the following formula:

$$r = \frac{\sum (XY) - \frac{\sum X \sum Y}{n}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{n} \right] \left[\sum Y^2 - \frac{(\sum Y)^2}{n} \right]}}$$

Where,

r = Correlation Coefficient

X = Independent variable

Y = Dependent variable

n = Total number of respondents

Hypothesis:

H₀: There is no relationship between personal characteristics of the students of SKNAU, Jobner and gaps in their decision making skill.

H₁: There is relationship between personal characteristics of the students of SKNAU, Jobner and gaps in their decision making skill.

RESULTS AND DISCUSSION

A. Distribution of students according to their gaps in decision making skill

A look at Table 1 indicates that 17.39, 13.33, 6.67 and 8.33 per cent students were with low gaps in decision making skills in SKNCOA, Jobner, COA, Lalsot, COA, Bharatpur and COA, Fatehpur, respectively followed by 65.22, 66.67, 66.67 and 66.67 per cent of the students were with medium gaps and 17.39, 20.00, 26.66 and 25.00 per cent of the students were with high gaps in decision making skill.

Table 1: Distribution of students according to gaps in their decision making skill (n=88).

Sr. No.	Level of decision making skills	SKNCOA, Jobner n ₁ =46	COA, Lalsot n ₂ =15	COA, Bharatpur n ₃ =15	COA, Fatehpur n ₄ =12	Overall n = 88
1	Low (up to 47.79 per cent)	8 (17.39)	2 (13.33)	1 (6.67)	1 (8.33)	12 (13.64)
2	Medium (47.79 to 61.17 per cent)	30 (65.22)	10 (66.67)	10 (66.67)	8 (66.67)	58 (65.91)
3	High (Above 61.17 per cent)	8 (17.39)	3 (20.00)	4 (26.66)	3 (25.00)	18 (20.45)
Total		46 (100.00)	15 (100.00)	15 (100.00)	12 (100.00)	88 (100.00)

Mean = 28.14, SD = 7.14

The overall gaps in decision making skills indicate that majority of the students (65.91%) of constituent colleges of SKNAU, Jobner were with medium gaps in decision making skills, followed by high gaps in decision making skills (20.45%) and low gaps in decision making skills (13.67%).

B. Relationship between personal characteristics and gaps in the decision making skill

A look at Table 2 indicates that native place, annual income, medium of instruction, library exposure and internet exposure found non-significant with gaps in decision making skills. In case of these variables null hypothesis (H₀) was accepted and alternate hypothesis (H₁) was rejected.

Whereas, father's education, family occupation and academic performance found significant at 0.05 level of significance and mother's education, involvement in extracurricular activities and computer exposure found significant at 0.01 level of significance with the gaps in decision making skills. In case of these variables null

hypothesis (H₀) was rejected and alternate hypothesis (H₁) was accepted.

C. Statement wise distribution of respondents according to their decision making skill according to the mean percent score

The data in Table 3 revealed that "I make up my own mind about things regardless of what others think" (84.32 MPS) was the most important statement and "I avoid taking advice over decisions" (56.62 MPS) was the least important statement given by the students of SKNCOA, Jobner, while in case of COA Lalsot "I like to consult with others" (81.66 MPS) was the most important statement and "I plan well ahead" (44.00 MPS) was the least important statement given by the students, whereas in case of COA Bharatpur "I take the safe option if there is one" (84.00 MPS) was the most important statement and "I avoid taking advice over decisions" (50.00 MPS) was the least important statement given by the students and in COA Fatehpur, the students had given most importance to "I like to

consult with others” (83.33 MPS) statement and least importance to “I avoid taking advice over decisions” (47.91 MPS).

The findings are in line with the findings of Amanollahi *et al.* (2016); David *et al.* (2017); Mishra *et al.* (2020).

Table 2: Relationship between some selected personal characteristics and gaps in the decision making skill (n = 88).

Sr. No.	Independent variables	Correlation Coefficient (r)
A. Personal variables		
1.	Native of the students	0.047 NS
2.	Father's education	0.206*
3.	Mother's Education	0.238**
4.	Family occupation	0.183*
5.	Annual income	0.092 NS
B. Achievement and exposure variables		
6.	Academic Performance	0.215*
7.	Medium of instruction at school level	0.121 NS
8.	Involvement in extracurricular activities	0.305**
9.	Library exposure	0.166 NS
10.	Computer exposure	0.313**
11.	Internet exposure	0.162 NS

* Significant at 0.05 level of probability; NS=Non-significant; ** Significant at 0.01 level of probability

Table 3: Statement wise distribution of respondents according to their decision making skill according to the mean percent score (n=88).

Sr. No.	Statements	Mean Percent Score									
		SKNCOA, Jobner n ₁ =46	Rank	COA, Lalsot n ₂ =15	Rank	COA, Bharatpur n ₃ =15	Rank	COA, Fatehpur n ₄ =12	Rank	Over all n=88	Rank
1.	I enjoy making decisions	72.82	VI	71.66	V	73.33	VI	77.08	III	73.30	VII
2.	I rely on 'gut feelings' when I make decisions	77.71	IV	70.00	VI	81.66	III	79.16	II	77.27	IV
3.	I like to consult with others	67.93	VIII	81.66	I	74.00	V	83.33	I	73.58	VI
4.	I stick by my decisions	60.32	XIV	53.33	XV	56.66	XIV	62.50	VII	58.81	XIX
5.	When I find one option that will just about to do, I leave it at that	61.41	XII	60.00	XI	64.00	IX	62.50	VII	61.93	XIV
6.	I remain calm when I have to make decisions very quickly	62.50	XI	64.00	IX	71.66	VII	74.00	IV	66.19	XII
7.	My decision is governed by my ideals regardless of practical difficulties	72.82	VI	81.66	I	68.33	VIII	77.08	III	74.15	V
8.	I make my decisions without considering all of the implications	70.65	VII	73.33	IV	71.66	VII	64.58	VI	70.46	IX
9.	I change my mind about things	67.93	VIII	74.00	III	60.00	XII	64.58	VI	67.33	XI
10.	I take the safe option if there is one	81.52	II	68.33	VII	84.00	I	77.08	III	79.26	III
11.	Sometime I prefer to avoid making decisions if I can	67.39	IX	66.66	VIII	61.66	XI	56.25	X	64.77	XIII
12.	I plan well ahead	63.04	X	44.00	XVI	63.33	X	58.33	IX	59.38	XVIII
13.	When I make decisions, I found myself favouring first one option then another	67.93	VIII	68.33	VII	73.33	VI	64.58	VI	68.47	X
14.	I carry on looking for something better even if I have found a course of action that is just about OK	62.50	IX	58.33	XII	61.66	XI	58.33	IX	61.08	XV
15.	I find it difficult to think clearly when I have to decide something in a hurry	60.86	XIII	56.66	XIII	58.33	XIII	60.41	VIII	59.66	XVII
16.	I make up my own mind about things regardless of what others think	84.32	I	66.66	VIII	78.33	IV	74.00	IV	79.56	II
17.	I avoid taking advice over decisions	56.52	XV	54.00	XIV	50.00	XV	47.91	XI	53.98	XX
18.	In my decision making I prefer on practicalities more important than	79.34	III	76.66	II	83.33	II	83.33	I	80.11	I

	principles										
19.	I waste time by changing my mind before acting on a decision	74.54	V	61.66	X	78.33	IV	68.75	V	72.73	VIII
20.	I see myself as a decisive person	60.86	XIII	60.00	XI	58.33	XIII	60.41	VIII	60.23	XVI

The overall decision making skill shows that “In my decision making I prefer on practicalities more important than principles” (80.11 MPS) was the most important statement and “I avoid taking advice over decisions” (53.98 MPS) was the least important statement given by the students of SKNAU, Jobner. The reason behind least important statement might be due to that students were like to live in groups and share their problems with each other and take advises for solving of problems so they do not like to avoid their advice when they make decisions.

The findings are in line with the findings of Robinson and Bryan (2008); Koka, and Raman (2015); Thakur (2015).

CONCLUSION

Decision making is the important skill for business and life. In the light of the findings presented in the above, the following conclusions are drawn, there is a satisfactory result in the decision making skill among the students, because of slightly more than fourth fifth of the students have gaps in decision making skills from medium to high. This study also found that parent’s education is an essential factor in student’s decision making. Students who have good family background have good decision making skill. Promote self-concept is important in higher education settings so that students can make better career decisions. Some interventions, assessments, and coaching related to developing decision making skills can be provided by the institutions themselves or through external sources. This can help individuals to develop better career selection skills, especially for undergraduate students. This study adds to the existing theoretical framework on the impact of the personal characteristics on student’s decision making. Decision making skill and

future goal can be further developed in the students via professional career counseling that can enhance the employability among the students.

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Conflicts of Interest. None.

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