

A STUDY OF INSTRUCTORS' DECISION MAKING STYLES IN GRADUATE SCHOOL OF EDUCATION AND GRADUATE SCHOOL OF PSYCHOLOGY AT ASSUMPTION UNIVERSITY OF THAILAND

Panyacekka¹

Yan Ye²

Abstract: This study intended to describe the demographic data and decision making styles of instructors in the Graduate School of Education and the Graduate School Psychology at Assumption University of Thailand.

Ten instructors from Graduate School of Education and four instructors from the Graduate School of Psychology were used in this case study. The study was primarily based on three decision making styles: autocratic style, consultative style and group style. Questionnaires using Likert scale included two parts: demographics and decision making styles. The collected questionnaires were computed by the descriptive statistics including frequency, percentage and mean.

This study found which decision making style the instructors most practice when they attempted to make a decision concerning the issues they confronted in faculties. The instructors' demographic results showed that in both schools, male and female instructors are same in number, the majority instructors were Non-Thai nationalities, they were over 50 years-old, with more than 20 years' work experiences as well, and all instructors had got Ph. D. Meanwhile, the Group (shared) decision making style was found as the most preferred decision making style in the study.

Discussion and recommendations on how to provide instructors effective decision making style for faculties were provided in the last part of the study.

Keywords: Decision Making Styles, Graduate School of Education, Graduate School of psychology, Assumption University

Background of the Study

The empirical power to push the organization into the position of intensive goal primarily lies in responsible persons who are granted authority for decision making process. The leaders in education have to take exclusively all responsibility for their academia. The committed educational leaders must be conscious of all force when the decision is made how to best meet the educational desired outcome and mission set up (Strickler, 2009).

The decision making not only in the educational institutions but also in any other organizations takes the critical important role for attaining the expected outcomes

¹ M.Ed. Candidate in Educational Administration, Graduate School of Education, Assumption University, Thailand.
d.winer.2006@gmail.com

² Ph.D., Director of Educational Research, Statistics and Measurement Center, Graduate School of Education, Assumption University, Thailand.
norayeyan723@hotmail.com

because decision making takes all functions of administration process in organization. And, in school district, it may ultimately reach its influence on the school clients-both faculty members and students. It is, therefore, said that the leaders of school need to develop the decision making skills which is most effective to the institution (Lunenbarg & Ornstein, 2008).

Reinhartz & Beach (2004) demonstrated an instrumental point that although the decision making is a part of the whole process of organizational operation, it may impact to students, teachers and staff members if made by the educational leaders due to that team work and school culture are upraised through the quality of decision making process. It is also said that decision making is daily concern and the choice of the leaders among alternatives. This statement points out a significant notion that the leaders are necessary to make the right decision for educational standard-development. There are a lot of educational demands in the 21st century in terms of economic, social communication and political arenas. Coleman and Glover (2010) also argued that the external demands may make the educational leaders hardship to reach to right decision making process.

The assumption university is also moving forwards to the quality assurance through the strategic roadmap planned from 2011 -2022. The AU expects the students to have the three aspects of quality- acquisition of virtues and ethic, acquisition of leadership and management skills and acquisition of English proficiency (Sriwarakuel, 2011). To implement the strategy for quality assurance development in education, all educational leaders who work for education at the whole country are of responsibility and they all necessitate making right decision to do right things for quality development. Therefore, Chirikos and Wheeler (1968) argued that the planning is the primary technique related to decision making process and it helps the decision maker choose the alternative which most appropriate to specific focus.

One of the 21st century skills the educational leaders put much their emphasis on is the problem solving skill. The problem solution is embodied in a series of decision making and the value of decision making is measured by the problem solving effectiveness. The decision making has three major materials: a goal, option for attaining to the goal and the choice of a preferred option among alternatives. However, when the problem comes, it needs to make an effective decision to solve it (Kowalski et al, 2012).

The systematic approach to educational planning to emerge the high quality education standard from the traditional dominance is also responsible to the leaders who supervise the school as well as educational institutions and give instruction to the students. Hoy & Hoy (2013) assumed that both teacher and principal are responsible for the instructional matters: the teacher has the deliverance of lecture in class-room, expertise in curriculum mapping and knowledge in corresponding subject area while the principal having accountability for progressing the organizational climate and culture and provision to instruction of teacher. Quong et al (1998) also commented about leaders' education planning that the leaders contemplate educational routine activities and tasks operated in school environment. All of educational performance style designed and led by the instructors in the class room is the sequence of their decision making and that of the performing ways they choose as per their decision making. The decision making styles of instructors upon the

educational issues they confront in the faculties they work takes play a significant role for educational quality development of students and their quality based-educational performance demanded by the today-human society. Zsebik (2010) therefore denoted that the decision the educators make, has to be the premise for academia knowledge and skills relevant to teaching the reality.

Assumption University is an autonomous university and also first English medium provided- university in Thailand. The University is an international community of scholars, enlivened by Christian inspiration, engaged in the pursuit of truth and knowledge, serving the human society, especially through the creative use of interdisciplinary approaches and cyber technology. The University is fully accredited by the Ministry of Education. Its academic standards are accepted by the Civil Service Commission of Thailand. Assumption University (Au) is recognized in the U.S.A and other countries; transfer credits from Au are accepted by foreign universities. Graduates from Au can pursue advanced degrees anywhere in the world. Assumption University is listed in the Handbook of Universities and other Institutions of the INTERNATIONAL ASOCIATION OF UNIVERSITIES in Paris, France (Bulletin, 2007).

Graduate School of Education has been extending and offering the Master of Education Program with two majors: Curriculum and Instruction, and Educational Administration since 1998. In order to fulfill the needs of country and students, the Graduate School of Education opened further two programs in faculty- the Graduate Diploma in Teacher Education in 2000 with specific emphasis on the teaching profession and its pedagogy and Doctorate Degree in Educational Leadership in 2004 with particular intention to help the teachers and administrators ride on top of the waves of changes and adjustment.

Graduate School of Psychology is an international community of behavioral scientists and practitioners who inspire to develop the students' knowledge, competence and morality to enable them to become agents of social change and instruments to serve for human society. The Graduate School of Psychology formerly known as a graduate school of counselling psychology at Assumption University (ABAC) is officially integrated as an operational faculty and Graduate School of Psychology provided the academic program that leads to Master of Science in Counselling Psychology. The Graduate School of Psychology also produced a hundred graduates (M.S. CP) who were trained within the broad context of the scientist-practitioner model (<http://www.counseling.au.edu/about.html>).

Nevertheless, there is no any research about the instructors' decision making style at Graduate School of Education and Graduate School of Psychology at Assumption University of Thailand. Accordingly, the researchers would like to know which leadership style of instructors in above stated schools of ABAC is mostly functioned to lead the standardized institution. Therefore, the researcher focused his research on decision making style of instructors in two of these above stated schools.

Objectives

This research is conducted to identify the instructors' demographic data including their gender, nationality, age, years of experience, and educational level and to

identify the instructors' decision making styles as prescribed in this research, to know which decision making style is primarily used by the faculties.

Literature Review

The part of literature Review is aimed to explore the varieties of definition of decision making represented by numerous researcher in different fields, theorists & experts and decision making styles.

Definition of Decision Making

The term "decision making" is also defined in immensely different ways. Maung Dennis (2012) searched that taking the perfect decision making is an ongoing process and challenging task of every leader not only in the field of education but also in any other organization

Baron (2004) defined that the decision making is a judgment of which is acceptable and unacceptable among alternatives. Serrat (2012) and Kowalski et al (2008) understood that the decision making is a cognitive process of choosing the effective one between the possible actions in situation of uncertainty: Santrock (2009) Teale et al (2003) contented that decision making is difficult to literally define because it takes many norms based on the situation but 'the choice, evaluation and commitment' are said to be the elements of decision making. Reinhartz & Beach (2004); Ramanigopal (2008) and Certo & Certo (2005 as cited by Huam Hon-Tat Thoo Ai-Chin Poon Sun Hooi Amran Rasli, 2011) said that the decision making is the cognitive process of making a choice inherent in the suitable information, alternatives prescribed, values held and the intensive outcomes. They stated the four stages for making an effective decision thus "seeking the information, expecting the consequence, taking an action with the integrity or good behavior and reducing the possible negative aspects. Lee & Robert (1999) gave the remark that the decision is the process of electing the needs and the best alternatives suitable for individuals and organization.

According to Heald (1991 as cited by Gokalp, 2008), decision making is defined as wisely selecting a path to take action that is appropriate for changing the current condition or circumstance in a desired direction. According to rational-choice models (normative models), decision making can be defined as choosing courses of action that are based on rationale by taking into consideration the values and the probabilities of the consequences that would result from selecting each of the available alternatives(Lunenburg & Ornstein, 2004). (Lunenburg & Ornstein, 2008), the decision making is a series of sequential stages- defining the problem, establishing the goals, generating the possible alternatives, considering the consequence of each alternative, evaluating the alternative, selecting the best alternative and implementing the action of decision making. Jencharoenwattana (2000) and Noorderhaven (1995) also supported this idea that decision making is the identifying of the alternatives and choices rooted in the values and preference of decision maker. Hoy & Miskel (1991) commented that the decision making employs an optimizing strategy by seeking the best possible alternative to maximize the achievement of goals and objectives. According to classical model of decision making, the process for making decision includes the five stages - diagnosing the difficulties, analyzing the problem,

developing the alternatives to solve the problem, demonstrating the best solution and taking action to make decision (Owens, 2001). As a result, the decision making should be regarded as a process of determining the best things amongst numerous options and taking action to implement the chosen one.

Vroom-Yetton's Normative Model: Decision Making Styles

Vroom-Yetton's decision making model is useful and effective one and structured very complicated way: it also introduces a clear statement of what the leader is supposed to reach the final decision (Lunenburg & Ornstein, 2008). This model was developed to help the instructors examine and determine and respond the more effective decision making style while in different problem situations. The key issue for leaders is also to choose the appropriate one among given situations to lead the effective decision. (Newstrom & Davis, 1997; Field, 1979; Owens, 1995). According to Hoy & Miskel (1991), the decision making should include all subordinates with hierarchy staffs but participation in decision making is strictly depended on the nature of issues happening and situations being faced. According to Lunenburg & Ornstein (2008), while in decision, the leader should consider three kinds of feasible situations: (1) decision quality- it means the decision making effectiveness, decision result how or to what extent the decision having been made is implemented for problem solution and which goal the decision making will lead. (2) decision acceptance- it means instructors' acceptance of leader's decision making that includes the need for their accountability, their prior approval, congruence of their goals with faculty's goals. (Lunenburg & Ornstein, 2008; Newstrom & Davis, 1997). (3) timeliness- it refers to the time period the most possible for decision makers to reach the final decision action (Lunenburg & Ornstein, 2008). Those who attempt to implement the decision making process should majorly perceive the information availability & problematic issue structure, critical acceptance of decision by the followers and time period of limitation to arrive at the eventual decision (Chance & Chance, 2002). Vroom, Yetton and Jago (1998 as cited by Lunenburg, 2010) offered the five decision making styles well-known as the Vroom- Yetton's decision making model to call for all instructors to participate in decision making process of the hierarchy of school. Each of these five decision making options are described below in order from unilateral style to shared style of decision.

1. Autocratic decision making style

- (1) Autocratic I (AI) - leader (instructor) uses available information already existing and makes a decision alone, not to involve anyone in faculty in decision action and even not to ask any information from them, other person.
- (2) Autocratic II (AII) - Leader (instructor) collects information needful from other persons and makes decision alone, not invite them to participate in it. He/ she may or may not describe the problematic issue to them when requested for information.

2. Consultative Decision Making Style

- (1) Consultative (CI) - leader (instructor) consults with other relevant persons, individually, soliciting information available, ideas and suggestion and then he makes decision that may or may not consider the others' influence.

- (2) Consultative II (CII) - leader (instructor) gathers and consults with group to obtain collective idea through discussion and then he makes a decision that may or may not reflect others' influence.

3. Group (Team) Style

This is a team decision making which involves all persons for getting a better decision quality and they all make decision in group. In this decision making style, the leader shared all issues and situations with the group, then all together make decision. All group members share equally as they generate, evaluate and attempt to reach agreements in a decision. The role of leader (instructor) here is just to facilitate the group towards consensus on a solution to a problem and must be willing to accept the result of decision of the entire group (Chance & Chance, 2002; Lunenburg, 2010; Field, 1979; Field, 1998; Lunenburg & Ornsteins, 2008., Vroom& Jago, 1974).

Characteristics of Decision Making Situations

There are seven situational characteristic variables which are designed to eradicate the certain decision process from feasible set when those decision processes are not effective to decision quality as well as to decision implementation for specific situation (Vroom & Jago, 2007). The first group of rule contains three aspects which are characterized to promote the quality of decision such as- information and other things necessary for implementing the decision.

- a. The information rule- if decision makers have no enough informations to make a decision and no skills or expertise to solve the problem alone, then they should avoid the autocratic decision making style (AI) from feasible set.
- b. The trust rule- the decision makers attempt to make a decision but other employees do not seem to pursue the decision action to solve issues. In this case, the decision makers should eliminate the group decision making style (GII) from feasible set.
- c. Unstructured problem rule- the decision makers attempt to make a decision alone but they have no enough adequate information and expertise to solve issue alone and the problematic issues are also now well-constructed. In that case, they should collect sufficient information from other persons gathering together and make decision. Remove the Consultative Decision Making Style I (CI) from feasible set (Lunenburg & Ornstein, 2008).

The second group of rules is formulized to enhance the decision acceptance of others who will take action of decision already made.

- d. Acceptance Rule- if it is very crucial important that other partners must accept the decision but there is not possible criterion that the autocratic decision making is agreed by other partners, then eliminate the autocratic I (AI) and autocratic II (AII) from feasible set.
- e. Conflict Rule- it is crucial element that the decision is accepted by the partners but autocratic decision does not seem to be accepted. And, it seems to appear the disagreement amongst partners as well. In this situation, it exactly needs the group participation amongst partners in conflict. In this case, eliminate the AI, AII and CI, which deny calling for others involvement in decision making process.

- f. Fairness Rule- decision quality is not much important but its acceptance by partners is critical and problematic issues to be considered. However, there is more likelihood that group decision will be accepted and it will generate more commitment amongst partners as well than hierarchical one. In this situation, eradicate AI, AII, CI and CII from feasible set.
- g. Acceptance Priority Rule- decision acceptance is crucial important, not possible to be assured by the autocratic decision and other partners are able to be trusted. In this circumstance, group decision making style is appropriate to generate the commitment of other partners. Eliminate the AI, AII, CI and CII (Lunenburg & Ornstein, 2008; Hoy & Miskel, 1991).

Utilization of decision making style

In order to determine the most appropriate decision making options, the decision makers have to ask seven questions on decision situation themselves. Thus, they can analyse the contingency level of decision by giving answer “Yes” or “No” to each of the given situational questions and then follow the direction to the most favorable decision making style to solve the problem. The problem will consist of seven types for each problem situation includes two diagnosis questions “Yes” or “No”. The seven questions to approach to problem are as stated below (Hoy & Miskel, 1991).

1. Does the problem possess a quality requirement such that one solution is likely to be more rational than another?
2. Does decision maker sufficient information to make a quality of decision?
3. Is the problem structured?
4. Is acceptance of the decision by others critical to effective implementation?
5. If decision maker make a decision without input, is it reasonably certain that it will be accepted by others?
6. Do others share the organizational goals that will be attained by decision?
7. Is conflict amongst others likely if this particular decision is made? (Chance & Chance, 2002; Owens, 1995)

The decision maker can quickly find out the situation contingencies by giving answer of “Yes” or “No” to each of seven questions displayed above. As depicted in flow chart below, the decision maker can follow the chart from the right to left to identify the problem and gets the preferred way of decision making style (Hoy & Miskel, 1991).

(See Table 1 on the next page)

Conceptual Framework

Grounded in Vroom & Yetton’s decision making model, three decision making styles are mainly focused on this research. And, the current research is conducted for describing which decision making style is most consumed by the instructors in faculty as to the issues they face and who the faculty members are most among nationalities, ages, educational levels and work experience. There is, therefore, no dependent and independent variables. Theoretical framework is figured as follow:

(See Figure 1 on the next page)

Table 1: Instructors Decision Making Style of Others’ Involvement Resources (Adapted from Chance, L. Patti & Chance, W. Edward (2002))

Decision Process	One solution obviously better than another?	Sufficient Information?	Structured Problem?	Acceptance by Subordinates Critical?	Accepted by Subordinates if leaders make decision?	Do subordinates share goals to be attained?	Is conflict likely?
Leaders make decision using available information	No			Yes			
	No			Yes	Yes		
	Yes	Yes		No			
	Yes	Yes		Yes	Yes		
Leaders obtains information from subordinates and then decides	Yes	No	Yes	Yes	Yes		
	Yes	No	Yes	No			
Leader gains idea from relevant subordinates and then decides	Yes	Yes		Yes	No	No	No
Leader shares with all subordinates and then decides	Yes	No	Yes	Yes	No	No	Yes
	Yes	No	No	Yes	Yes		
	Yes	No	No	No			
	Yes	No	No	Yes	No	No	
Leader accepts consensus solution from subordinates	No			Yes	No		
	Yes	Yes		Yes	No	Yes	
	Yes	No	No	Yes	No	Yes	

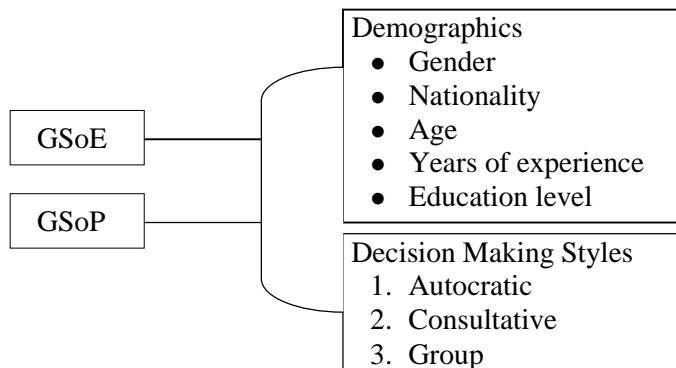


Figure 1: Conceptual Framework of the Study

Method/Procedure

This research is designed as a descriptive quantitative research by utilizing survey to find out the instructors' decision making styles in their decision making behaviors in Graduate School of Education and Graduate School of Psychology of Assumption University of Thailand.

This study will be conducted being focused on the area of two graduate schools of Assumption University. The researcher selected total instructor numbers of both graduate schools. The target population of the study, therefore, is all of teachers who instructs to the students from both of graduate schools. The respondents of this research are 10 teachers or instructors from Graduate School of Education and 4 out of 5 instructors from Graduate School of Psychology of Assumption University, who are currently giving the lecture to the first term graduate students of 2013 academic year. In 2012-2013 academic years, there were 5 instructors at total in Graduate School of Psychology at Assumption University, Thailand but one instructor was missed to collect the data from.

Research Instrument

In order to conduct this study, the researcher prepared a set of questionnaires for the instructors. According to research objectives, the researcher initially set up the questionnaires and consulted again and again with major advisor. The resources to develop and bear this study was searched from the many materials such as- published book, unpublished these, dissertation and journals. The questionnaires draft before consulting to the experts for contents' validity check was represented to the major adviser for suggestion and adaptation. The questionnaires were created into two divisions- Part I and Part II. Part I includes the five items pertaining the demographic factors of the respondents, instructors, regarding to their Gender, nationality, age, education level and years of work experience. The respondents are asked to choose and tick inside the bracket that belongs to them. Part II contains 12 items of question which reflects the behavior of instructors when they make a decision on the issue or issues confronted in faculties. The researcher of this research basically conducted only three decision making styles amongst five decision making styles: (1) autocratic style I, (2) consultative style I and (3) group style. In this part, questions number 1, 5, 8 and 11 measured the Autocratic Decision Making Style, questions number 2, 4, 6 & 9 presented the Consultative Decision Making Style and questions number 3, 7, 10 and 12 were prescribed for referring the Group Decision Making Style. The Likert Scale concepts of the boundary numerals were used for interpreting the mean value of the decision making styles of instructors in both graduate schools in this research. The instructors were required to report their real situation by ticking from Strongly Disagree-Disagree- Non Disagree, Non Agree- Agree-Strongly Agree.

Validity and Reliability

The content validity of the questionnaires in this research were approved and evaluated by the three experts – two are both instructor and still giving instruction in Graduate School of Education at Assumption University: they both had got Ph.D. in Educational Leadership and another expert from Newcastle, a director of Thinking

Class-room foundation, Teacher Training Center for Burmese Teachers, Chiang Mai, Thailand; he had also got Ph. D. in Educational Leadership. The present researcher was given the suggestion to change “some alphabets such as – “problem” used in questionnaires”, to reduce “some of items which have similar and redundant meaning” and to make the Likert Scale’s degree order from 1 to 5. Finally, the decision making part of questionnaire is basically followed Vroom-Yetton’s decision making model of 1973, which can be found online and for public uses, this researcher just change few words of it. But this researcher finally could also report that the reliability of the used questionnaire was .568, which was regarded as reliable for the small size of participants. The researcher used Cronbach’s Alpha Coefficient Reliability computed with the sample of 14 instructors in Graduate School of Education and Graduate School of Psychology at Assumption University, Thailand.

Data Collection

In order to conduct this research, the permission from Dean of Graduate School of Education of Assumption University was asked to deliver the survey questions to each instructor from both graduate school of education and graduate school of psychology since both graduate schools were under the administration of the Dean from Graduate School of Education. Each permission letter was attached to each survey with each request letter whereby the research objectives and research title are identified and then all attaches are delivered to each instructors from Graduate School of Education and in Graduate School of Psychology, its secretary was explained and requested to deliver each survey with attachment to each instructor from GSoP. The role of secretary of graduate school of psychology is to distribute to each instructor from it. The data collection was acted on February 2013 to March 2013. The researcher gathered all the survey returned from the respondents on March, 2013.

Data Analysis

The data collected were computed by utilizing the descriptive statistics for ease and accuracy.

For Research objective 1: The demographic factors of respondents, instructors were analyzed by frequency and percentage.

For Research objective 2: the decision making styles of instructors from both graduate schools were also analyzed by frequency, percentage and mean.

Findings/Results

A total of 14 questionnaires were distributed to the intensive instructors. In spite of not acceptance of all of the distributed questionnaires, the returned-valid-questionnaires’ rate reached 94%. The report of data analysis and the interpretation produced the information to give answer to the research objectives. The findings are illustrated and stated regarding to two research objectives- (1) to identify the instructors’ demographic data including their gender, nationality, age, years of experience, and educational level and to identify the instructors’ decision making styles as prescribed in this research, to know which decision making style is primarily used by the faculties.

The result up to two research objectives was found out and indicated by researcher as follow:

Research Objective One: To identify the instructors' demographic data including their gender, nationality, age, years of experience, and educational level.

In graduate school of education and graduate school of psychology at Assumption University, Thailand, according to research findings of instructors' demographic data, 50% were male instructors and female instructors were also 50%; there were 42% of Thai instructors and 50% of Non-Thai instructors; instructors between age of 31 and 50 were 28.6% and instructors above age of 50 were 71.4%; 14.3% of instructors had below 10 years-work experience, 28.6% of instructors had between 10 and 20 years-work experience and 75.1% of instructors were above 20 years-work experience; all of 100.0% of instructors had born doctorate degree.

Research Objective two: To identify the instructors' decision making styles as prescribed in this research, to know which decision making style is primarily used by the faculties.

To investigate and display which decision making styles the instructors preferred to use to settle down the daily concerned issues in faculty, the researcher separately found out total scores of each decision making style and the scores of each decision making style of each respondent were added up to see total highest scores and then the highest scores of decision making style were hereby presented as the instructors 'preferred decision making style'.

According to adding up the scores of each decision making style of each respondent, 7.14 % of respondents to the research questionnaires from both GSoE and GSoP preferred consuming Autocratic Decision Making Style; 21.42% of respondents preferred applying Consultative Decision Making Style; and 71.42% of respondents preferred practicing the Group Decision Making Style.

Moreover, from 'the means and standard deviations', Table 2 showed that the lowest means score of decision making style was 2.7857 for AQ4; which meant most instructor rarely think "I am certain that other faculty members will have to accept what I decide." While, the highest means score of decision making style was 4.3571, for GQ4, which also indicate that most instructor "respect the majority view of faculty members despite my disagreement." This means result also demonstrated that instructors in GSoE and GSoP were most likely to practice group (shared) decision making style and they seldom applied autocratic decision making style while it seemed that they sometimes practiced consultative decision making style, since all the highest means belonged to Group decision making style questions.

(See Table 2 on the next page)

Discussion

1. About The Demographic Data

The heterogeneous demographics of instructors influenced upon the development of organizational performance which were substantially conducive to students' achievement in school district (Gallimore, 2001; Bulach & Berry, 2001). Therefore, the demographic data of instructors were also necessary things to be taken account for student academic long term- outcomes.

Table 2: Instructors Decision Making Styles

DMS	Items	N	Means	Interpretation
AQ1	When there is a problem in a faculty, I make a decision to solve it by myself.	14	3.0000	Neutral
AQ2	I request necessary information from one or more members regarding a problem or issue faced; however, I decide on a solution by myself.	14	3.8571	Positive
AQ3	I have self-confidence that I am able to manage any problem faced and make a decision by myself.	14	3.8571	Positive
AQ4	I am certain that other faculty members will have to accept what I decide.	14	2.7857	Neutral
CQ1	I discuss a problem with other faculty member individually in order to obtain their ideas and suggestions.	14	4.0000	Positive
CQ2	I seek suggestions from other faculty members by having a group discussion on a problem that I face.	14	3.7143	Positive
CQ3	Even though I take all suggestions from other faculty member into consideration, I base my decision on my judgment.	14	3.4286	Neutral
CQ4	I believe that it is better to consult other faculty members before making a decision on a problem that I face.	14	3.6429	Positive
GQ1	I believe that it is important to have all team members take part in making a decision on faculty issues.	14	4.3571	Positive
GQ2	I believe that a group decision making is effective.	14	4.0000	Positive
GQ3	I try to co-ordinate with other faculty members in order to involve them in a decision making process regarding issues related to them.	14	4.1429	Positive
GQ4	I respect the majority view of faculty members despite my disagreement.	14	4.3571	Positive

Gender

The research found that GSoE & GSoP both have equal rates of male and female instructors- 50% to each school. Nevertheless, Jain & Nikhil (2012) believed that marital status of instructors such as- work experience, age and education fluently impact on decision making but gender does not impact on it. However, according to

Sanz de Acedo Lizarraga et al (2007), the sex and age fundamentally differentiated in decision making process. While involved in decision making, the women showed more uncertainty, instability, doubts and dynamisms. They are more aware of constrains and their emotion was more important to them in decision making. The men allocated more important idea to analyze the information required to generate the decision quality and define a goal of decision. The men were more motivated in working process and felt more pressure from the work-related aspects as well. GSoE and GSoP were fortunately not worried about gender differentiation in decision making because they had equal rate of male and female instructors.

Nationality

The research finding showed that in GSoE & GSoP Thai instructors (Native instructors) rate were less in number than Non-thai instructors (foreigners). This research finding was consistent with Somer (2006)'s previous research investigation that demonstrated that involvement of diverse race in decision making could explore unlimited process of information exchange to the organization. Composition of nationality heterogeneity in decision making produces the effective outcomes in dynamics and performance but somewhat, its impact on group decision remains the subject of debates and its negative influence is the interpersonal conflicts.

Age

The instructors between age of 31 and 50 were 28.6% and instructors above age of 50 were 71.4%. This proved that young adult instructors were less than adults' instructors in GSoE and GSoP. This finding showed the fact that GSoE and GSoP were running under the likelihood of right decision making since they had more old instructors. Regarding to age, current research finding was similar to the previous research indication of Sanz de Acedo Lizarraga et al (2007) and Besede et al (2010) that the young people felt significant anxiety and emotional and social aspect in decision making while the adult and retired persons were lesser extent in it. Aloka (2013) also found that the younger people are not cautious but more risky in decision making. However, the research finding said that old – individuals more eliminated the certain aspects that were effective to decision rather than did the adult so they chose the minimum level aged- individuals. The previous researcher investigation proved that older adults were more willing to make a decision in risk and ambiguous situation rather than were the young adults (Sproten et al, 2010; Zeldin et al, 2000).

Work Experience

In GSoE and GSoP, the rate of instructors having above 20 years- work experience was higher than all. This result cleared up the point that GSoE and GSoP might lead to success in desired goals through the right decision since this result was consistent with Sanz de Acedo Lizarraga et al (2007)'s finding that individuals lacking of knowledge and experience tended to produce a little bit value in decision making and could specifically convinced the complexity of issues. The work experience played critical role in decision making process. The experts would use to recognize the problem situation as an intense of type and derive the right decision from memory. The outcomes were initiated mostly depending on experience. The work experience

much influences the decision making in serious situation at risk (Sinha, 2005). However, Aloka (2013)'s finding warned that the less experienced persons are less cautious in decision making. Fortunately, the instructors who had over 20 years-work experience were more than all in both graduate schools, which indicated that GSoE and GSoP might mostly decide the right things.

Education Level

Both GSoE and GSoP had instructors who had hierarchical qualification because all of instructors there had PhD level of education. This result was similar to Kimani et al (2013)'s finding that the teacher qualification and teachers' experience were premise to increase the students' academic achievement. School resources such as teacher quality highly impacts on advantage of students and the beginning teachers regardless to climate high quality produces poor performance which negatively affects substantial impact on students achievement (Rivkin et al, 2005).

2. About Decision Making Styles

Researcher conducted this research based on three decision making styles-(1) autocratic decision making style that the leader makes decision themselves (2) consultative decision making style that leader involve all partners in decision, not take account into their feedback and (3) group decision that leader shared issues with all members and consider their opinion and make decision altogether.

This study indicated the result that the ratio of instructors who autocratic decision making style was ranked at 7.21%. This means the instructors in GSoE and GSoP did not prefer to use autocratic decision making style.

This result is consistent with the finding of Zewoldemariam (2002) that directive decision making style as a dominant style might use for a few teachers. However, some research finding showed that in situation that time was also limited and task structure was high, autocratic decision making style might increase efficacy and decrease anxiety and directly facilitate the group members to accomplish the task (Jr, 2007). Northuse (2010) & Lester (1975) found that subordinates were low in motivation, confidence and mastery skills, the autocratic decision making style was better to use. This study found that instructors who practice consultative decision making style were rated at 21.42%. It implied that instructors in GSoE and GSoP generally did not like to use the consultative decision making.

Owens (2001) also found that consultative (participative) decision making is great only when time requirement is sufficient and their involvement was optimized whereas participation of instructors in decision produces some advantages to share knowledge, express free feeling and offer information.

However, this study finding is consistent with Chance & Chance (2002)'s finding that consultative decision is less effective when decision falls within leader's zone of acceptance and there is no enough time, experience and leading to frustration. The 71.42% of instructors agreed to practice group decision making style. This finding demonstrated that instructors in GSoE and GSoP most utilized group decision making style.

Proff (2008) found that shared (group) decision making style could generate five domains- communication, collaboration, responsibility and accountability that

take place in shared decision making. The effective leader viewed the decision making as not isolative activities but result of collaborative effort of teams. Chance & Chance (2002) suggested, however, that in group decision, time limitation always meets constraints to call for all members whereas it produces very effective result but it requires more time than do individual. The group decision making style might face some difficulties of conflict but it also on the other side produces advantage of getting all members in group cohere. Too much cohesiveness sometimes could play as conflict in organization.

Northouse (2010) suggested group decision making style might provide the leaders and members to diagnose and correct the team problem; it provides a cognitive guide to help leaders design and maintain effective teams and it takes into account the changing role of leaders and subordinates in organization. Lunenburg & Ornstein (2008) explained that group decision making style is great if the group is cohesive, the group became isolated from qualified outsiders and leaders' members had their own favored solution. The current research contracted to Maung Dennis (2012). His research found that instructors from private university more often practiced autocratic decision making style rather than that of from public university. He also concluded that instructors from private university have very a little opportunities to participate in decision making and they are passive and being authorized what to be accomplished when to be carried out and how to be done in organization.

Maruska (2004) identified that the most of organization needs to have tame work because the most of group members operated out of fears- fear for "won't success", fear for "won't be acknowledged and actually, fear represents emotional hunger, physical stress and spiritual numbness. The present research identified that the instructors in GSoE and GSoP in private Assumption University most practiced the group decision making style while sometimes they seemed to use consultative decision making style.

This finding is also consistent with the research finding of Jayasingam & Cheng (2009) that modern workers preferred to use the participative decision making style because they have enough skills on job and they want to take apart in decision making process. Cheng Chi Keung (2008) also found that participation could reveal the issues of current and future concern for administrators and researchers interested in dynamics and complexity of deciding whom to involve decision making in schools.

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