



A COMPARATIVE STUDY OF TEACHERS' DECISION MAKING STYLES
AND THEIR JOB SATISFACTION IN FOUR SELECTED MIGRANT HIGH
SCHOOLS IN MAE SOT DISTRICT, TAK PROVINCE, THAILAND.

Nang Kham Aung

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Educational Administration
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND

2014

**A COMPARATIVE STUDY OF TEACHERS' DECISION MAKING STYLES
AND THEIR JOB SATISFACTION IN FOUR SELECTED MIGRANT HIGH
SCHOOLS IN MAE SOT DISTRICT, TAK PROVINCE, THAILAND.**



**A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Educational Administration
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND**

2014



Thesis Title: A COMPARATIVE STUDY OF TEACHERS’ DECISION MAKING
STYLES AND THEIR JOB SATISFACTION IN FOUR SELECTED
MIGRANT HIGH SCHOOLS IN MAE SOT DISTRICT, TAK PROVINCE,
THAILAND.

By: NANG KHAM AUNG


Field of Study: EDUCATIONAL ADMINISTRATION


Thesis Advisor: DR. YAN YE

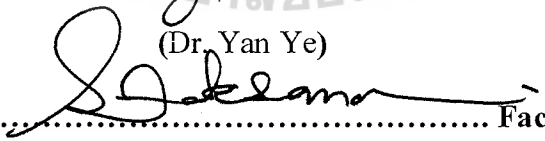
Accepted by the Graduate School of Education, Assumption University in
Partial Fulfillment of the Requirements for the Master Degree in Education

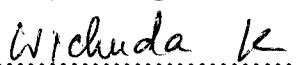

.....
(Dr. Sangob Laksana)
Dean of the Graduate School of Education

Thesis Examination Committee


..... Chair
(Dr. Watana Vinitwatanakhum)


..... Advisor
(Dr. Yan Ye)


..... Faculty Member
(Dr. Sangob Laksana)


..... External Expert
(Asst. Prof. Dr. Wichuda Kijtorntam)

ABSTRACT

I.D. No.: 5529517

Key Words: DECISION MAKING STYLES

Name: NANG KHAM AUNG

Thesis Title: A COMPARATIVE STUDY OF TEACHERS' DECISION

**MAKING STYLES AND THEIR JOB SATISFACTION IN FOUR
SELECTED MIGRANT HIGH SCHOOLS IN MAE SOT
DISTRICT, TAK PROVINCE, THAILAND.**

Thesis Advisor: DR. YAN YE

The main purpose of this study was to determine the differences of teachers' decision-making styles with their job satisfaction in four selected migrant high schools in Mae Sot district, Tak Province, Thailand.

A total of one hundred and sixteen (116) teachers from the four schools were surveyed. The main source of the data was a set of questionnaires which investigated the teachers' decision making styles and their job satisfaction levels. The collected data were analyzed by using the frequency, percentage, mean, standard deviation and one-way ANOVA.

The study found that "Group Decision Making Style" was the most perceived decision making style used by the teachers in the four schools, and from the results of teachers' satisfaction, it was found that their job satisfaction levels were regarded as 'neither'. Therefore the hypothesis was accepted as the study discovered that there was a significance difference in teachers' job satisfaction between teachers preferred

autocratic decision making style and teachers preferred consultative decision making style among different decision making styles in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand.

Teachers are recommended to establish a teachers' group to regularly meet and discuss openly all issues in their professional and personal lives which impact their decision-making and job satisfaction. They should be made aware of the impact these issues can have on their own performance and student achievement,

Schools Leaders and Administrators should recognize the importance of decision-making and that it could affect the school's success or failure. A workshop should be set up immediately for both teachers and leaders to get practical experience in making the best choice of decision making styles. Also weekly teacher development meetings should be arranged for all teachers to discuss and share ideas on job satisfaction issues, both intrinsic and extrinsic.

Future researchers are recommended to conduct similar studies on other management issues in schools to improve teachers' job satisfaction and the academic progress of students, e.g. student-based learning, student and teacher motivation, teacher incentives and rewards. These studies would be invaluable to help improve the education systems in Myanmar and to bring them in line with standards in firstly ASEAN member countries and worldwide.

Field of Study: M.Ed (Educational Administration) **Student's signature**.....

Graduate School of Education

Advisor's signature

Academic Year 2014

ACKNOWLEDGEMENTS

This research is the first and one of the most important since I became a student at the Graduate School of Education, Assumption University. Without the help of certain special people and instructors, success could have been far from reality. Therefore, from here, I would like to express my gratitude to all those people who have supported me and their contribution in making this thesis possible.

Firstly my deepest thanks go to my grandmother, aunt and uncle, who raised me, gave me love and encouragement to make me the person I am today. Your faith in me has given me inner strength and belief in my own abilities. I would like to express my gratitude and appreciation to Mrs. Julie Hill and We women foundation, especially the organization's founder, Ms. Ursula Cats, for their trust and financial support. Without this support, I would have never had the chance to study my master degree. Also my warm gratitude goes to Ms. Janice Pono, my tutor and guide at We women. My heartfelt gratitude goes to Ms. Carolyn Moffatt, my teacher and my 'mother', whose patience and constant support throughout my studies has guided and encouraged me to succeed.

I express my profound sense of reverence to my major adviser and promoter, Dr. Yan Ye, who always selflessly and patiently advised me, mentored me, supported me right from the beginning to the end of this research project. It would not have been possible for me to finish this study without her constant guidance, inspiration and untiring help. I shall always remember her calm and relaxed nature, and the way she responded with "Yes, come to my office at any time, I can help you, let's work together", whenever I called or emailed her. Thank you so much for accepting me as an advisee.

My sincere thanks must go to the members of the thesis advisory and exam committee: Dr. Sangob Laksana, Dr. Watana Vinitwatanakhun, and outside expert Dr. Wichuda Kijtorntam. They generously gave their time to offer me valuable comments to improve my thesis, especially Dr. Sangob Lakana for being my inside reader, even when he was so busy; Dr. Watana Vinitwatanakhun, for being the chair person and providing very helpful comments and suggestions since I started my master program, and Dr. Yan Ye, my major advisor for her understanding and kind support during my proposal defense.

I would like to give my genuine thanks to Mr. Nikom Ford-Kwan (Academic Staff) and Ms. Niti Sampat (Secretary), who are the office staff of Graduate School of Education, for their kind assistance whenever I came to see them and for patiently answering my questions and giving me information.

I would like to give sincere thanks to the principals and teachers from four migrant high schools: HsaHtoo Lei School, Children's Development Center School, Social Action for Women and Boarding High School for Orphans and Helpless Youths for allowed me to collect data at their schools. And my thanks go to my friends Nan Wah Wah Aung, Aye Thandar Aung, Saw Eh Dah Khaung and Bo Phyu who help me to collect data and accompanied me to the schools around Mae Sot.

I would like to express my sincere thanks to the three expert translators of my questionnaire from (English to Myanmar version) to Ms. Nang Noan Harn, Mr. Sai Sam Mong and Mr. Sai Han Nwi for giving me their time to help with my research.

Also my sincere thanks go to Mr. Min Aeik Seik Mon, who was always close by when I needed help and to my lovely friends, Ms. Tin Tin Mar, Ms. Mary Wai Wai Lwin

and Ms. Ja Sawm Aung. I owe great thanks to so many people who have provided me with a wealth of advice and help. I am so lucky to have you all.

NANG KHAM AUNG



CONTENTS

	Page
COPYRIGHT.....	ii
APPROVAL	iii
ABSTRACT.....	iv
ACKNOWLEDGEMENTS.....	v
CONTENTS.....	vi
LIST OF TABLES.....	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS.....	x
 CHAPTER I INTRODUCTION	
Background of the Study	1
Statement of the Problem.....	3
Research Questions.....	5
Research Objectives.....	5
Research Hypothesis.....	6
Theoretical Framework.....	6
Conceptual Framework.....	9
Scope of the Study	10
Definitions of Terms.....	11
Significance of the Study	13

Page

CHAPTER II REVIEW OF RELATED LITERATURE

Decision Making.....	15
Theory of Decision Making Styles	17
Job Satisfaction	21
Other Decision Making Styles Theories	26
Other Job Satisfaction theories	31
Previous study.....	35
Myanmar Education System.....	38
Migrant Educational System.....	40
Background of Four Migrant High Schools.....	41
Summary of literature review	44

CHAPTER III RESEARCH METHODOLOGY

Research Design.....	46
Population	47
Sample.....	47
Research Instrument.....	48
Collection of Data	52
Data Analysis	52
Summary of the Research Process	54

CHAPTER IV RESEACH FINDINGS

Research Findings	55
Research Objective (1).....	55
Research Objective (2).....	57
Research Objective (3).....	58

CHAPTER V CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Conclusion, Discussion and Recommendations	61
Finding	62
Conclusion	63
Discussion	65
Recommmandations.....	72

REFERENCES	76
------------------	----

APPENDICES	82
------------------	----

Appendix A: Questionnaires in English	84
---	----

Questionnaires in Burmese	87
---------------------------------	----

Appendix B: List of Translators	91
---------------------------------------	----

Appendix C: Survey Translation Evidences	92
--	----

BIOGRAPHY	96
-----------------	----

LIST OF TABLES

TABLE	Page
1. Number of Teachers.....	47
2. Breakdown of Survey Questions (Decision Making Styles 1-12)	48
3. Scale and Interpretation for Survey Questions	49
4. Breakdown of Survey Questions for Job Satisfaction	49
5. Score and Interpretation for Survey Questions 1-20.....	50
6. Summary of Research Process	54
7. Decision Making Styles of Teachers.....	56
8. Decision Making Styles of Teachers.....	57
9. Teachers' Job Satisfaction Level	58
10. Total Overall Job Satisfaction	59
11. Comparison of Teachers' job Satisfaction based on Different Decision Making Style.....	59
12. The Multiple Comparisons of Sheffe's test	60

LIST OF FIGURES

FIGURES	Page
1. Conceptual Framework of this study	9
2. Herzberg's Two-factor Theory	25
3. Rational Decision Making Model	28
4. Steps in Analytical Decision-Making	29
5. Decision Style Model	31
6. Maslow's Hierarchy of Needs	33



CHAPTER I

INTRODUCTION

This chapter includes the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope and limitation of the study, significance of the study and definition of terms.

Background of the Study

Decision-making is one of the most important life skills for everyone. Making an effective decision is not easy and it is one of the main challenges for every teacher, administrator and leader. Decision-making is an essential leadership skill which will move forward individuals and teams to success. People make many good decisions which cause them to succeed but they make many bad decisions which cause them to fail. If they understand and learn about the different kinds of choices which are available to them, their lives would be more satisfying and particularly more effective in the workplace.

Decision-making is one of the most important and interesting elements in business success as Olson & Courtney (1992) mentioned. According to Owens (2000), decision making has long been recognized as being at the heart of the organization. Lunenburg and Ornstein (1991) stated it is important to understand educational administration because choice processes play a key role in motivation, leadership, communication and organizational change. Every administrator or teacher has to make decisions based on their positions, lessons plans, classroom management and different tasks. The decision making skill is one of the skills teachers/administrators and leaders need, which will lead to student achievement,

school success and job satisfaction for the teachers. When a person is satisfied in their job, they will put more effort and passion into it. They will take more responsibility and be more loyal to the employer, contributing to a happy working environment.

Job satisfaction in the teaching profession is the level of commitment that teachers feel for their job and it is one of the most important issues which has not been recognized enough in schools in the past but in the last ten years considerable research has been carried out. In the past decades, most schools were not aware of the vital importance of job satisfaction. However, nowadays, every successful school or organization monitors their teachers' job satisfaction to maintain good quality teaching and high learning standards. Teachers feel part of a caring organization and are motivated to produce good results and stay longer term. The schools benefit by becoming good examples to other schools and raising standards in education. As leaders of many countries say "the future of the country is in the children hands, as well as the children's future is in the teachers' hands".

There is a very limited amount of previous study on decision making styles and job satisfaction of teachers in Myanmar. The teachers are using a variety of decision- making styles and schools are not aware of the importance of teacher job satisfaction. Similarly, teachers in the following four migrant high schools are in the same situation as most of them come from Myanmar i.e. Hsa Htoo Lei School (HHL School), Children's Development Center School (CDC School), Social Action for Women (SAW School) and Boarding High School for Orphans and Helpless Youths (BHSOH School) . The teachers from the four migrant high schools adopt different decision-making styles in their daily activities and do not realize the impact this has on their work. They do not earn high salaries and some of teachers live with the

students in boarding houses, cooking, cleaning and taking care of the students. They are the students' role models and their mood and behavior can influence the children's development. Therefore teacher job satisfaction is also an important issue to research in order to know more about teachers' perceptions and education.

Statement of the Problem

Hsa Htoo Lei School (HHL School), Children's Development Center School (CDC School), Social Action for Women (SAW School) and Boarding High School for Orphans and Helpless Youths (BHSH School) are schools for migrant children to get a good basic, higher education and even in some cases a place to live. These four schools are located in Mae Sot district, Tak Province, Thailand, founded by Community Based Organizations (CBOs) and funded by international NGOs to provide Myanmar migrant children with a good education. The following are NGOs and CBOs in Mae Sot which provide children on the Thai-Myanmar border with kindergarten to high school level education. These schools teach the same subjects as schools in Myanmar. Also, since the schools are in Thailand, the students need to learn the Thai language, the Myanmar language to retain their native language, English to be able to communicate globally and other subjects the students need for further education (Burmese Migrant Worker's Education Committee, 2014).

According to a short conversation with Khong (2014), the teachers in these four migrant high schools are not only teachers, but they are also, in some cases, parents for the children. They live with the children and do daily activities with them. In these circumstances, the teachers have to make hundreds of decisions in schools or boarding houses every day but they are not aware of the kind of decision-making styles they use and how these decisions affect their job satisfaction. There are many

careers to choose from but some people choose to be teachers. As everyone knows, the teacher's job is not an easy one and most teachers really love to teach and love the children. Teachers do not earn high salaries but they really love to teach and help students who are in need. They pass on their knowledge to the best of their ability, instilling good moral values and providing love and care for the children. Therefore job satisfaction is one of the most important issues to investigate in the four selected schools.

The researcher chose these four high schools because there has never been a previous study on teachers' decision making styles and job satisfaction conducted in these schools and the researcher would like to benefit the schools, teachers and administrators with this study.

In the past, teachers taught lessons from text books and instructions but nowadays the curricula have changed in order to help students learn better and develop life skills. Teachers are not only teaching theory to students, they are also developing the students' critical thinking skills and providing practical activities for the students to understand better (Khong, 2014).

As the migrant population is increasing in Thailand, there are more children attending migrant schools and the classes are increasing in size. Teachers have to handle big classes every day and increased workload. Teachers are role models for the children and they are the ones who give the children knowledge and skills. The children are the future leaders of our country, so that teachers are the people who will train the children to be great leaders. For these reasons, teachers need to be happy and satisfied in their positions. Most administrators were not previously aware of the subject of job satisfaction. The researcher will study the different levels of teacher job

satisfaction based on the decision making styles in the following schools in Mae Sot, Hsa Htoo Lei School (HHL School), Children's Development Center School (CDC School), Social Action for Women (SAW School) and Boarding High School for Orphans and Helpless Youths (BHSOH School).

Research Questions

1. What are the decision-making styles of teachers in the four selected migrant high schools in Mae Sot district, Tak province, Thailand?
2. What are the job satisfaction levels of teachers in the four selected migrant high schools in Mae Sot district, Tak province, Thailand?
3. Are there any differences in teachers' job satisfaction based on their different decision-making styles in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand?

Research Objectives

1. To identify the decision-making styles of teachers in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand.
2. To determine the job satisfaction levels in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand.
3. To compare teachers' job satisfaction based on their different decision-making styles in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand.

Research Hypothesis

There are significant differences in teachers' job satisfaction among different decision making styles in the four selected migrant high schools.

Theoretical Framework

The theoretical support of this study was: Vroom and Yetton's (1973) Theory of decision-making styles including Autocratic decision making style, Consultative decision making style and Group decision making style; and Herzberg's Motivator-Hygiene Theory.

1. Vroom and Yetton's (1973) Theory of decision-making styles

- Autocratic I, II decision making styles

This kind of decision making style involves two components, namely autocratic I and autocratic II. Autocratic I decision making style involves the decision-maker solving the problem by using the information he/she already possesses. In Autocratic II decision making style, the decision-maker usually collects specific information from his/her team, then makes a final decision based on the specific information he/she has received. They do not tell the team or other people involved that their input is to be used to make the decision (Vroom and Yetton, 1973).

- Consultative I, II decision making style

This kind of decision making style involves two components, namely consultative I and consultative II. Consultative I; the decision-maker shares and explains his/her ideas to the team to collect some different ideas, suggestions from them and then makes a decision. Consultative II; this decision-maker believes that he/she is the one who is responsible for decision-making. This style involves asking

for suggestions or ideas from a team but the decision is the decision-maker's sole responsibility (Vroom and Yetton, 1973).

- *Group decision making style*

Vroom and Yetton's (1973) stated that this kind of decision maker always shares his/her ideas, asks for suggestions and brainstorms together in a group to find a solution to the problem. He/she brings the problem or cause to their team and discusses different ideas or suggestions to make a decision. The decision-maker believes that his/her role is to facilitate and guide the team to reach their goals and make final decisions together. The final decision will be the result of everyone agreeing and being satisfied with the decision.

The breakdown of the above decision-making styles is very important to this research, in order to establish the degrees of job satisfaction of the teachers based on their own decision-making styles.

2. Herzberg's Motivator-Hygiene Theory

In 1959, an American psychologist, Frederick Irving Herzberg developed the two factor theory; it is also called as Herzberg's Motivation-Hygiene theory. At that time, his theory was highly controversial and the most imitated study in this area. He pointed out that job satisfaction and dissatisfaction are affected by two different factors, namely the Hygiene factor and Motivational factor. The Hygiene factor consisted interpersonal relations, supervision, status, working conditions, salary, job security company policies and administration. The Motivational factor consisted work itself, growth, achievement, responsibility, recognition and advancement.

The two motivational opposites are "extrinsic" and "intrinsic" motivation. Extrinsic motivation is concerned with the motivation of people from outside and

intrinsic motivation is concerned with the motivation coming from inside. Benabou and Tirole (2003) stated that human motivation is one of the most important topics in the area of psychology and organizational behavior.

Intrinsic Satisfaction: This deals with the internal motivation of a person. According to Hennessey and Amabile (2005), intrinsic motivation is the enthusiasm to do something or act on one's own interests or simply for the fun of the activity itself. Therefore, it is very important for organizations to know when people are intrinsically motivated. They will strive for the challenge or the happiness instead of avoiding punishment and the promise of rewards. According to Cherry (2014), it is also suggested that people are more inspired when they are motivated from within. In the workplace, the efficacy and performance increases through extrinsic motivation such as job recognition and remuneration but the actual quality of work performed is influenced by intrinsic factors.

Extrinsic Satisfaction: The satisfaction of people whose motivation comes from external sources. Extrinsic motivation also refers to an activity which contains elements of stress, apprehension or uncertainty but the main goal is to strive for the object of desire (Lindenberg, 2001). Extrinsic motivation is related to external influences for example, rewards, recognition, and promotion. While offering rewards can increase motivation in some cases, it must be done responsibly as researchers have found that too much appreciation can lead to a reduction in intrinsic motivation (Cherry, 2014).

Conceptual Framework

This study mainly aimed to investigate the decision-making styles and job satisfaction. The objective is also to compare teachers' job satisfaction based on their different decision-making styles in four selected migrant high schools in Mae Sot district, Tak Province, Thailand.

The researcher used the decision-making style models (Autocratic, Consultative and Group) of Vroom and Yetton's (1973), as outlined in the theoretical framework as the researcher intended to investigate the decision making styles of teachers. Also to investigate job satisfaction, the researcher used Herzberg's Motivator-Hygiene Factor (extrinsic satisfaction and intrinsic satisfaction) job satisfaction theory to investigate the job satisfaction of teachers in the four selected schools.

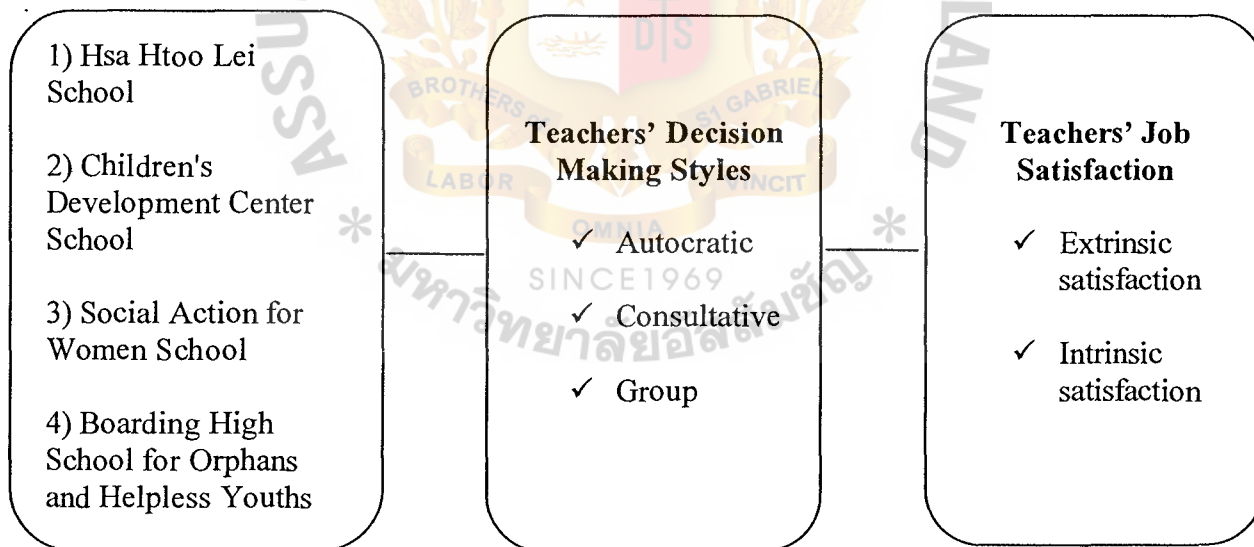


Figure1. Conceptual Framework of this Study

Scope of the Study

This study was started in the second two weeks of June, 2014 in Mae Sot district, Tak Province, Thailand, where there are 11 migrant high schools.

The following four migrant high schools were selected because they have the similar demographics, school settings, sizes and are willing to provide the number of participants for this research.

- 1) Hsa Htoo Lei School (HHL School)
- 2) Children's Development Center School (CDC School)
- 3) Social Action for Women (SAW School)
- 4) Boarding High School for Orphans and Helpless Youths (BHSOH School)

The number of participants in this study was all the number of full-time teachers from the four selected high schools. The prime reasons for setting up these schools were to educate the migrant children living on the Thai/Myanmar border. The four schools are supervised by CBOs or NGOs and funds are raised through international donors. They all have the same education and administration structure. All the teachers at the schools are Burmese and the language of instruction is Burmese, Thai and English. The same curriculum is taught in all the four schools, which is equivalent to the Myanmar Education system's curriculum. The children of these schools have the same opportunity when they graduate, to be accepted for further education in Myanmar.

The study was conducted in the four selected migrant high schools so the findings may not be applicable to other migrant high schools in Mae Sot.

Definitions of Terms

Teachers refer to the teachers who teach at the four selected schools, i.e. Hsa Htoo Lei School, Children's Development Center School, Social Action for Women and Boarding High School for Orphans and Helpless Youths.

Decision Making Styles refers to teachers' perception towards the different decision-making styles of teachers in the four selected migrant high schools, including the three styles of decision making-models in this study. Part I of the questionnaire evaluated the decision-making styles of teachers in the four selected migrant high schools.

1. **Autocratic style** refers to the decision makers who are responsible for his/her employees. This kind of decision-maker makes decisions based on information they already possess and the decision will be made on his/her own. Part I of the questionnaire, questions no. 1, 8, 11 and 12 determined this style.
2. **Consultative style** refers to decision makers who consult their teams and followers about the problem and sometimes they consult individually. Then they make the final decision. Part I of the questionnaire, questions no. 2, 5, 6 and 9 determined this style.
3. **Group style** refers to decision makers who always consult their team and followers about the problem and share different ideas to reach an agreement on the final decision/solution. Part I of the questionnaire, questions no. 3, 4, 7 and 10 determined this style.

Job satisfaction refers to a person's attitude toward his/her job. Part II of the questionnaire evaluated the job satisfaction level of teachers in the four selected migrant high schools, in Mae Sot.

1. *Extrinsic satisfaction* refers to the identification of the teachers' external satisfaction toward their schools, including rewards, recognition, and promotion. Part II of the questionnaire, questions no. 5, 6, 12, 13, 14, and 19 determined the extrinsic satisfaction.
2. *Intrinsic satisfaction* refers to the identification of the internal teachers' satisfaction including challenge, freedom and power. Part II of the questionnaire, 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16 and 20 determined the intrinsic satisfaction.

Migrant Schools refers to the schools that educate migrant children on the Thai-Burma border.

Boarding High School for Orphans and Helpless Youths (BHSOH School) refers to a school that helps orphans and deprived youths to have a place to live and study.

Children's Development Center School (CDC School) refers to a group of full time staff members of Mae Tao clinic founded this school to give their own children and migrant children the opportunity to study.

Hsa Htoo Lei School (HHL School) refers to one of the Karen ethnic groups who founded this school and boarding house to help children whose parents were not able to take care of them and to give them the opportunity to have a place to live and study.

Social Action for Women (SAW School) refers to a group of women who support women's and children's human rights. They founded this school to help migrant children get an education.

Significance of the Study

There has been no previous research conducted on decision-making styles and job satisfaction at the four selected migrant high schools so the researcher aimed to benefit the following parties:

For Students - this study would be beneficial to the students' academic success when the teachers understand their own decision making styles and job satisfaction. The teachers would become more motivated and satisfied with their teaching, leading to improved learning for the students and a brighter future.

For Teachers – the teachers would recognize the different decision making styles they use and how these decision making styles affect their job satisfaction. Also, teachers would be aware of their decision making styles and be able to work more effectively.

For School leaders and Administrators - this study would enhance the understanding of the importance of decision making styles and job satisfaction of the teachers. Therefore, leaders and administrators would be able to monitor the job satisfaction of teachers and understand the importance of decision-making in schools.

For Schools – this study would also be beneficial to the schools' success when the teachers are satisfied with their jobs. If teachers had more job satisfaction, they would work for the schools longer and produce successful students, resulting in school high achievement.

For Policy Makers – This study would be beneficial to policy makers in designing policy for their schools. They can set up a better policy to help teachers to be able to use their decision making style effectively in the schools and achieve job satisfaction contributing to future school success.

For Future researchers - this study would be beneficial to the research theses of future students of Educational Administration and Management. It would provide them with background knowledge and information to conduct their research. It would also help them to understand how important decision-making and job satisfaction is for teachers.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the research literature which serves as the theoretical foundation of this study and is a detailed description of the conceptual framework engaged in this study as follows:

- Decision making
- Theory of Decision-making Styles (Autocratic decision making style, Consultative decision making style and Group decision making style).
- Job satisfaction
- Herzberg's Motivator-Hygiene Theory
- Other decision making styles theories and job satisfaction theories
- Previous studies of decision making styles and job satisfaction
- Myanmar education system
- Migrant education system
- Background of four migrant high schools
- Summary of the literature review.

Decision Making

Making decision is a seemingly simple task but not an easy thing to do. It consists of a lot of challenges for everyone including leaders in managerial positions. Decision-making is an ongoing process for everyone involved: administrators, teachers and staff. Since decision making is very important in schools and organizations, considerable research has been carried out. Many researchers and authors have conducted studies on decision-making styles based on different

background information in different areas, in different organizations and schools. This has resulted in a variety of style definitions.

Harteis, Koch, and Morgenthaler (2008), stated that decision-making is not only a useful skill to have, but people should reflect on their own knowledge and experience when they need to come to the right decisions. From this research, we learn that decision-making is not only for employers and managers, but it is important for academic staff such as professors, lecturers and teachers.

According to Lunenburg and Ornstein (2008), decision-making is an ongoing process to select the best option from different choices. They also state that there is a need to understand educational administration because a process of making choices plays a very important role in schools. According to the reports of experts from the Harvard Business Review in 2006 who designed an international database, they believe “to move up the ladder, it is important that your method of making decisions develops as you do” (Brousseau, Driver, Hourihan, & Larsson, 2006). From this quote, we can understand how much decision-making styles are important to achieving success. Agor (1984) and David (2009) argued that making effective and correct decisions is an essential skill for everyone to learn at all levels of an organization.

We have all to make simple or complicated decisions based on our experience and intuition. This skill is very important for leaders to develop as many people rely on them to make professional decisions to solve problems in the work place. Decision-making is the study of categorizing and selecting options based on the values and predilections of all the decision makers. Making decisions indicates that there are different choices that you can consider. In some cases, when we make the

decision to choose certain options, we not only try to identify, we also need to choose which one will meet with our aims, goals (Harris, 1980).

Anderson (2002) mentioned in his book named “The Three Secrets of Wise Decision- making” that as our world becomes more compound and information is more and more plentiful, our decision-making becomes more difficult. There are a lot of changes and people have many more choices. Therefore, people have to make more decisions more often than before. However some people still make decisions without learning new skills, gaining more knowledge or reflecting on their own experience.

In conclusion decision-making is an essential skill for leadership particularly in schools where choosing the right way to make a decision will provide more efficient and effective solutions, leading to a more successful teaching and learning environment.

Theory of Decision Making Styles

The Vroom-Yetton-Jago Decision Model provides a useful framework for selecting a decision-making style to adopt in any situation. Decision-making is an essential leadership skill which will lead individuals and teams to success. People tend to rely on their own experience when they are faced with difficult decisions. Even though there are many different ways to categorize decision styles, most of them include thinking and feeling styles. People decision making styles are mostly relevant in determining how they gather information (Robbins, 2004).

To make good quality, timely decisions, there are many factors involved and leaders must have information available to decide which approach to use. They have to adapt their leadership style to the situation and the decisions they are facing.

Sometimes it is better for them to make decisions on their own, other times it is better to use a consultative or group model. Decision-making is a process and the leader determines the most efficient and effective way to use it.

Vroom and Yetton (1973) stated that decision making is one of the main responsibilities of leadership. Every teacher takes a leadership position in their daily life, predominantly in the classroom. Therefore, to take responsibility for decision-making, the leaders/teachers need to know which decision making style will be the most effective and efficient. Vroom and Yetton (1973) outlined five alternative decision making style theories:

1. Autocratic I and II decision making styles
2. Consultative I and II decision making styles
3. Group decision making style

Autocratic I, II decision making styles

Vroom and Yetton's (1973) stated this kind of decision making style involved two components, namely Autocratic I and Autocratic II. Autocratic I decision making style; this kind of decision maker usually solves the problem by using the information that he/she already has. In Autocratic II decision making style, the decision maker collects the specific information from his or team/followers, and then makes a decision based on that information. These kinds of decision makers or leaders use the information that they have to make a decision. This means that they collect the information from their followers and other members to get specific information and then make a final decision. When he or she collects the information, they do not tell the followers or other people involved that this is the information to be used to make the decision.

The autocratic decision maker/leader, always maintains the whole ownership of the decision-making, so they are the one who has to take full responsibility for the result of their decision whether “good” or “bad”. This kind of decision-making can be advantageous when there is an emergency situation and it can be the best decision-making style. However, the autocratic decision making style can be disadvantageous, since the decision maker leader makes their own decision. If the result is negative, some members of the organization might think that they can do better without the decision maker/leader, so that the decision maker/leader may lose credibility.

Consultative I, II decision making style

This kind of decision making style involves two components, namely Consultative I and Consultative II. Consultative I; the decision maker shares and explains what he/she is doing with an idea to his/her team member and collects different ideas, suggestions from them to make a decision. Consultative II; this decision maker believes that he/she is the one who is responsible for decision making. However he/she will bring their team together to get more perspectives and ideas. However, this kind of decision making style will ask for suggestions or ideas from a group but he/she thinks that the decision making is only his/her responsibility (Vroom and Yetton, 1973).

Consultative decision makers/leaders ask for perspectives on the problem and allow their team or followers to share their ideas. However, the final decision will be made by the decision makers/leaders. The advantage of this style is that members of the group are allowed to share their ideas and participate in the decision so that when the final decision is announced they will not be surprised by the result. However, the disadvantages of this decision making style include poor security and wasting time,

since many people are involved and the decision makers have to collect the much more information.

Group decision making style

This kind of decision maker always shares his/her idea; asks for suggestions and brainstorm together in a group to solve the problem. They always bring the problem or cause to their team and discuss different ideas or suggestions to make a decision. He or she believes that their role is to facilitate and guide their team to reach their goals and make final decisions together. The final decision will be the result of everyone agreeing and being satisfied with the decision (Vroom and Yetton's, 1973).

Group decision makers/leaders always play the facilitative role ensuring that the member/followers are completely involved in the decision. However, this decision-making style has both advantages and disadvantages. The advantages being that the outcome is the full responsibility of the group/members/followers. Also to reach the final decision, everyone in the organization must agree, so this kind of decision-making becomes a democratic process and teaches the group how to take responsibility and make commitment. However, there are disadvantages such as the decision making process is very slow and time consuming. It needs more effort to get all the members of the group involved.

These decision making styles are very important in this research to determine how effective a teachers' job satisfaction is, based on their own decision making styles.

Job Satisfaction

Employee job satisfaction is one of the most important issues in every organization and work place. If leaders are vigilant and review the job satisfaction of their employees, they can retain their best employees for many years. There are many studies which have been carried out on job satisfaction within companies and organizations, but not so many on teachers in schools: The job satisfaction of teachers, administrators and staff in schools is just as important as in the commercial sector. Satisfied staff is likely to be more creative, committed and productive in the work place.

According to Muindi (2011), job satisfaction is an integral part of any organization's assessment program. When staff is satisfied with their positions, they feel secure and happy. Successful organizations always take into account the wellbeing and job satisfaction of their employees. There are many researchers and authors who have carried out studies on job satisfaction and the importance of it in organizations. Robbins (2003) added that the people who are not satisfied in their jobs do not perform well but those who are happy have a good attitude and work ethic. Consequently, if the negative aspects of a job out-balance the positive, the people will leave to find better employment.

Lock (1996) explained that when job appraisals are conducted in companies, employees have a positive attitude and it raises their morale. Armstrong (2006) defined job satisfaction as the attitudes and feelings people have about their work. When employees have a good attitude to their job, this leads to job satisfaction and when they have a negative attitude, this indicates dissatisfaction. When the atmosphere in the workplace is happy and cooperative, morale will be high.

Many research studies have been conducted on job satisfaction and responsibility. It can be argued that high absence figures and frequent staff turnover can have a negative impact on these subjects. However, there are few organizations which make job satisfaction their first priority, perhaps because they do not recognize how strongly it is linked to success. According to recent studies, employee satisfaction produces commitment to the job, hardworking performance and more creativity to contribute to organization success. Employers, who consider their organization as a positive workplace for employees, are also able to improve their own job satisfaction (Marsland, Syptak & Ulmer, 1999). As pointed out by Mangione and Quinn (1975), it is a fact that employees who are satisfied in their jobs are the best performers.

Kotler and Clarke (1987) defined 'Job satisfaction' as the state felt by a person who has experienced performance or result that fulfilled his or her expectation. Every organization should assure their employees of job satisfaction in order to maintain their organization's success. Job satisfaction means the individual's reaction to the job experience (Berry, 1997). It is very important in every work place, as it will influence their employees' job performance. The employer must also consider employees' salaries, safety, benefits, and promotion etc.

Satisfied teachers are more likely to be motivated, energetic and willing to spend more time with the students (Nguni et al 2006, in Cerit, 2009, p. 600). Therefore, according to Firman and Tola (2008) happy, effective teachers are paramount to the success of an education system and they also contribute to the success of the school.

Herzberg's Motivator-Hygiene Theory

In 1959, Frederick Herzberg distributed the two-factor theory of work motivation. At that time his study was a debatable subject and also the most imitated study, but it has produced many different foundations of theory to support human resource development (Herzberg, 1987). In his study, two factors known as hygiene factors, led to dissatisfaction and motivation, subsequently resulting in satisfaction.

Herzberg's two part theory of motivational factors intrinsic and extrinsic is based on studies of how employees feel about their companies. The hygiene factor is driven by the individual's motivation and it is difficult to predict and to measure. Herzberg investigated employees' feelings towards various events taking place in their company. The results of the study suggested that among the several events, those which were linked to the work itself were considered as motivators while the ones related to the way employees were treated, represented the hygiene factors.

Herzberg stated that over emphasis on hygiene factors such as administrative regulations, interpersonal relationships, company policy, status, and salary, could cause negative effects among the employees. It will create an environment where the employees would be working to secure their jobs rather than intrinsically motivated for the work itself. Herzberg defines this kind of conformity to rules as the situation in which the employees do the things in the right way rather than the best way.

The hygiene factors include company policy, supervision, employer/employee relationships, work conditions, salary and relationship with peers. The motivational hygiene factor includes achievement, recognition, the work itself, responsibility, advancement and growth. According to Herzberg's research, he discovered that when employees become satisfied in their jobs, they automatically show this in the quality of their work.

Regarding the two part hygiene factor theory: (1) company policies and administration is one of the most important issues of concern, because it means that what employees feel about the company produces either sufficiency or insufficiency of the management of the organization. This includes poor management, rules, policies, communication and their procedures. (2) Supervision, this factor explains that supervisors wish to help/guide their followers. Do they treat their employees fairly and share their knowledge? (3) Interpersonal Relations, explains about the relationship between the employees and their manager and co-workers. It also includes social and job-related communication in their work place. (4) Status includes staff allowances and other bonuses. (5) Working conditions will be included for example the physical environment of the employee in the work place. Do the employees have good facilities such as enough space, good temperature, and sufficient tools for the job and good light at work? (6) Job security which means whether the employee's job at the company is stable or not. (7) Salary, are the employees paid regularly and do they get promotion for good performance?

Regarding motivational factors: 1) growth will be included do the employees have a chance to learn new skills in their current positions especially receiving more training which is needed for the job? 2) Work itself will be included – is the employees' position/job easy or difficult for them? Are the jobs interesting or boring, challenging or not? 3) Responsibility will be included - does the employee have a chance to manage his or her job by himself/herself or is someone in control? This is explained by the gap between the employee's responsibility and authority. 4) Achievement will be included - does the employee have a chance to work in the position where they can use their talents? Can they set up their own goals to implement their work success by themselves? 5) Advancement is included - will the

employee have a chance of promotion? 6) Recognition is included - does the employee receive the recognition he deserves for his personal achievement or success?

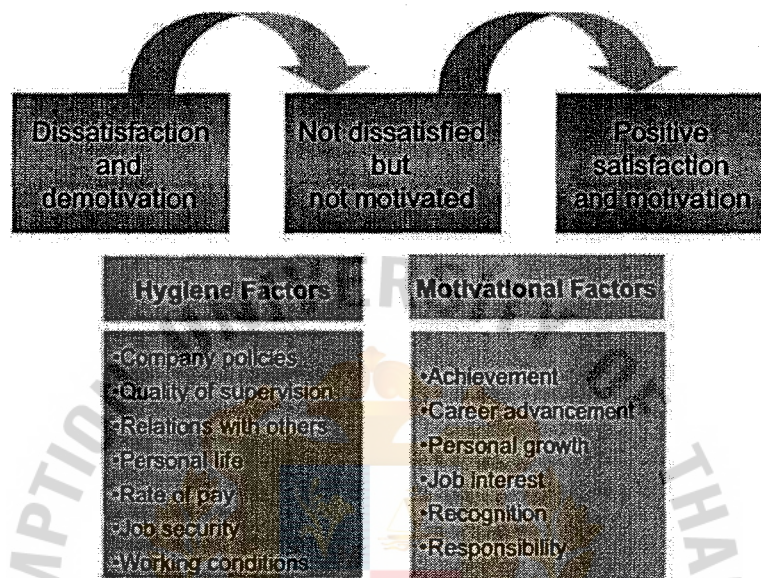


Figure 2: Herzberg's Two-factor Theory

Two motivational opposites are “extrinsic” and “intrinsic” motivation. Extrinsic motivation is concerned with the motivation of people from outside and intrinsic motivation is concerned with the motivation from inside. Benabou and Tirole (2003) stated that human motivation is one of the most important topics in the area of psychology and organizational behavior.

Intrinsic Satisfaction: This deals with the internal motivation of a person. According to Hennessey and Amabile (2005), intrinsic motivation is the enthusiasm to do something or act for one’s own interests or simply for the fun of the activity itself. Therefore, it is very important for organizations to know when people are intrinsically motivated. They will move for the challenge or the happiness instead of avoiding punishment and the promise of rewards. According to Cherry (2014), it is

also suggested that people are more inspired when they are motivated from within. In the workplace, the efficacy and performance increases through extrinsic motivation such as job recognition and remuneration but the actual quality of work performed is influenced by intrinsic factors.

Extrinsic Satisfaction: The satisfaction of people whose motivation comes from external sources. Extrinsic motivation also refers to an activity which contains elements of stress, apprehension or uncertainty but the main goal is to strive for the object of desire (Lindenberg, 2001). Extrinsic motivation is related to external influences for example, rewards, recognition, and promotion. While offering rewards can increase motivation in some cases, it must be done responsibly as researchers have found that too much appreciation can lead to a decrease in intrinsic motivation (Cherry, 2014).

Other Decision-Making Style Theories

The purpose of the researcher conducted this study was to identify the decision making styles of teachers and which decision making styles they preferred to practice in four selected migrant high schools. The researcher used Vroom and Yetton's decision making styles as a main theory; however there are many theories that important as well as the main theory. The other theories that researcher provided in below, showed that how decision making styles are important.

Decision-making can be through a group or on an individual basis depending on the school program. If decision making is not carried out effectively, school standards will be negatively affected. Therefore, to make effective decisions is very important and every school leader or teacher must understand how to do it correctly

(Green, 2012). Decision making is defined as a regular procedure of choosing from many options to reach the desired solution (Kamlesh & Solow, 1994). There are three main components of decision making such as choice, process and purpose.

All the trainings, exercises including military education are based on the characteristics of decision-making. According to British Military Doctrine (BMD) “exercise of command is primarily concerned with the decision making process.” It also states that it is very important to have good decisions and inventiveness to distinguish when the decision is needed (Roth, 1999).

Rational Decision Making Model: Rational decision makers always investigate a number of possible options from different scenarios first and then make a choice (Oliveira, 2007). People frequently think that rational decision makers are the best decision-makers since they make decisions based on the six steps of the rational decision making model. The six steps are as follows:

1. Define the problem
2. Identify the decision criteria
3. Allocate weights to the criteria
4. Develop the alternatives
5. Evaluate the alternatives
6. Select the best alternative

Judge and Robbins (2011) stated that the rational decision model is based on many assumptions to identify all related alternatives, in an impartial manner, and choose the effective option. As we can see, most of the decisions do not follow the rational model when they make decisions. Most people usually make decisions based

on what is acceptable or what is reasonable to solve the problem, instead of on the optimal one.

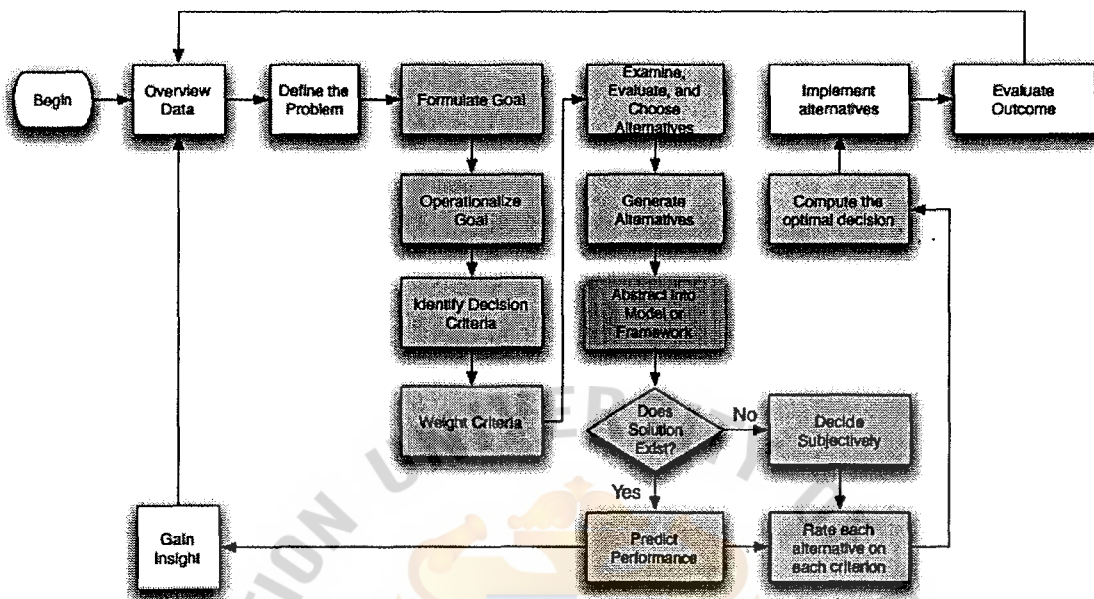


Figure 3: Rational Decision Making Model

An analytical model of decision making: Most experts have normally conceptualized decision-making as a procedure that group and individuals use to solve a problem through moving as sequences of systematical steps shown in diagram (Harrison, 1998).

The first step is that the leader identifies the problem, the second step; he or she analyzes the problem to dictate the analytical issues. The analysis of individuals who are affected need to be considered as well as the situation and sources of facts which are also an integral part of the needs to come to a suitable decision. In the third step, the leader needs to develop the cause or the problem alternatives. The leader has already fully analyzed the problem in step two, so he or she can then rely on their data or past experience to find a new solution. In the fourth step, the leader tries to classify what is the most satisfying difference. In step five; the leader chooses

the most fitting alternative. Step six is selecting the alternative option but in order to satisfy the people involved by reaching a carefully thought-out decision, there must be a detailed plan followed by an efficient process. Step seven is the highest level when the leader monitors the information collected and makes a decision to solve the problem (Green, 2012).

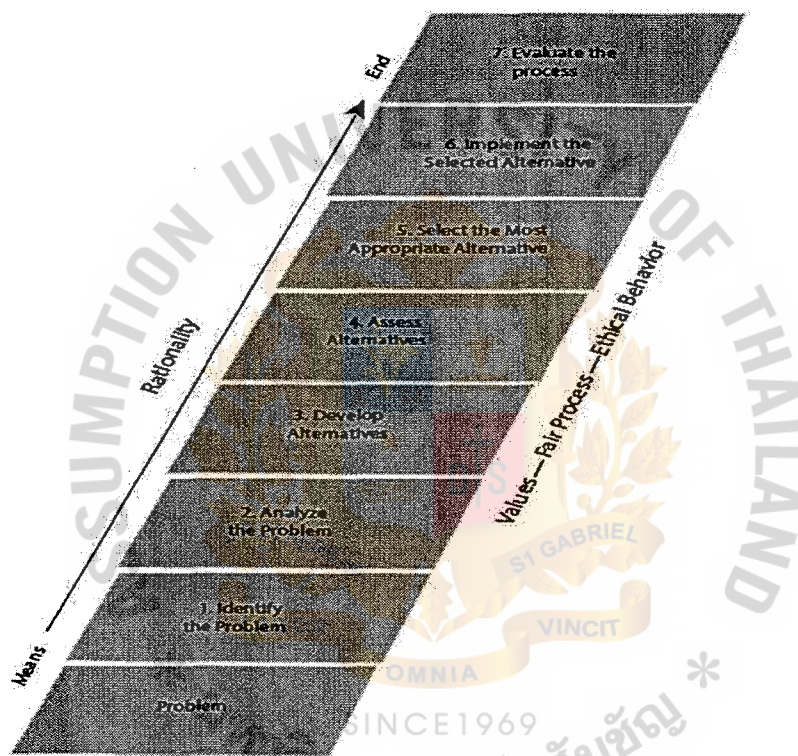


Figure 4. Steps in Analytical Decision-Making

Source: Based on Barge, 1994; Gorton, 1987; Harrison, 1998; Hoy and Tarter, 1995; and Yukl, 1994.

Decision Making Styles: Rowe and Boulgarides (1983) proposed a model of decision styles that identifies the influence of values and opinions. He argued that decision-makers are driven by four forces such as directive, analytical, conceptual and behavioral. These four forces are related to McClland's (1961) typology of need. He

acknowledged that there are two different ways to satisfy the need for achievement, intrinsically by receiving new challenges or extrinsically by the acceptance of recognition and praise.

However, in the Rowe and Boulgarides' typology, the directive decision-makers' main need is power. These kinds of decision makers control others and they are less tolerant of vagueness. They like to limit the amount of information they collect and also the amount of options they consider.

Analytical decision makers need new challenges and a strong feeling of achievement. They are confident to make decisions in complicated situations and analyze all aspects of the problem with the help of data processing. They take time to consider all facets and alternatives available before reaching a well-considered solution.

Conceptual decision makers are also achievement-driven but they need external motivation to find solutions, such as appreciation and recognition. They are innovative, visionary and self-sufficient, ready to tackle complicated issues. However, they need the strong support of their colleagues to assemble all the necessary information and possible alternative choices to find long-term solutions.

Behavioral decision makers need the collaboration of others and have low analytical skills but are very good communicators. They are fully open to compromise and suggestions from their colleagues, and staff, whose welfare they consider as a priority (Rowe & Boulgarides, 1983).

Cognitive Complexity	High	ANALYTIC Strong need for achievement (in the form of challenges)	CONCEPTUAL Strong need for achievement (in the form of recognition)
	Low	DIRECTIVE Strong need for power	BEHAVIORAL Strong need for affiliation
		Task Oriented	People Oriented

Figure 5: Decision Style Model

Source from: Rowe and Boulgarides (1983) study on Decision Making Styles

Other Job Satisfaction Theories

The researcher used Herzberg’ Motivator Hygiene theory to explain how important of intrinsic and extrinsic job satisfaction. However, there are many other relative job satisfaction theories that important as well as the main theory. Since job satisfaction is the most important for every organization or school, the researcher also included more job satisfaction that will help the teachers, schools leaders to understand more about job satisfaction.

Abraham Maslow’s Need of Hierarchy Theory

Maslow’s Hierarchy of need theory is one of the most well-known theories and widely used to achieve success in organizations. Maslow developed this theory to define how employees or people find satisfaction in their work. Maslow classifies the

basic five levels of human need and he states that if the first step is satisfied, the other level of needs will be satisfied step by step, from the bottom to top. The five levels of human need are physiological needs, safety needs, social needs, esteem needs and self-actualization needs.

Physiological need include people's basic needs to survive such as food, water, air, sleep, shelter and clothing. These basic needs are the most important for humans to achieve physiological satisfaction. If these needs are met, other levels of needs follow step by step. If this basic level is not achieved, satisfaction will not follow. Therefore, schools and organizations should provide sufficient salary for teachers or employees to be able to buy the basic necessities they need to survive.

Safety need is the second level of human needs. Employees must have protection from danger, have a secure working environment and be able to work without fear of harm in their work area. Schools and organizations should satisfy these needs by providing health insurance to employees and creating a safe work place and ensuring that employees are not in a position of anxiety.

Social need is the third level of needs and it includes friendship, love, family and sense of connection. To meet the needs, schools and organizations should encourage employees to work as a team, funding group activities such as sport programs in schools and other relative activities. This can build friendship between all employees.

Esteem need including self-respect is the fourth level. Respect from others and recognition in the work place are mandatory. People need to respect themselves, have self-confidence and also respect or receive recognition from other people around them. Schools and organizations fulfill this need by giving rewards or promotions to employees.

Self-actualization need is the highest level of Maslow's hierarchy of needs. These include creativity and potential growth of the employees. Employees reach their full potential and become more creative to reach their goals. To meet the needs, organizations and schools should encourage their employees to involve themselves in job design planning which allows self-development.

Maslow explained that his hierarchy of needs should be met gradually rising to higher levels. Nowadays, many organizations or schools use Maslow's hierarchy of needs to maintain the long-term employment of their staff. He also states that people cannot become leaders if they do not know how to motivate their followers. To motivate the employee you need to understand the hierarchy of needs (Maslow, 1943).

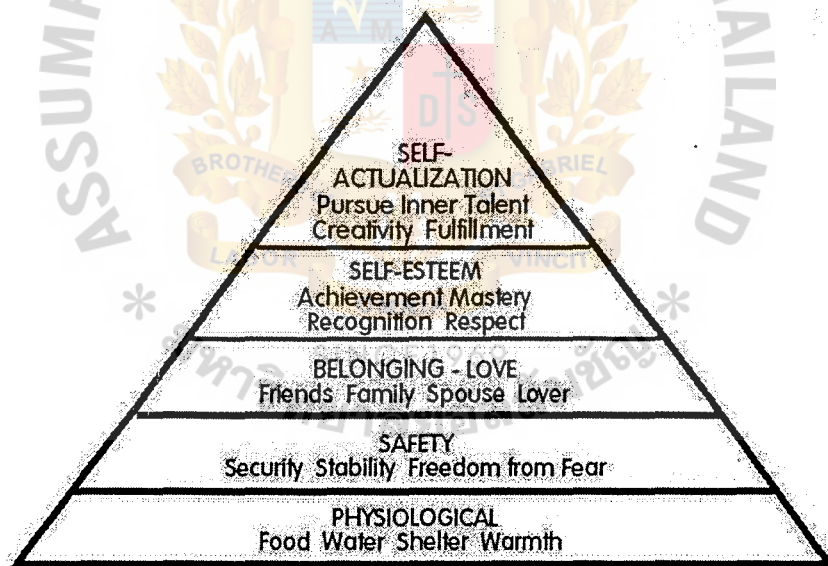


Figure 6: Maslow's Hierarchy of Needs

Approaches to Job Satisfaction

There are three different approaches which have been developed that can clarify and determine levels of job satisfaction.

According to Hackman and Oldham (1976) the first approach is called “the information processing model” and it focuses on all aspects of the job including organization or company and work environment. These features are assessed to establish a level of job satisfaction.

The second approach is based on “social information” to determine the level of employee job satisfaction. The “social information processing model”, Salancik and Pfeffer (1978) suggests that in order to measure the level of job satisfaction, information has to be gathered on past behavior and how colleagues rate the job. It focuses on individual pre-dispositions and rational decision-making processes (Pennings, 1986 p. 65).

The third approach shows that job satisfaction is based on the character and personality of the employee. These dispositions can be based on experience or genetic heritage or on both (Jex, 2002 p.117).

To sum up, ‘job satisfaction’ can be determined by using these three different approaches;

- the features of the job,
- the opinion of others,
- the employee’s personality.

McGregor’s Theory X and Theory Y

According to Judge and Robbins (2011), Douglas McGregor developed Theory X and Theory Y to help manage part of the organization which needs to deal with employees such as managers, supervisors and leaders. Managers, who practice Theory X estimate the employees’ dislikes and try to avoid work need direction, evade the responsibility and achieve poor goals. On the other hand, the manager who

practices Theory Y believes that the employees do not dislike the work, but have self-discipline, look for responsibility and have direction. He considered that Theory X is unable to get along with participatory and democratic organizations because it clashes with single need satisfaction on the job. Therefore McGregor adopted Theory Y, because people's action in organizations nowadays almost matches these assumptions. Oudejans (2007) also mentioned that Theory X is concerned more with extrinsic motivation because of punishments are involved whereas theory Y is concerned with intrinsic motivation because satisfied employees are more productive.

Previous Studies on Decision Making and Job Satisfaction

There has been no research conducted focusing solely on the decision making styles of teachers in migrant high schools but there are some studies on leadership and decision making styles of deans at university level and studies in other organizations.

Dennis (2012) studied "A comparative study of instructors' perceptions on Deans' decision making styles between private university and public university, in Thailand, Bangkok". In his studies, according to the perception of the instructors in both universities, there were similarities and differences in the deans' decision making styles. There were significant differences in the decision making styles of deans using autocratic decision making styles and consultative decision making styles. According to the results of his Independent Samples t-test, it showed significant at level of 0.05. Additionally, as he perceived the instructors in both universities, there was no significant difference in the deans' decision making style between public university and private university.

A study of "Cultural differences in decision making styles of Thai and Foreign principals in Thai and International schools in Bangkok" conducted by Ryabova

(2009) found that there were significantly different decision making styles between Thai and foreign principals. However both Thai and foreign principals frequently adopted consultative decision making styles and they preferred the group decision making style. Moreover, compared to foreign principals, Thai principles frequently adopted autocratic decision making styles.

Ramanigopal (2008) carried out research on “Self- Esteem and Decision Making Styles of School Teachers”. This study took place at the University of Agra. The researcher came up with two research questions to investigate the self-esteem and decision making styles of school teachers. The two questions included: (1) Is there any significant difference exists between self-esteem and decision making styles of the school teachers? (2) Is there any significant difference existing between male and female teachers on self-esteem and decision making styles? The researcher found that the modest relationships in the predicted direction were identified between the three styles of vigilance, defensive avoidance, and hyper vigilance. According to research question number one, the results were that there was a significant positive correlation existing between self-esteem and a vigilance style of decision making style but other styles were found to be negative. Research question number two found that there was a significant difference existing between male and female teachers on self-esteem with a score of 0.05. Therefore, the researcher indicated that male teachers had higher self-esteem than female teachers. The researcher recommended that further research should be carried out on self-esteem and the decision making behavior of other societies and actual decision problems should also be investigated to find out the relationship between other personality dimensions and decision making.

Beri (2013) conducted research on “Job satisfaction among primary school teachers in relation to decision making styles of their heads” and the main focus of

this study was to find out the relationship between job satisfaction of teachers and decision making styles of their principals in primary schools. It also focused on the difference in job satisfaction of urban and rural primary school teachers, also at the same time, focusing on the difference in job satisfaction of female and male primary school teachers. The results were that there was no significant difference between female and male teachers' job satisfaction in primary school and teachers and job satisfaction in rural and urban primary school teachers.

A study of "Job satisfaction of secondary school teachers in Thimphu District of Bhutan" was conducted by Drukpa (2010). The study objectives were to determine the level of job satisfaction of teachers in secondary schools and to compare the level of job satisfaction of teachers in secondary schools in Thimphu District of Bhutan, according to their personal characteristics and job characteristics of their job satisfaction based on (income, work, self-esteem, working condition, management, policy, interpersonal relations and intrinsic rewards. The results were very useful for policy makers at the schools and the people responsible for school improvement, trying to raise teachers' job satisfaction in the secondary schools in the Thimphu district of Bhutan. The results were statistically very different for job satisfaction with regard to teachers' age and gender. However, there was no significant difference with regard to marital status and job satisfaction. Also there was a significant difference in total job satisfaction in teaching experience and their present position. There was no significant difference in work overload and number of teaching periods.

A comparative study of job satisfaction in public and private schools at secondary level, carried out by Akhtar, Hsahmi and Naqvvi (2010) the main objectives in this study were to examine a comparative study on job satisfaction with public and private school teachers. They believed that the attitudes and feelings of

teachers in their schools were very important and it also reflected on their job satisfaction. They also agreed that teachers' job satisfaction is one of the most significant issues to assure that teachers are encouraged to perform well in their workplace. However, according to the result of this study there is no significant difference between teachers' job satisfaction in private and public schools.

Sothina (2014) conducted his study about "a comparative study of teachers' job satisfaction of CheaSimBoeungKeng Kang and CheaSim Angkor Chey upper secondary schools in Cambodia. The main objective of his study was to compare the teachers' job satisfaction between the two schools. According to his study, the probability significance was .024, which means, there was a significant difference in teachers' job satisfaction between Chea Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey upper secondary schools in Cambodia. Also, the mean of overall teachers' satisfaction in Chea Sim Boeung Keng Kang School was higher than the mean of overall teachers' satisfaction in Chea Sim Angkor Chey School.

Lwin (2014) conducted her research with "A comparative study of sisters' leadership styles and their job satisfaction" in Zetaman's Sisters of the little flower congregation at Taunggyi archdiocese, Shan state, Myanmar and the main focus this study was to compare the sisters' job satisfaction with different leadership styles in Zetaman Sisters of the little flower congregation. According to her study the sisters' job satisfaction on extrinsic and intrinsic job satisfaction, was satisfied. However, according to her study the probability significance was .639 which is bigger than .05, which means there was no significant difference in the Sisters' job satisfaction with different leadership styles.

Myanmar Educational System

Myanmar is known as one of the most natural resource rich countries in South East Asia. Linn (2013) pointed out that Myanmar has been exporting natural resources such as gas, oil, precious gems, teak and minerals to neighboring countries. According in BP's ranking in 2008, Burma was the largest gas exporter in Asia-Pacific. Since the early 1990s, the country has suffered under strict government controls, bad economic policies and corruption, resulting in the majority of people in Myanmar facing many difficulties in their daily lives. The government spends 25% of its budget on the military, and approximately 1.3% on education. Unsurprisingly, this has made Burma's education the least effective in South-East Asia. Reliable, up to date statistics are hard to find, but a 2008 survey by the United Nations International Children's Emergency Fund (UNICEF) found the following education statistics for Burma:

- 3 out of 10 primary school aged children do not attend school.
- 70% of those who do start school are unable to finish at the primary level.
- 50% of students are unable to continue to secondary school. (The Curriculum Project, 2012)

The Myanmar education system in the past was admired for producing well-known people of good literacy and for giving students a high quality of education. In the late 1940s and 1950s, the education system was expected to become the most developed in Asia. However, the education system of Myanmar has been changing since it has been under control of the government ministries and the curriculums for all schools are now the same. The government divided the education system into primary education (grade 1 to 4), secondary education (grade 5 to 8), high school

(grade 9 to 10) and university (3 to 5 years depending on the subject). The students who completed high school could enter universities but they had no choice of university and no choice of subjects to study. The government assigned the students to study in a university based on their matriculation exam score. The fees of the universities today are very high for parents and students to afford. The illiteracy rate in Myanmar was 23% in 1990 but today the illiteracy rate is increasing. There are also many children who do not have basic education (All Burma Federation, 2000). Due to the poor economy of the country, ordinary people are struggling to survive and they are more focused on finding work than on their children's education. After the 1988 uprising in Myanmar, minority ethnic people faced financial hardship and daily occurrences of military conflict in their towns. Many tried to escape government control and find a new life on the Thai border. Mae Sot was where most migrant people settled and were able to find work. Many migrant workers tried to find a better life for themselves and better education opportunities for their children. However, some migrants who crossed into Thailand had no personal documents and it was difficult for them to get their children into Thai schools.

Administrators' and teachers' salaries are very low and the cost of education is increasing, therefore poor families cannot send their children to school. These children drop out of school before they complete their primary education and have to work on farms, in tea shops, collecting bottles, selling flowers etc. Some families migrate to neighboring countries such as Thailand and Malaysia to find work and hopefully an education for their children.

Migrant Educational System

Burmese Migrant Workers' Education Committee (BMWEC) is the umbrella organization for migrant education in Mae Sot. This organization is a Community Based Organization (CBO) and they focus on migrant educational quality to access education and have opportunities to study. This organization's aims are to help migrant children to become future leaders in civil society in a democratic Myanmar. The organization is funded by many NGOs such as Taipei Overseas Peace Corps (TOPD) and World Education (WE), Shoklo Malaria Research Uni (SMRU), and International Rescue Committee (IRC). Not only NGOs are providing migrant education but also the Thai Ministry of Education (MOE) is also interested to get involved and to have a successful education system for all the migrant children (Burmese Migrant Workers' Education Committee, 2014).

Migrants need to access education in Thailand although they intend to back to Myanmar one day. They need to progress through schools in Myanmar and Thailand. Therefore all migrant schools in Thailand try to include Thai, Myanmar and English in their curriculums to enable the children to apply their skills in both countries. Also schools provide knowledge and skills for further education e.g. the BEAM (Burmese Education Association of Migrants) Education Foundation. Youth Connect (YC) is an organization providing adult vocational training and helping migrants to get jobs.

Background of Four Migrant High Schools

In Mae Sot district, there are many migrant schools for migrant children along the Thai- Burma border. The migrant schools are kindergarten, secondary schools, high schools and vocational schools. The researcher chose these four migrant high schools, because they use the same curriculum, the same languages, the same grading

and also students who graduated from these high schools can provide various opportunities for the students, such as when they go back to Myanmar, they can take high school tests and then study at Myanmar universities. They also have opportunities to study at international universities in foreign countries.

Hsa Htoo Lei High School (HHL School)

The school was established by Ms. Paw Ray in 1999 to provide migrant children's education. Ms. Paw Ray noticed that the children of the migrant workers did not have opportunities to go to school in Thailand and their parents were too poor to look after them. Therefore she founded the school including a boarding house for orphans and children whose parents could not take care of them. There are many teachers, staff and foreign volunteers to look after the children's welfare. The school offers kindergarten to grade 12 education and teaches four languages, Thai, English, Burmese and Karen. Also the school provides Math, Geography, Science, Health and Music education. The Hsa Thoo Lei School receives funding through the "Fondazione San Zeno" Foundation and Help Without Frontiers to (Hsa Thoo Lei, 2010).

Children's Development Center High School (CDC School)

The school was founded by the staff of Mae Tao Clinic (MTC) in 1995. Mae Tao Clinic was founded by Dr. Cynthia Maung to provide migrant people on the Thai/Myanmar border with free healthcare.

The Mae Tao Clinic (MTC) has over 700 staffs working full time for the community and they have difficulty to take care of their own children, so they founded this school as a day care service for their children. When it started, it was

only within MTC. A nursery care program was the next step and then a primary school was started in 1997 with 5 staff members. In 2005 the school added more levels and in 2009 it was running grade 12 graduation classes. Over 1,000 students now attend this school. The school's curriculum includes language lessons, Thai, Burmese and English. Also Physics, Chemistry, Mathematics, History, Economics, Social Studies, Geography, Computer skills and Community Development skills are part of the curriculum (Mae Tao Clinic, 2014).

Social Action for Women (SAW School)

This school was founded in May 2005 by a group of women at the Social Action for Women (SAW) organization and a high school was added in 2007. The goals of this school are to help migrant children access education and learn their own languages and culture. Their mission is to teach the knowledge and skills the children can use when they return to Myanmar in the future. It is also to protect the children from drug addiction, smuggling, and sexual abuse; and to maintain the migrant children's mental, physical health and social wellbeing. The school provides a curriculum that includes English, Mathematics, Physics, Chemistry, Biology, English Speaking, Thai language, Art and Physical Education. Most of the curriculum is taken from the Myanmar Education Curriculum adding extra subjects such as Thai language, Art and Physical Education according to Social Action for Women (2008).

Boarding High School for Orphans and Helpless Youths High School (BHSOH School)

The school was founded by the headmaster, Mr. Khaing Oo Maung in 1999 in Mae Sot. BHSOH School provides migrant students with an education and the

children, whose parents cannot take care of them, live in a boarding school. The school provides many subjects, knowledge and skills which the students can use in the future such as Burmese, English, Thai, Mathematics, Science, Biology, Physics, and Art. There are students of many ethnicities at BHSOH such as Karen, Burmese, Kachin, Arakan, Lahu, Pa-O, Shan and Chin (Help Without Frontiers Organization, 2010).

Summary of the Review of Literature

Many researchers have made studies on how important decision making styles are for every teacher, leader, and manager. They all have their own kinds of decision making styles. In this research, the researcher tries to compare different decision making styles of teachers and their job satisfaction in four selected migrant high schools in Mae Sot. Some teachers make decisions based on the information they collect. Others make their decisions according to their team's suggestions or ideas. Many teachers make decisions with their team, and adopt a facilitator role to guide their team. All decision making styles above are based on Vroom and Yetton's decision-making style model. In this study of decision-making styles, this model has been the main focus.

Lunenburg (2008) stated that teachers are making different and difficult decisions every day in every area of the school such as student activities, student discipline, student security, lesson planning etc. Various researchers argue that state "the most successful schools are always critically connected to effective decisions".

Although many researchers focus their studies on the decision making styles of leaders, administrators and staff, it is also important to study teacher job satisfaction. Every successful school practices teacher job satisfaction principles, in

order to retain long term quality teachers on their staff. Therefore, without job satisfaction, teachers will not be able to contribute to the school success. School success also depends on teaching methodology and results.

Students are future leaders and teachers are role models for the students. The stakeholders of the school have a big part to play in producing future leaders and teachers; they are the ones who teach the students to be good leader. Therefore, school leaders should not ignore teacher job satisfaction. The higher the job satisfaction offered to teachers, the more success for the school.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology including research design, population, research instrument, reliability and validity, collection of data, data analysis and summary of the research process.

Research Design

The aim of this research was to compare teachers' job satisfaction based on different decision making styles in four selected migrant high school in Mae Sot district, Tak province, Thailand. The researcher used quantitative and comparative methods in conducting this study. This research was a quantitative research and used a questionnaire to collect data from teachers from four selected migrant high schools.

The descriptive statistics used to identify the four selected migrant high schools teachers' decision making styles and job satisfaction. One-way ANOVA used to compare the teachers' job satisfaction based on different decision making styles in four selected migrant high school in Mae Sot district, Tak province, Thailand.

The researcher used a questionnaire with two categories: (1) teachers' decision making styles– (a) Autocratic decision making style (b) Consultative decision making style (c) Group decision making style, (2) Teachers' Job satisfaction. The questionnaires were designed to examine the teachers' decision making styles and job satisfaction in four selected migrant high schools in Mae Sot district, Tak province, Thailand.

Population

This study aimed to compare teachers' decision making styles and their job satisfaction in four selected migrant high schools, Mae Sot district, Tak province, Thailand. The target migrant schools were as follows;

- 1) Hsa Htoo Lei School (HHL School)
- 2) Children's Development Center School (CDC School)
- 3) Social Action for Women (SAW School)
- 4) Boarding High School for Orphans and Helpless Youths (BHSOH School)

The target group was 116 teachers who are working full time in four selected migrant high schools in academic year 1/ 2014 in Mae Sot district, Tak province, Thailand. This study chose four high schools because these four schools are very important schools in the migrant community on the Thai-Burma border, especially for the children who do not have opportunities to study and the children whose parents cannot support their education and take care of them. These four migrant high schools provide migrant children with basic education through to high school and further study.

Table 1: The Number of Teachers from Four Schools

Four selected migrant high schools	The number of teachers
HsaHtoo Lei School (HHL)	28
Children's Development Center School (CDC)	50
Social Action for Women (SAW)	26
Boarding High School for Orphans and Helpless Youths (BHSOH)	12
Total	116

Research Instrument

The researcher used the following instruments to collect data. It included two part questionnaire: In this study, the researcher made two sets of questionnaires for the teachers in the four migrant high schools.

Part 1: In this part, the questionnaire used to identify the differences in teachers' decision making styles and it contained (12) items. This questionnaire was based on the decision making models of Vroom & Yetton's (1973) and developed by Dennis (2012). The teachers answered the questionnaires by circling the number which represents their decision making style.

The decision making styles were Autocratic decision making style, Consultative decision making styles and Group decision making style. Questions no. 1, 8, 11 and 12 reflected the Autocratic decision making style, questions no. 2, 5, 6 and 9 reflected the Consultative decision making styles and questions no. 3, 4, 7 and 10 reflected the Group decision making style.

Table 2 showed the details about the questions for each decision-making style, and Table 3 explained the Scale and Interpretation for Decision making styles Questions (1-12).

Table 2: Breakdown of Survey Questions (decision making styles 1- 12)

Decision Making Styles	Survey Questions
Autocratic decision making style	1, 8, 11 and 12
Consultative decision making style	2, 5, 6 and 9
Group decision making style	3, 4, 7 and 10

Table 3: Scale and Interpretation for Survey Questions (Decision making styles 1-12)

Range	Interpretation
4.51 – 5.00	Almost Always
3.51 – 4.50	Often
2.51 – 3.50	Sometimes
1.51 - 2.50	Seldom
1.00 – 1.50	Almost Never

Part 2: In this part, the questions were about teachers' job satisfaction levels based on their decision making styles. The researcher used Weiss J. (1967) MSQ questionnaire, the short form, and total 20 items.

Questions no. 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16 and 20 were the measurement of intrinsic satisfaction and questions no. 5, 6, 12, 13, 14, and 19 were the measurement of extrinsic satisfaction of teachers' in the four selected migrant schools.

Table 4 showed the details about the questions for job satisfaction, and Table 5 explained the Scale and Interpretation for Job Satisfaction Questions (1-20).

Table 4: Breakdown of Survey Questions (Job Satisfaction 1-20)

Job satisfaction	Survey Questions
Intrinsic satisfaction	1,2,3,4,7,8,9,10,11,15,16 and 20
Extrinsic satisfaction	5,6,12,13,14, and 19
Overall	All 20 items

Table 5: Score and Interpretation for Survey Questions (Job satisfaction 1-20)

Interpretation for Job Satisfaction	Scores	Range
Very Dissatisfied	1	1.00 – 1.50
Dissatisfied	2	1.51 – 2.50
Neither	3	2.51 – 3.50
Satisfied	4	3.51 – 4.50
Very Satisfied	5	4.51 – 5.00

Validity and Reliability of the Instrument

In this study, the researcher used two parts of questionnaires. The research questionnaire part I, decision making styles was based on Vroom & Yetton's Decision Making Models (1973) and the questionnaire part II, was from Weiss J. (1981) MSQ Job satisfaction questionnaire, short form.

The validity of part I of the questionnaire was evaluated and approved by three experts from Graduate School of Education in Assumption University and Program Director of Teacher Training Center for Burmese Teachers. It was also confirmed by the study of Dennis (2012).

The reliability of part I of the questionnaire was analyzed by means of Crobach's alpha coefficient as the previous study of Dennis (2012) and the total result was .886.

The validity of part II of the questionnaire was confirmed by Lin C. Hsiu (2003), who also used this questionnaire for conducting her research. The reliability of Weiss et al. (1967) questionnaire Crobach's alpha coefficient of job satisfaction

was 0.90. The Cronbach's alpha coefficient of Lwin (2014) showed for part II were 0.778, which will be regarded as reliable of job satisfaction.

Meanwhile for this study, this researcher collected 116 sets of questionnaire from the selected schools; the valid return rate was 100%. Cronbach's Alpha was also computed for test the reliability of this study questionnaire. As a result, for this study, the Cronbach's Alpha based on for the part I was .852; and for the part II was .846, therefore the questionnaire of this study was regarded as the reliable.

The two parts of the questionnaire were translated from English to Burmese. The researcher requested three experts who have translation skills and experience, both in English and Burmese to translate and check for translation accuracy. The translators' details with the translation-checking evidences are shown in Appendix C.

The main translator for this study was an assistant administrator who graduated in Master of Management and Organization Development (MMOD) at Assumption University. She had one year's work experience as an assistant administrator in a further education institute for migrant students and therefore understands the importance of the research. She translated the questionnaires from English to the Burmese version.

The translation was firstly checked by a master program student, who is in his graduate study in the final year in Master of Science Information Technology (MSIT) at Shinawatra International University, Thailand and he is also working as a Technical Engineer and Retail Operation Supervisor in L'Oreal Thailand. He has had many years of translation experience during his time in Thailand.

The second round of translations was checked by a master program student, who is in his graduate study in the final year in Master of Public Health (MPH) at Chiang Mai Rajabhat University, Thailand and he is also working as a Medical Interpreter in the Bangkok Hospital Medical Center, Bangkok, Thailand. He is working as an interpreter and also has good translation skills.

Data Collection

Firstly, the researcher requested the permission from the principals of the four migrant high schools, Hsa Htoo Lei School (HHL School), Children's Development Center School (CDC School), Social Action for Women (SAW School) and Boarding High School for Orphans and Helpless Youths (BHSOH School) in Mae Sot district, Tak province, Thailand to conduct a research study.

After the proposal was approved and permission was received from the principals of the migrant schools, the researchers went to Mae Sot and distribute the questionnaires to the teachers of the four migrant high schools.

The data was collected in June 2014 by the researcher and researcher's assistant and collection of the data was completed in the 1st week of July 2014.

Data Analysis

All the collected data were statistically calculated and analyzed in this study.

Objective 1: *Frequency, percentage* were used “to identify the decision making styles of teachers in four selected Migrant High Schools in Mae Sot district, Tak province, Thailand”.

Objective 2: *Means and Standard Deviations* were used to determine the Job Satisfaction levels in four selected Migrant High Schools in Mae Sot district, Tak province, Thailand”.

Objective 3: *One- way ANOVA* was used to compare teachers’ job satisfaction based on their different decision making styles including autocratic, consultative and group in four selected Migrant. High Schools in Mae Sot district, Tak province, Thailand”. The multiple comparisons Sheffe’s test was used to follow up the significant difference of the means of all possible pairs as the significant F-test has been found.



Summary of the Research Process

Research Objective	Source of data or Sample	Research instrument	Data analysis
To identify the decision making styles of teachers in four selected migrant high schools in Mae Sot district, Tak province, Thailand.	116 teachers in four selected migrant high schools	Questionnaire of decision making styles and Job satisfaction, Part I and Part II	Frequency percentage
To determine the job satisfaction levels in four selected migrant high schools in Mae Sot district, Tak province, Thailand.			Mean, Standard Deviation
To compare teachers' job satisfaction based on their different decision making styles in the four selected migrant high schools in Mae Sot district, Tak province, Thailand.			One-way ANONA

CHAPTER IV

RESEARCH FINDINGS

This chapter discloses the research findings and interpretation of the data obtained by 116 respondents who completed the questionnaires.

The number of completed questionnaires returned was 116, which resulted in a 100% return rate. The researcher and researcher's assistant visited Hsa Htoo Lei School (HHL School), Children's Development Center School (CDC School), Social Action for Women (SAW School) and Boarding High School for Orphans and Helpless Youths (BHSOH School) in Mae Sot district, Tak Province, Thailand, The teachers from these schools were requested to provide their answers to the questionnaires.

Data analysis and research findings were presented within the structure of the research objectives. The findings are demonstrated in three parts as follows;

- 1) To identify the decision-making styles of teachers in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand.
- 2) To determine the job satisfaction levels in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand.
- 3) To compare the teachers' job satisfaction based on their different decision-making styles in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand.

Research Objective One

Research Objective One was to identify the decision-making styles of teachers in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand.

To identify the decision-making styles of teachers, the researcher adapted the questionnaire developed by Dennis (2012), his study on the decision making-styles of deans and it included 12 questions. In this research, 116 participants answered the questions based on their self-perception of their decision making styles by choosing from the following range of indicators:

1=Almost Never 2=Seldom 3=Sometimes 4=Very Often 5=Almost Always

To identify the decision making styles of the teachers, the researcher summed up the scores of each decision making style from each teacher and got the total scores of three styles for each teacher firstly, and used the highest scores represented the individual teacher's decision making style. If the respondent scored high in both autocratic and consultative decision making style, the respondent was considered as an autocratic decision maker, according to the instruction of the original questionnaire

Table 6 showed that a total of 116 respondents' completed the questionnaires in the four migrant schools. 19.0% of teachers preferred the autocratic decision making style while 30.2% of teachers preferred the consultative decision making style. However, most of the teachers, i.e. 50.9%, preferred the group decision making style.

Table 6: Decision Making Styles of Teachers

Decision Making Styles	Frequency	Percentage
1. Autocratic Decision Making Style	22	19.0
2. Consultative Decision Making Style	35	30.2
3. Group Decision Making Style	59	50.9
Total	116	100

Meanwhile, Table 7 showed that the overall result of the mean score was 2.32, in the range of 1.51-2.50, which meant they used all these decision-making styles “sometimes”. As the scores of each style also revealed that teachers used three decision-making styles “sometimes”, though most teachers preferred to use group decision-making styles as Table 7 implied.

Table 7: Decision Making Style of Teachers

Decision Making Style	N	Mean	SD	Interpretation
Autocratic	116	2.57	0.87	Sometimes
Consultative	116	2.91	0.89	Sometimes
Group	116	3.16	1.02	Sometimes
Total	116	2.32	0.78	Sometimes

Research Objective Two

Research objective Two was to determine the teachers’ job satisfaction levels in the four selected migrant high schools.

To determine the teachers’ job satisfaction levels, the researcher used a job satisfaction questionnaire with 20 questions, covering two areas, “intrinsic satisfaction” and “extrinsic satisfaction”. The teachers answered the questionnaire on their job satisfaction level by choosing scores:

1= Very Dissatisfied 2= Dissatisfied 3= Neither 4= Satisfied 5= Very Satisfied

In this research, the researcher used Means and Standard Deviation to report the teachers’ job satisfaction level, with the results shown in Table 9 below.

Table 8 showed the overall result of the mean score of 3.49, in the range of 2.51-3.50, which meant teachers’ job satisfaction level, was “neither” for the four migrant high schools. But from Table 8, it was also indicated that teachers’ extrinsic

satisfaction was higher a bit than their intrinsic satisfaction, as their extrinsic satisfaction was regarded as “satisfied, but their intrinsic satisfaction was only ‘neither’.

Table 8: Teachers’ Job Satisfaction Level

Teacher’ Satisfaction	N	Mean	SD	Interpretation
Intrinsic	116	3.47	.434	Neither
Extrinsic	116	3.51	.529	Satisfied
Total	116	3.49	.438	Neither

Research Objective Three

Research Objective Three was to compare the teachers’ job satisfaction and different decision- making styles.

The overall teachers’ job satisfaction has been used as the dependent variable which is the combination of both Intrinsic and Extrinsic Satisfaction.

Table 9: showed that the mean overall teachers’ job satisfaction regarding for group “Autocratic Decision Making Style” was 3.35 also the mean overall of teachers’ job satisfaction regarding for group “Consultative Decision Making Style” was 3.65 and the mean overall of teachers’ job satisfaction regarding for group “Group Decision Making Styles” was 3.45.

Table 9: Total Overall Mean Score of Teachers’ Job Satisfaction of Each Group of Teachers’ Decision Making Style

Decision Making Styles	N	Mean	F	Sig.
Autocratic	22	3.35	3.634	.030
Consultative	35	3.65		
Group	59	3.45		

The researcher compared the teachers’ job satisfaction based on their different decision making styles, including *Autocratic Decision Making Style*, *Consultative Decision Making Style*, and *Group Decision Making Style*.

In order to find the differences and test the hypothesis “Are there any differences in teachers’ job satisfaction based on their different decision-making styles in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand”, the researcher used One-way ANOVA. The hypothesis was tested at the 0.05 level of significant value.

Table 10 showed that the significance of F-test was .030, which was smaller than .05, which means there were significant differences between the means of teachers’ job satisfaction based on their different decision making styles.

Table 10: Comparison of Teachers’ Job Satisfaction Based on Different Decision Making Styles

Different Decision-making Styles	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.336	2	.668	3.634	.030
Within Groups	20.769	113	.184		
Total	22.105	115			

The multiple comparisons Sheffe’s test was then used to follow up the significant difference of the means of all possible pairs as the significant F-test has been found. **Table 11**, therefore, showed the multiple comparisons Sheffe’s test of teachers’ job satisfaction based on their different decision making styles.

According to Table 11, there was a significant difference of teachers’ job satisfaction between teachers preferred autocratic decision making style and teachers preferred consultative decision making style, since the significant was .048, which was smaller than .05, in the direction that teachers with consultative decision making style had bigger than job satisfaction than those with autocratic decision making style, as the mean difference is -.29107.

However, there was no significant different of teachers job satisfaction between autocratic decision making style and group decision making style, since their significant was .662 bigger than .05. And also, there was no significant different of teachers job satisfaction between consultative decision making style and group decision making styles, since the significant is .111, which was bigger than .05.

Table 11: The Multiple Comparisons Sheffe’s test

Dependent Variable: Total Satisfied Scheffe					
DMS	DMS	Mean Difference	Std. Error	Sig.	A<C
Autocratic	Consultative	-.29107	.11664	.048*	
	Group	-.09746	.10710	.662	
Consultative	Group	.19361	.09147	.111	

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a brief review of how the study was conducted, what instruments were used to collect the data, the study's findings, conclusion, discussion, its recommendations for the selected schools and for further study.

Firstly, the study identified the decision making styles of teachers in the four selected migrant high schools and then determined the job satisfaction levels. Finally, the researcher compared the teachers' job satisfaction based on their different decision-making styles.

The researcher selected a sample of four migrant high schools, i.e. HsaHtoo Lei School, Children's Development Center School, Social Action for Women School and Boarding High School for Orphans and Helpless Youths School which are located in Mae Sot district, Tak province, Thailand.

A total of 116 questionnaires were distributed to teachers from the schools, and 116 respondents 100% returned the valid surveys. Among 116 respondents, 28% were from Has Htoo Lei High School, 50% were from Children' Development Center High School, 26% were from Social Action for Women High School and 12% were from Boarding High School for Orphans and Helpless Youths.

There were three research objectives in this study, i.e.

1. To identify the decision making styles of teachers in the four selected migrant high schools in Mae Sot district, Tak province, Thailand.
2. To determine the job satisfaction levels in the four selected migrant high schools in Mae Sot district, Tak province, Thailand.

3. To compare teachers' job satisfaction based on their different decision making styles in the four selected migrant high schools in Mae Sot district, Tak province, Thailand.

Findings

1. The preferred teachers' decision making styles from the four high schools

- 1.1 With regard to the teachers' decision making styles from the four high schools, the majority of teachers 50.9% preferred to practice "Group Decision Making Style", 30.2% of teachers preferred to practice "Consultative Decision Making Style" and only 19.0% teachers preferred to practice "Autocratic Decision Making style".
- 1.2 The overall result of decision-making mean score was 2.32, in the range of 1.51-2.50, which meant they used all these decision-making styles "sometimes".

2. The teachers' Job Satisfaction from the four high schools

- 2.1 The total mean score of teachers' job satisfaction from the four schools was 3.49 in the range of 2.51-3.50, which meant teachers' job satisfaction level, was "neither" for the four migrant high schools.
- 2.2 Teachers' extrinsic satisfaction was higher a bit than their intrinsic satisfaction, as their extrinsic satisfaction was 3.51, but their intrinsic satisfaction was only 3.47.

3. The difference of teachers' job satisfaction based on their different decision making styles

3.1 When comparing the teachers' job satisfaction based on their different decision making styles, the probability significance of .030 was less than .05. Therefore the research hypothesis was accepted, which means there were significant differences between the means of teachers' job satisfaction based on their different decision making styles.

3.2 There was a significant difference of teachers' job satisfaction between teachers preferred autocratic decision making style and teachers preferred consultative decision making style, since the significant was .048, which was smaller than .05, in the direction that teachers with consultative decision making style had bigger than job satisfaction than those with autocratic decision making style, as the mean difference is -.29107. However, there was no significant different of teachers job satisfaction between autocratic group, and consultative group, since their significant was .662 bigger than .05. And also, there was no significant different of teachers job satisfaction between consultative decision making style and group decision making styles, since the significant is .111, which was bigger than .05.

Conclusion

From the findings, the following conclusions were made:

1. The preferred teachers' decision making styles from the four high schools

1.1 With regard to the teachers' decision making styles from the four high schools, the majority of teachers preferred to practice "Group Decision

Making Style”, a certain amount of teachers preferred to practice “Consultative Decision Making Style” and least teachers preferred to practice “Autocratic Decision Making style”.

1.2 Most teachers used all these decision-making styles “sometimes”.

2. The teachers’ Job Satisfaction from the four high schools

2.1 The overall level of teachers’ job satisfaction was regarded as “neither” for the four migrant high schools.

2.2 Teachers’ extrinsic satisfaction was higher a bit than their intrinsic satisfaction, as their extrinsic satisfaction level was regarded as “satisfied”, but their intrinsic satisfaction level was “neither” still.

3. The difference of teachers’ job satisfaction based on their different decision making styles

3.1 When comparing the teachers’ job satisfaction based on their different decision making styles, there were significant differences between teachers’ job satisfaction based on their different decision making styles.

3.2 There was a significant difference of teachers’ job satisfaction between teachers preferred autocratic decision making style and teachers preferred consultative decision making style. However, there was no significant different of teachers job satisfaction between autocratic group, and consultative group. And also, there was no significant different of teachers’ job satisfaction between consultative decision making styles and group decision making styles.

Discussion

1. What are the decisions making styles of teachers in the four selected migrant high schools in Mae Sot district, Tak province, Thailand?

The study found that the majority of teachers 50.9% from the four selected migrant high schools preferred to practice “Group Decision Making Style”, followed by 30.2% of teachers who preferred to practice “Consultative Decision Making Style” and the lowest percentage of 19.0% preferred to practice “Autocratic Decision Making style”.

Dennis (2012) studied “A comparative study of instructors’ perceptions on Deans’ decision making styles between private university and public university, in Thailand, Bangkok”. In his studies, according to the perception of the instructors in both universities, there were similarities and differences in the deans’ decision making styles. There were significant differences in the decision making styles of deans using autocratic decision making styles and consultative decision making styles. According to the results of his Independent Samples t-test, it showed significant at level of 0.05. Additionally, as he perceived the instructors in both universities, there was no significant difference in the deans’ decision making style between public university and private university.

A study of “Cultural differences in decision making styles of Thai and Foreign principals in Thai and International schools in Bangkok” conducted by Ryabova (2009) found that there were significantly different decision making styles between Thai and foreign principals. However both Thai and foreign principals frequently adopted consultative decision making styles and they preferred the group decision making style. Moreover, compared to foreign principals, Thai principles frequently adopted autocratic decision making styles.

Ramanigopal (2008) carried out research on “Self- Esteem and Decision Making Styles of School Teachers”. This study took place at the University of Agra. The researcher came up with two research questions to investigate the self-esteem and decision making styles of school teachers. The two questions included: (1) Is there any significant difference exists between self-esteem and decision making styles of the school teachers? (2) Is there any significant difference existing between male and female teachers on self-esteem and decision making styles? The researcher found that the modest relationships in the predicted direction were identified between the three styles of vigilance, defensive avoidance, and hyper vigilance. According to research question number one, the results were that there was a significant positive correlation existing between self-esteem and a vigilance style of decision making style but other styles were found to be negative. Research question number two found that there was a significant difference existing between male and female teachers on self-esteem with a score of 0.05. Therefore, the researcher indicated that male teachers had higher self-esteem than female teachers. The researcher recommended that further research should be carried out on self-esteem and the decision making behavior of other societies and actual decision problems should also be investigated to find out the relationship between other personality dimensions and decision making.

Schmidt (2003) stated that group decision making resulted in being one of the most important practices in every organization. Preference for the group decision style means that parties are more likely to come to a fair decision, where a decision is made by everyone in the organization (Darley & Tyler, volume; Folger, 1977; Thibaut & Walker, 1975; Tyler & Smith, 1988).

As Gunnarsson (2010) and Proctor (2011) mentioned that the group decision making style allows for a vast amount of information to be collected to solve

problems. It is possible to listen to a variety of ideas, to find understanding of the problem and achieve the best outcome. However, there can also be downsides to this style. When there is a difficult decision to be made involving a considerable amount of information and where all parties need to agree, there can be misunderstandings, bad compromises, personality clashes, conflict of ideas and time pressure.

2. What are the job satisfaction levels of teachers' in the four selected migrant high schools in Mae Sot district, Tak province, Thailand?

The total mean score of teachers' job satisfaction in four selected migrant high school, was 3.49 in the range of 2.51-3.50 levels of teachers' job satisfaction level was "neither" in four selected migrant high schools, Mae Sot district, Tak province, Thailand. This indicated that the job satisfaction level of teachers in four selected schools were neither.

A study was carried out by Rothman (1981) where he pointed out that the level of job satisfaction of teachers relates to the achievement of students. Students can recognize when a teacher is happy and involved in his/her work. Teachers have two roles to play, as educators and role models. Therefore the morale in the classroom is strongly affected by teachers' activities outside the school, whether they have a happy family life and receive sufficient income.

Beri (2013) conducted research on "Job satisfaction among primary school teachers in relation to decision making styles of their heads" and the main focus of this study was to find out the relationship between job satisfaction of teachers and decision making styles of their principals in primary schools. It also focused on the difference in job satisfaction of urban and rural primary school teachers, also at the same time, focusing on the difference in job satisfaction of female and male primary

school teachers. The results were that there was no significant difference between female and male teachers' job satisfaction in primary school and teachers and job satisfaction in rural and urban primary school teachers.

A study of "Job satisfaction of secondary school teachers in Thimphu District of Bhutan" was conducted by Drukpa (2010). The study objectives were to determine the level of job satisfaction of teachers in secondary schools and to compare the level of job satisfaction of teachers in secondary schools in Thimphu District of Bhutan, according to their personal characteristics and job characteristics of their job satisfaction based on (income, work, self-esteem, working condition, management, policy, interpersonal relations and intrinsic rewards. The results were very useful for policy makers at the schools and the people responsible for school improvement, trying to raise teachers' job satisfaction in the secondary schools in the Thimphu district of Bhutan. The results were statistically very different for job satisfaction with regard to teachers' age and gender. However, there was no significant difference with regard to marital status and job satisfaction. Also there was a significant difference in total job satisfaction in teaching experience and their present position. There was no significant difference in work overload and number of teaching periods.

A comparative study of job satisfaction in public and private schools at secondary level, carried out by Akhtar, Hsahmi and Naqvi (2010) the main objectives in this study were to examine job satisfaction with public and private school teachers. They believed that the attitudes and feelings of teachers in their schools were very important and it also reflected on their job satisfaction. They also agreed that teachers' job satisfaction is one of the most significant issues to assure that teachers are encouraged to perform well in their workplace. However, according to

the result of this study there is no significant difference between teachers' job satisfaction in private and public schools.

Sothina (2014) conducted his study about "a comparative study of teachers' job satisfaction of Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey upper secondary schools in Cambodia. The main objective of his study was to compare the teachers' job satisfaction between the two schools. According to his study, the probability significance was .024, which means, there was a significant difference in teachers' job satisfaction between Chea Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey upper secondary schools in Cambodia. Also, the mean of overall teachers' satisfaction in Chea Sim Boeung Keng Kang School was higher than the mean of overall teachers' satisfaction in CheaSim Angkor Chey School.

Lwin (2014) conducted her research with "A comparative study of sisters' leadership styles and their job satisfaction" in Zetaman's Sisters of the little flower congregation at Taunggyi archdiocese, Shan state, Myanmar and the main focus this study was to compare the sisters' job satisfaction with different leadership styles in Zetaman Sisters of the little flower congregation. According to Lwin's study, the results were 'satisfied'. However, the probability significance was .639 which is bigger than .05, which means there was no significant difference in the Sisters' job satisfaction with different leadership styles in the Zetaman Sisters of the Little Flower Congregation.

In educational development, teacher job satisfaction is one of the most important aspects to consider. When teachers are content with what they receive at the end of the job, it is a positive feeling which means teachers are satisfied with their job. Elaine and Marie (1984) explained that job satisfaction can be achieved if individual needs and the aspects of the job can be combined together and the expectations meet

the reality. According to Arnold, Cooper and Robertson (1998), in the study of social sciences, job satisfaction has been the most important subject of influential and significant research.

Darroux, Jonathan and Massele, (2013) mentioned that employees who are satisfied on their job with intrinsic and extrinsic job features, it showed that they are strong .organizational commitment and have progressive relationship between variables.

Marsland, Syptak and Ulmer (1999) also stated that employees, who believe their organization is a positive work place for them, are also able to develop their own job satisfaction .Therefore; satisfied teachers are always motivated, active and like to spend their time with the students (Nguni et al 2006, in Cerit, 2009, p. 600). Robbins and Judge (2012) stated that, the employee who received high level of job satisfaction always has positive feelings about their job; whereas the employees who received a low level of job satisfaction always has negative feelings.

In short, there were no precious studies about job satisfaction in migrant high schools; however, there were so many international precious studies about teachers' job satisfaction, since this can bring the schools or organization success. Teachers' job satisfactions in these migrant schools are just as important as other schools around the world, since they are the stakeholders of our future leaders. As many people say, teachers are the second parents of the children. Half of a student's life is spent in school and half at home. Therefore, every school should consider evaluating their teachers' job satisfaction in order to achieve success.

3. Are there any differences in teachers' job satisfaction based on their different decision-making styles in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand?

Data from the research show that the probability significance of .030, is less than .05, therefore, the research hypothesis was accepted, which means there were significant differences between the means of teachers' job satisfaction based on their different decision making styles in the four selected migrant high schools.

The researcher used the multiple comparisons Sheffe' test to investigate the direction and magnitude of the multiple comparisons Sheffe' test of teachers' job satisfaction based on their different decision making styles. According to the result, there was a significant difference of teachers' job satisfaction between teachers preferred autocratic decision making style and teachers preferred consultative decision making style, since the significant was .048, which was smaller than .05, in the direction that teachers with consultative decision making style had bigger than job satisfaction than those with autocratic decision making style, as the mean difference is -.29107. However, there was no significant different of teachers job satisfaction between autocratic group, and consultative group, since their significant was .662 bigger than .05. And also, there was no significant different of teachers job satisfaction between consultative decision making style and group decision making styles, since the significant is .111, which was bigger than .05.

Lennard (1993), carried out a comparative study on shared decision-making and job satisfaction among selected secondary vocational education teachers and discovered that there was a significance difference between job satisfaction and shared decision-making among the vocational teachers.

Ujiro (2012), investigated the influence of teachers' participation in decision making on their job performance in public and private secondary schools in Oredo, the local government area of Edo State, Nigeria. It was shown that there was no significant difference between the job performances of those who participated more in decision making and those who participated less in decision making.

Beri (2013) conducted research on "Job satisfaction among primary school teachers in relation to decision making styles of their heads" and the main focus of this study was to find out the relationship between job satisfaction of teachers and decision making styles of their principals in primary schools. It also focused on the difference in job satisfaction of urban and rural primary school teachers, also at the same time, focusing on the difference in job satisfaction of female and male primary school teachers. The results were that there was no significant difference between female and male teachers' job satisfaction in primary school and teachers and job satisfaction in rural and urban primary school teachers.

There were significant differences between the teachers' job satisfaction based on their different decision making styles in the four selected migrant high schools. Therefore, both decision making styles and job satisfaction were plays a very important role in every schools and organization.

Recommendations

Recommendations for Teachers

This study provides directions to teachers to understand teachers' job satisfaction based on their decision making styles in schools, so that they can engage in school works as professionals. Teachers need to know what kind of decision

making they usually make and how it affects on their school work. The teachers can learn that there is not only one way to make a decision but there is a choice in styles of decision-making and that they can make a better choice to best fit the circumstances. These more considered choices can affect their own job satisfaction, the achievement of the students and the success of the school. A follow-up practical workshop would be valuable for the teachers to be trained to improve their own decision making and also to learn this leadership skill to assist their superiors. In order to give the teachers a voice, they should set up a peer group to meet every week to exchange ideas, discuss problems and solutions both in the classroom and their personal lives. They need a structured channel in which they can air their views openly and then select a spokesman to transmit their ideas to the leaders and administrators.

Recommendations for Schools Leaders and Administrators

School leaders and administrators are recommended to understand how important teachers' job satisfaction is based on their different decision making styles. The leaders and administrators, themselves also should be aware of the importance of this subject and that it could affect the school's success or failure. They should include this leadership skill in the training policy of the school. A workshop should be set up immediately for both teachers and leaders to get practical experience in making the best choice of decision making. Simulated role plays could be used to illustrate the typical decisions and circumstances teachers, leaders and staff face on a daily basis. This would also be the start of more cooperation and open dialogue between the teachers, school leaders and administrators leading to more job satisfaction. The

leaders of schools should realize that their teachers have the closest contact to the students and therefore they should have a voice in all policy decision making to contribute to the success of the school.

Weekly teacher development meetings should be arranged for all teachers to discuss and share ideas on job satisfaction issues, both intrinsic and extrinsic. A facilitator could be employed at the first meeting to show the teachers how to structure it and get the best results. Consequently there should be space made in the timetable for a weekly peer group meeting of teachers, followed on by a monthly school board meeting including a representative from the teacher group who should be given the opportunity to put forward the opinions of his/her colleagues. A school action group can be formed comprising teachers, heads, students, leaders and administrators to put in place actions to resolve problems with the purpose of improving job satisfaction for all teachers.

Moreover, school leaders and administrators should arrange personal development training for their teachers in order to gain more skills to use effectively in the classroom and in their personal lives. Leadership training and classroom management training are two of the most important subjects to be recommended for consideration.

Recommendations for Future Researchers

This research was conducted to compare teachers' job satisfaction based on their different decision making styles and should not only be conducted in these four

migrant schools, but also in other migrant schools in Mae Sot, schools in Myanmar and worldwide in order to support education development.

When the researcher carried out this study, to her knowledge, no previous study existed on teachers' job satisfaction based on their decision making styles in migrant schools and schools in Myanmar. It is therefore recommended that future researchers conduct similar studies on other management issues in schools to improve teachers job satisfaction and the academic progress of students, e.g. student-based learning, student and teacher motivation, teacher incentives and rewards. These studies would be invaluable to help improve the education systems in Myanmar and to bring them in line with standards in firstly ASEAN member countries and worldwide.



REFERENCES

- All Burma Federation of Student Unions. (2000). *The Current Education System in Burma*. Year 2000 Educational Report. Retrieved from <http://www.ibiblio.org/obl/docs/ABFSUeducation-report.htm>
- Akhtar, N. S., Hsahmi, A.M., & Naqvvi., H.I.S. (2010). A Comparative Study of Job Satisfaction in Public and Private Schools at Secondary Level. *Procedia – Social and Behavioral Sciences Journal*. 2, 2010, Pages 4222-4228
- Anderson, B. F. (2002). *The Three Secrets of Wise Decision Making*. Retrieved from <http://kickass.to/the-three-secrets-of-wise-decision-making-mantesh-t5440717.html>
- Berghe, J. V. (2011). Job Satisfaction and Job Performance at the Work Place. Published Degree Thesis. International Business. Arcada University. Retrieved from http://www.theseus.fi/bitstream/handle/10024/28669/Vanden_Berghe_Jae.pdf?sequence=1
- Beri, N. (2013). Job Satisfaction among Primary School Teachers In Relation To Decision Making Styles of Their Heads. *Educationia Confab Journal*. Lovely Professional Univeristy, Punjab, India. 2320-009
- Berry, L. M. (1997). *Psychology at Work*, San Fraancisco. McGraw Hill Companies Inc.
- Brousseau, R. K., Driver, J. M., Hourihan, G., & Larsson, R. (2006). *How to Adjust Your Decision- Making Style. Working Knowledge for Business Leaders*. Harvard Business School, United States. Retrieved from <http://hbsswk.hbs.edu/archive/5281.html>

Buehl, M. M. (n.d). *Job Satisfaction: A Quantitative Study on Why Teachers Remain.*

George Mason University, United States. Retrieved from

<http://mason.gmu.edu/~ralsweel/portfolio/artifacts/Final-811.pdf>

Burmese Migrant Teachers Association. (2013). *Migrant Education Crisis on the Thailand-Burma Border*. Retrieved from <http://www.suwannimit.org/wp-content/uploads/2013/09/FINAL-MEET-Proposal-August-20.pdf>

Burmese Migrant Worker's Education Committee (2014). *Background*. Retrieved May 12, 2014, from: <http://bmwecmaesot.org/Home/Background>

Celik, M. A. (2011). Theoretical Approach to the Job Satisfaction. *Polish Journal of Management Studies*, 4. 2081 – 7452 Retrieved from <http://www.pjms.zim.pcz.pl/a-theoretical-approach-to-the-job-satisfaction.php>

Dearlove, D. (1998). *Key Management Decision*. UK: Pearson Professional Limited.

Dennis, M. (2012). *A Comparative Study of Instructors Perfections on Deans' Decision-Making Styles Between Private University and Public University in Bangkok, Thailand*. Unpublished Master's thesis. Assumption University Library, Bangkok, Thailand.

Dima I. C., Man, M., Modrak V., & Pachura. P. (2011). A Theoretical Approach to the Job Satisfaction. *Polish Journal of Management Studies*. 4, 9-10

Drukpa, S. (2010). *Job Satisfaction of the School Teachers in Thimphu District of Bhutan*. Unpublished master's thesis. Mahidol University, Thailand.

- Education in Burma and on the Border | The Curriculum Project. (n.d.). *The Curriculum Project RSS*. Retrieved May 9, 2014, from <http://curriculumproject.org/education-in-burma>
- Education in Burma. (n.d.). *Oxford Burma Alliance*. Retrieved May 12, 2014, from <http://www.oxfordburmaalliance.org/education-in-burma.html>
- Green, R. L. (2012). *Practicing the Art of Leadership*. 4th ed. A problem-based Approach to Implementing the ISLLC Standards. Pearson Education, Inc. Upper Saddle River, New Jersey.
- Hsa Thoo Lei. (2010). *Global Neighbors*. Retrieved May 27, 2014, from <http://www.gnci.ca/index.php?id=11>
- Harris, R. (2012). Introduction to Decision Making, Part 1. *Introduction to Decision Making, Part 1*. Retrieved May 12, 2014, from <http://www.virtualsalt.com/crebook5.htm>
- Harrison, E. F. (1998). *The Managerial Decision-making Processes*. 5th ed. Boston: Houghton Mifflin.
- Herzberg, F. (1966). *Work and the nature of man*. New York: Thomas Y. Crowell
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work* (2nd ed.). New
- Khong, S. E (2014). *Short Conversation*. Burmese Migrant Worker's Education Committee.
- Linn, Z (2013). Analysis: Burma's natural resources curse. *Asian Correspondent.com*. Retrieved from <http://asiancorrespondent.com/114427/analysis-burmas-natural-resources-curse/>

- Lunenburg, F. C., & Ornstein, A. C. (1991). *Educational Administration: Concepts and Practices* Belmont, Decision Making, Calif: Wadsworth Pub. Co
- Lwin, M. W. W. (2014). *A Comparative Study of Sisters' Leadership Styles and their Job Satisfaction' in Zetaman's Sisters of the Little Flower Congregation at Taunggyi Archdiocese, Shan State, Myanmar*. Unpublished Master's thesis. Assumption University, Bangkok, Thailand.
- Lwin, T. (2000). *Education in Myanmar (1945- 2000)*. Retrieved from <http://www.thinkingclassroom.org/Education%20Papers/1.%20Education%20in%20Burma%20%281945-2000%29,%202000.pdf>
- Children's Development Centre. (2014). *Mae Tao Clinic*. Retrieved May 27, 2014, from <http://maetaoclinic.org/child-protection/cdc-school/>
- Marsland, D. W., Syptak, M. J., & Ulmer, D. (1999). *Job Satisfaction: Putting Theory Into Practice*. Retrieved from <http://www.aafp.org/fpm/1999/1000/p26.html>
- Martinsons, M. G. (n.d). *Comparing the Decision Styles of American, Japanese and Chinese Business Leaders*. City University of Hong Kong, Kowloon, Hong Kong, China.
- Maslow, A. (n.d). Maslow Hierarchy of Need Theory. *Your Coach*. Retrieved from <http://www.yourcoach.be/en/employee-motivation-theories/maslow-hierarchy-of-needs-theory.php> Publishers.
- Muindi, F. K. (2011). The Relationship between Participation in Decision Making and Job Satisfaction among Academic Staff in the School of Business, University of Nairobi. *Journal of Human Resources Management Research*, 2011(1), 1-34. Retrieved May 12, 2014, from

https://profiles.uonbi.ac.ke/florence_muindi/files/relationship_between_participation_in_decis

- Oliveira, A. (2007). A Discussion of Rational and Psychological Decision-Making Theories and Models: The Search for a Cultural-Ethical Decision-Making Model. *EJBO Electronic Journal of Business Ethics and Organization Studies*, 12(2), 12.
- Owens, R. G. (2000). *Organizational Behavior in Education*. 7th ed. The United States of America: Allyn and Bacon.
- Ramanigopal, C. S. (2008). Self-Esteem and Decision Making Styles of School Teachers. *Journal of the Indian Academy of Applied Psychology*. Dr. B.R. Ambedkar University, Agra. 34. 145-150
- Robbins, P. S (2004). *Decide and Conquer. Make Winning Decisions and Take Control of Your life*. Upper Saddle River, New Jersey. Perason Education, Inc.
- Robbins, S. P., & Judge, T. A. (2011). *Organizational behavior* (15 ed.). Harlow [etc.: Prentice Hall/Pearson.
- Rowe, A.J., and Boulgarides, J.D. (1983). Decision Styles – *A Perspective*, *Leadership and Organization Development Journal* 4(4), 3-9.
- Ryabova, G. (2009). *Cultural Difference in Decision Making Styles of Thai and Foreign Principals in Thai and International Schools in Bangkok*, Unpublished Thesis. Assumption University, Thailand.
- Syptak, J. M., Marsland, D. W., & Ulmer, D. (1999). *Job Satisfaction: Putting Theory into Practice*. Retrieved from <http://www.aafp.org/fpm/1999/1000/p26.html>

Sothina, K (2014). *A Comparative Study of Teachers' Job Satisfaction of Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools in Cambodia*. Unpublished Thesis. Assumption University Library, Bangkok, Thailand.

Tat, H. H., Hooi, S. P., Rasli, M. A., Chin, A. T., & Yusoff, M. R. (n.d). *The Role of Intuition in Decision Making: An Empirical Study on Academic Staff in Malaysian Public University*. Retrieved from <http://www.kln.ac.lk/fcms/ICBI2012/images/ICBM/dccs/Microsoft%20Word%20-%20EDD005.pdf>

Vroom, V., & Yetton, P. (2013). Vroom Yetton Contingency Model. *Slide Share*. Retrieved from <http://www.slideshare.net/deepu21mohan/vroom-yetton-contingency-model>. New York: John Wiley & Sons.







APPENDIX A
INSTRUMENT

Part I: Decision Making Styles Questionnaires

Direction: Please read each statement carefully and circle the number that represents your decision- making styles, following the scale below.

1 = almost never 2 = seldom 3 = sometimes 4 = very often 5 = almost always

No.	Decision making styles	Almost never	Seldom	Some times	Very often	Almost always
1.	When there is a problem in a school, I make a decision to solve it by myself.	1	2	3	4	5
2.	I discuss a problem with other school member individually in order to obtain their ideas and suggestions	1	2	3	4	5
3.	I believe that it is important to have all team members take part in making a decision on school issues	1	2	3	4	5
4.	I seek suggestions from other school members by having a group discussion on a problem that I face	1	2	3	4	5
5.	I request necessary information from one or more members regarding a problem or issue faced; however, I decide on a solution by myself.	1	2	3	4	5
6.	Even though I take all suggestions from other school member into consideration, I base my decision on my judgment.	1	2	3	4	5
7.	I believe that a group decision making is effective.	1	2	3	4	5
8.	I have self-confidence that I am able to manage any problem faced and make a decision by myself.	1	2	3	4	5
9.	I believe that it is better to consult other school members before making a decision on a problem that I face.	1	2	3	4	5
10.	I try to co-ordinate with other school members in order to involve them in a decision making process regarding issues related to them.	1	2	3	4	5
11.	I am certain that other school members will have to accept what I decide.	1	2	3	4	5
12.	I respect the majority view of school members despite my disagreement.	1	2	3	4	5

Part II: Job Satisfaction Questionnaire

Direction: This questionnaire contains a total of 20 items regarding your present working situation.

Please express your degree of satisfaction by drawing a circle around the option that best represents your perspective.

1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Neither, 4 = Satisfied, 5 = Very Satisfied
On my present job, this is how I feel about...

No.	Statements	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
1.	Being able to keep busy all the time.	1	2	3	4	5
2.	The chance to work alone on the job.	1	2	3	4	5
3.	The chance to do different things from time to time.	1	2	3	4	5
4.	The chance to be "somebody" in the community.	1	2	3	4	5
5.	The way my supervisor handles his / her team.	1	2	3	4	5
6.	The competence of my supervisor in making decisions.	1	2	3	4	5
7.	Being able to do things that don't go against my conscience.	1	2	3	4	5
8.	The way my job provides for steady employment.	1	2	3	4	5
9.	The chance to do things for other people.	1	2	3	4	5
10.	The chance to tell people what to do.	1	2	3	4	5
11.	The chance to do something that makes use of my abilities.	1	2	3	4	5
12.	The way school policies are put into practice.	1	2	3	4	5
13.	My pay and the amount of work I do.	1	2	3	4	5
14.	The chances for advancement on this job.	1	2	3	4	5
15.	The freedom to use my own judgment.	1	2	3	4	5
16.	The chance to try my own methods of doing the job.	1	2	3	4	5

17.	The working conditions	1	2	3	4	5
18.	The way my co-workers get along with each other.	1	2	3	4	5
19.	The praise I get for doing a good job.	1	2	3	4	5
20.	The feeling of accomplishment I get from the job.	1	2	3	4	5



အပိုင်း (၁)

ဆုံးဖြတ်ချက်ပြုလုပ်မှုပုံစံ၏ မေးခွန်းများ

အညွှန်း - အောက်ဖော်ပြပါ ဆုံးဖြတ်ချက်ပုံစံမေးခွန်းတစ်ခုချင်းစီကို သေချာစွာဖတ်ပြီး

သင့်၏ဆုံးဖြတ်ချက်ပုံစံနှင့် ကိုက်ညီသောမေးခွန်းတစ်ခုချင်းစီ၏ စကား ၁ ကနေ ၅ ထဲကတစ်ခုကို စက်ဝိုင်းဖြင့် ဝိုင်းပြီးဖြေဆိုပေးပါ။

စကား

၁ = ဘယ်တော့မှ ၂ = ကြုံတောင့်ကြုံခဲ ၃ = တစ်ခါတစ်လေ ၄ = မကြာခဏ ၅ = အမြဲတမ်း

စဉ်	ဆုံးဖြတ်ချက်ပြုလုပ်မှုပုံစံများ	ဘယ် တော့မှ	ကြုံ တောင့် ကြုံခဲ	တစ်ခါ တစ် လေ	မကြာ ခဏ	အမြဲ တမ်း
1.	ကျောင်းမှာ ပြဿနာတစ်ခုခု ကြုံလာပါက၊ ကျနော်/မ ကိုယ်တိုင်ဆုံးဖြတ်ပါသည်။	1	2	3	4	5
2.	ပြဿနာတစ်ခုခု ကြုံလာပါက ကျနော်/မ ကျောင်းမှာရှိတဲ့အဖွဲ့ ဝင်များနှင့် တိုင်ပင်ပြီး သူတို့ ဆီက အကြံအဉာဏ်များ ရယူပါသည်။	1	2	3	4	5
3.	ကျနော်/မ ယုံကြည်ချက်သည် ကျောင်းနှင့် ပတ်သက်သည့် ဆုံးဖြတ်ချက်တစ်ခုခုရာရာတွင် ကျောင်းအဖွဲ့ ဝင်အားလုံးပါဝင်ရပါမည်။	1	2	3	4	5
4.	ကျနော်/မ အလုပ်တွင်းကြုံတွေ့ နေရသော ပြဿနာကို ဖြေရှင်းရန် အခြားလုပ်ဖော်များနှင့် တွေ့ ဆုံဆွေးနွေးပြီး သူတို့ ဆီမှ အကြံအဉာဏ်များရယူပါသည်။	1	2	3	4	5
5.	ပြဿနာတစ်ခု ကြုံလာတိုင်း ကျနော်/မ သည် အဖွဲ့ ဝင် တစ်ယောက် (သို့) အဖွဲ့ ဝင်အားလုံးထံမှ ပြဿနာဖြေရှင်းရန် လိုအပ်သော အချက်အလက်နှင့် အကြံဉာဏ်များ မေးမြန်းသော်လည်း နောက်ဆုံးတွင် ကျနော်/မ ကိုယ်တိုင်မှန်မယ်ထင်သည့် ဆုံးဖြတ်ချက်ကိုသာ ကျနော်/မ ဆုံးဖြတ်ပါသည်။	1	2	3	4	5
6.	ကျနော်/မ သည် ကျောင်းအဖွဲ့ ဝင်များအားလုံးဆီမှ အကြံအဉာဏ်များ ရယူသော်လည်း နောက်ဆုံး ဆုံးဖြတ်ချက်ချရာမှာ ကိုယ့်အထင်အမြင်ပေါ်မူတည်ပြီး ဆုံးဖြတ်ချပါသည်။	1	2	3	4	5

7.	အဖွဲ့ ဝင်များအားလုံးပါဝင်သည့် ဆုံးဖြတ်ချက်က ပိုပြီး အကျိုးသက်ရောက်မှုရှိမည်ဟု ကျနော်/မ ယုံကြည်ပါသည်။	1	2	3	4	5
8.	ပြဿနာများကြုံလာတိုင်း ကိုယ်တိုင် ကိုင်တွယ်ဖြေရှင်းနိုင်မည်ဟု ကျနော်/မ ယုံကြည်မှုရှိသည်။	1	2	3	4	5
9.	ပြဿနာကြုံလာတိုင်း ကျောင်းအဖွဲ့ ဝင်များနှင့် အရင်တိုင်ပင်ဆွေးနွေးပြီးမှ ဆုံးဖြတ်ချက်ချလျှင် အကောင်းဆုံးဖြစ်မည်ဟု ကျနော်/မ ယုံကြည်ပါသည်။	1	2	3	4	5
10.	ပြဿနာတစ်ခုအတွက် ဆုံးဖြတ်ချက်ချရန် ကျောင်း အဖွဲ့ ဝင်များအားလုံးပါဝင်နိုင်စေရန် ကျနော်/မ စီစဉ်ပြီးမှ သူတို့ နှင့်အတူဆုံးဖြတ်ပါသည်။	1	2	3	4	5
11.	ကျနော်/မ ဆုံးဖြတ်ချက်ချထားသော အချက်ကို အခြားအဖွဲ့ဝင်များအားလုံး လက်ခံရမည်ဟု ကျနော်/မ သေချာစွာ တွက်ချက်ထားပါသည်။	1	2	3	4	5
12.	ကျောင်းမှအဖွဲ့ ဝင်များ၏ အမြင်သုံးသပ်မှုများအပေါ် ကျနော်/မ သဘောမတူပေမယ့် လေးစားစွာလက်ခံပါသည်။	1	2	3	4	5

အပိုင်း (၂)

အလုပ်အပေါ်ကျေနပ်မှုဆိုင်ရာမေးခွန်းများ

အညွှန်း - အောက်တွင်မေးခွန်း ၂၀ ခုပါရှိ၍ သင့်ရဲ့ လက်ရှိအလုပ်အပေါ် မူတည်ပြီး သင့်ရဲ့လက်ရှိအလုပ်နှင့် ပတ်သတ်သော အခြေအနေများကိုတင်ပြပေးပါ။

ကျေးဇူးပြုပြီး သင့်ရဲ့အလုပ်အကိုင်ပေါ်တွင် ထင်မြင်ချက်များကို ဖော်ပြပေးရန်

အောက်တွင်သတ်မှတ်ထားသော အဆင့် ၁ ကနေ ၅ ထဲကတစ်ခုကို စက်ဝိုင်းဖြင့် ဝိုင်း၍ဖြေဆိုပေးပါ။

၁ = လုံးဝ မကျေနပ် ၂ = မကျေနပ် ၃ = ပုံမှန် ၄ = ကျေနပ် ၅ = အရမ်းကျေနပ်

အခုလက်ရှိအလုပ်ပေါ် ကျနော်/ကျမရဲ့ခံစားချက်။

စဉ်	ထွတ်ဆိုချက်များ	လုံးဝ မကျေနပ်	မကျေနပ်	ပုံမှန်	ကျေနပ်	အရမ်း ကျေနပ်
1.	အမြဲအလုပ်များစေချင်သည်	1	2	3	4	5
2.	တယောက်ထဲလွတ်လွတ်လပ်လပ်လုပ်ခွင့် ရရှိစေခြင်း	1	2	3	4	5
3.	အချိန်တိုင်းအချိန်တိုင်းကွဲပြားသောအလုပ် များ လုပ်ခွင့်ရရှိခြင်း	1	2	3	4	5
4.	လူမှုအသိုင်းအဝိုင်းတွင် အရေးပါသောလူတယောက် ပါဝင်ခွင့်ရရှိခြင်း	1	2	3	4	5
5.	အလုပ်ခွင်အတွင်း ကြီးကြပ်သူ၏ ကိုင်သွယ်ဖြေရှင်းမှု သင်ရဲ့အမြင်	1	2	3	4	5
6.	ကြီးကြပ်သူ၏ ဆုံးဖြတ်ချက်ပိုင်ဆိုင်ရာ ကျွမ်းကျင်မှု	1	2	3	4	5
7.	တစ်ခုတည်းကလုပ်ကိုင်ရာတွင် ကိုယ့်အသိတရားနဲ့ လုပ်ကိုင်ခွင့်ရရှိခြင်း	1	2	3	4	5
8.	ရေရှည်ခိုင်မြဲသောအလုပ်များ ပေးဆောင်ခြင်း	1	2	3	4	5
9.	အခြားသူများအပေါ် ကူညီနိုင်ခြင်း	1	2	3	4	5
10.	အခြားသူများပေါ် လုပ်ကိုင်မှုဆိုင်ရာ လမ်းညွှန်ခွင့်ရရှိခြင်း။	1	2	3	4	5
11.	တစ်ခုတည်း လုပ်ကိုင်ရာတွင် ကိုယ့်စွမ်းရည်များအသုံးပြုပြီး လုပ်ကိုင်ခွင့်ရရှိခြင်း။	1	2	3	4	5
12.	ကျောင်း၏ပေါ်လစီက လက်တွေ့ ကျပြီး အသုံးဝင်ခြင်း။	1	2	3	4	5
13.	လုပ်ရသည့်အလုပ်နဲ့ လုပ်ခမျှတမှုရှိခြင်း။	1	2	3	4	5
14.	ဒီအလုပ်ပေါ်အခြေခံပြီး အခြားတိုးတက်မှုများရရှိခြင်း။	1	2	3	4	5
15.	အလုပ်ပေါ်တွင် ကိုယ်ပိုင်ဆုံးဖြတ်ခွင့်နဲ့	1	2	3	4	5

	လွတ်လပ်ခွင့်ရရှိခြင်း					
16.	ကိုယ်နည်းလမ်းဗျူဟာများအသုံးပြုပြီး အလုပ်လုပ်ခွင့်များရရှိခြင်း။	1	2	3	4	5
17.	လုပ်ငန်းခွင်အခြေအနေ။	1	2	3	4	5
18.	လုပ်ငန်းကိုင်ဖက်များနှင့် ဆက်ဆံရေးပြေလည်ခြင်း။	1	2	3	4	5
19.	ကောင်းမွန်သောအလုပ်လုပ်ခြင်းကြောင်း ချီးမွန်းစကားများရရှိခြင်း	1	2	3	4	5
20.	အလုပ်ပေါ်အောင်မြင်မှုပိုင်းတွင် ကောင်းမွန်သော ခံစားချက်များရရှိခြင်း	1	2	3	4	5



APPENDIX B

List of translators

The following three experts were invited to check the reliability of translation of questionnaire from English to Myanmar Language:

1. Ms. Nang Noan Harn

Master of Management in Organization Development and Management
(MMOD)

Assumption University, Thailand

Administrator

The School for Shan State Nationalities Youth

Email: noanharn10@gmail.com

2. Mr. Sai Sam Mong

Master of Science in Information Technology (MSIT)

Shinawatra International University, Thailand

Technical Engineer and Retail Operation Supervisor

L'Oreal Thailand

Email: maingloi@gmail.com

3. Mr. Sai Han Nwi

Education: Master of Public Health (MPH)

University: Chiang Mai Rajabhat University, Thailand

Medical Interpreter

Bangkok Hospital Medical Center

Email: braveyouth1985@gmail.com

APPENDIX C

Survey Translation Evidences

Dear Sir/ Madam

This is Nang Kham Aung, currently persuing a master's degree in Master of Education (M.Ed in Education Administration) at Assumption University in Thailand.

My Thesis Title is "A COMPARATIVE STUDY OF TEACHERS' DECISION MAKING STYLES AND THEIR JOB SATISFACTION IN FOUR SELECTED MIGRANT HIGH SCHOOLS IN MAE SOT DISTRICT, TAK PROVINCE, THAILAND."

The research question and objectives are as follows;

Research Questions

4. What are the decision-making styles of teachers in the four selected migrant high schools in Mae Sot district, Tak province, Thailand?
5. What are the job satisfaction levels of teachers in the four selected migrant high schools in Mae Sot district, Tak province, Thailand?
6. Are there any differences in teachers' job satisfaction based on their different decision-making styles in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand?

Research Objectives

4. To identify the decision-making styles of teachers in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand.
5. To determine the job satisfaction levels in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand.
6. To compare teachers' job satisfaction based on their different decision-making styles in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand

Could you kindly provide comments and advice regarding my survey translation? Your feedback and advice will be of great help in order to develop my survey. I do require your valuable feedback and advice regarding my survey before I actually hand it out to the respondents. I believe that you are the right person to respond to my questionnaires. I would like to express my deep thanks and appreciation for your checking and feedback

Survey Translation Evidences Form

1. What do think about the survey? Is the survey clear and easy enough to understand?

Yes . Clear

2. Is there any grammar mistake, wrong contests or is there any questions which might make the participants confuse?

Questions are clear and the grammar is correct.

3. What mistake you find in the survey questionnaires? How could this survey questionnaire be improved?

No mistake

Your Name Nang Nuan Han

Position (current or former) Administrator

Mobile

Email. noonhan10@gmail.com

Signature Nang Nuan Han

Date 1/6/14

Thank You

Survey Translation Evidences Form

1. What do think about the survey? Is the survey clear and easy enough to understand?

Good

2. Is there any grammar mistake, wrong contests or is there any questions which might make the participants confuse?

Fine. No mistake.

3. What mistake you find in the survey questionnaires? How could this survey questionnaire be improved?

None

Your Name Mr. Sai Sam Mong

Position (current or former) Technical Engineer and Retail Operation

Mobiele Supervisor V'Oreal Thailand

Email. maingloi@gmail.com

Signature

Sai Sam

Date

4-6-2014

Thank You

Survey Translation Evidences Form

1. What do think about the survey? Is the survey clear and easy enough to understand?

yes. clear

2. Is there any grammar mistake, wrong contexts or is there any questions which might make the participants confuse?

no mistake after correcting the mentioned parts.

3. What mistake you find in the survey questionnaires? How could this survey questionnaire be improved?

It is ok now.

Your Name Sai Han nvi

Position (current or former) Medical Interpreter

Mobiele _____

Email. brave you th 1985@gmail.com

Signature Sai

Date 3 June 14

Thank You

BIOGRAPHY

Name: Nang Kham Aung

Date of Birth: 04 October 1981

Nationality: Myanmar

Ethnicity: Shan

Religion: Buddhism

Education:

2012- 2014 M.Ed. Educational Administration, Assumption University

2002-2004 B.A. (Economic), University of Distance Education, Mandalay,

Myanmar

Thesis A Comparative Study of Teachers' Decision Making Styles and Their
Job Satisfaction in Four Selected Migrant High Schools in Mae Sot
District, Tak Province, Thailand.

