



A COMPARATIVE STUDY OF INSTRUCTORS PERCEPTIONS ON DEANS'
DECISION-MAKING STYLES BETWEEN PRIVATE UNIVERSITY AND
PUBLIC UNIVERSITY IN BANGKOK, THAILAND

Maung Dennis

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

2012

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I.D. No. 5229608



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2012

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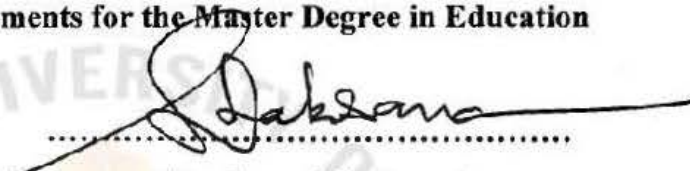
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By: MR. MAUNG DENNIS

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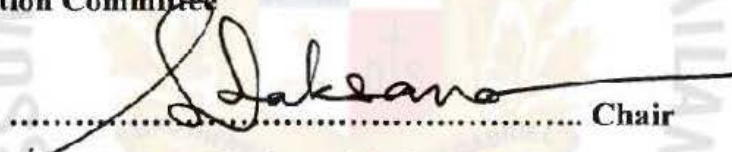
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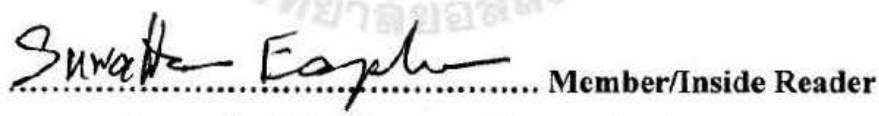

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ABSTRACT

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Name: MAUNG DENNIS

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Thesis Advisor: DR. WATANA VINITWATANAKHUN

This study was conducted to compare the decision making styles of the deans from private university and those of from public university from the perspectives of their instructors. The research objectives were (1) to find out the demographic factors of instructors from private university and those of from public university (2) to compare the similarities and differences of the deans' decision making styles between private university and public university as identified by their respondent instructors. A sample of 310 instructors from private university and 264 instructors from public university was purposively selected from the population of both universities. The primary source of data was the questionnaire based on Vroom and Yetton's decision making model which are Autocratic, Consultative and Group decision making styles. A Likert-type questionnaire was used to measure two groups of variables: demographic profile and decision making styles. The returned questionnaire was analyzed by using Statistical Package for the Social Science (SPSS). Statistics applied for this research study were: frequencies, percentage, mean, standard deviation and independent samples t-test.

The study showed that there were differences and similarity of deans' decision making styles between private university and public university as perceived by their instructors. Independent Samples t-test at the significant level of 0.05 showed the result that there were significant differences of deans' decision making style on

autocratic decision making style and consultative decision making style. On the other hand, the study revealed that there was no significant difference of deans' decision making style on group decision making style between private university and public university as perceived by the respondent instructors.



Field of Study: Educational Administration
Graduate School of Education
Academic Year 2011

Student's signature.....
Advisor's signature

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CHAPTER I

INTRODUCTION

This chapter covered the key idea of the study by examining 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

Making an effective decision is one of the most difficult and challenging tasks confronted by administrators in this modern era since every university in every country around the globe competes each other to achieve high reputation in educational field. Although a myriad of theories written by renowned academic experts deciphered the meaning of decision making in different ways, no author can elaborate the accurate meaning of decision making and, as a result, it still remains as a conundrum among educational researchers. This research will introduce the significance role of administrators and how their decision making impact on their subordinates, colleagues and schools atmosphere.

While the administrators are the head of schools structure, every solution or result, whether good or bad, is absolutely depend on their decisions. Their insightful or sagacious decision will generate the fruitful outcomes and, on the other hand, their lax decision can deteriorate the whole education system throughout the country. In addition, one of the undeniable facts is that decision making is a major responsibility for all administrators. Since every organization has its problem, it is the responsibility of leader to be able to implement the most effective decision to conquer the problem. Koontz (1969) believed that it is not necessarily significant to mention

what type of management is practiced in any organization such as business, government, charitable or religious organization and universities, the major responsibility of every leader at any level is prudently diagnosis the situation in order not to lavish the resources of the organization.

Lunenburg and Ornstein (2005) asserted that the quality to understand the decision making process is a salient factor for all school administrators because choice processes play a key role in motivation, leadership, communication, and organizational change. Sterib (1992) put forward that all kinds of organizations are inescapable of the process of decision making. Moreover, decision making also omnipresent or pervades all other administrative functions as well such as planning, organizing, staffing, directing, coordinating, and controlling. School administrators, regardless of status levels, at least have to make significant decisions in their life-timed careers. These decisions, whether large or small, may ultimately influence on the performances of both faculty and students. Therefore, school administrators must develop decision-making skills because they make many decisions that will affect the organization. Smith (1996) asserted that as the success and failure of a school organization is almost completely relied on its quality of decision making processes, the administrator must possess the ability of judging acutely in a particular occasion.

Lunenburg and Ornstein (2005) pointed out that the effective administrator has an extraordinary insight to critically analyze the problem and implements the eligible decision to meet the demand of the situation. In order to carry out the excellent decision for an organization, the administrator must have the sense of understanding about management, the nature of changing environment and strategies of manipulating the complex situation. Hanson (2003) postulated that the major factor to realize management behavior is to realize the complex situations

administrators must confront. Furthermore, whether being good or bad school administrators are usually evaluated on the results of their decision, the quality of the decision is one of the criteria in judging administrators' effectiveness. In a nutshell, possessing the caliber to instantly and shrewdly respond in the given situation is also one of the most crucial characters of an effective administrator. Hanson (2003) said that administrators are in the circle of frustration and despair if they do not have the proper ability of leadership to tackle the complicated situation of the specific problem.

Hoy & Miskel (1991) stated that the effectiveness of decision is determined by both the quality of the decision and the acceptance and commitment of subordinates to implement the decision. Decision making style is frequently regarded as equivalent with leadership style, and leadership style classifications are reflected on the decision-making processes. Decision-making is based on leader's personal values which "serve as guides to action" (Kouzes and Pozner, 2002, p.48). The researcher assumes leadership and decision-making are overlapping each other and can never be separated, that means, leadership style collaborates with decision-making style as one of its major functions, at the same time, and decision making is based on stance of the leader.

Statement of the Problem

This study attempted to compare the decision making styles of the deans at private University and those at the public University in Bangkok, Thailand from the perspective of their instructors. From the last few decades, the world has been facing with incomparable development of higher technological advance which had never happened before since the universe existed. This technological advance brings about a tremendous change in the field of politics, business, marketing and education. Furthermore, along with the technological improvement, all kind of information

spread throughout the whole world without barriers and people can communicate each other much more easily than any decade in the past human history.

Since the world has contracted to become a small village in this globalization, countries, companies, industries and universities attempt to co-operate each other to be more successful. As one of the effects of globalization, a great numbers of Universities and schools rapidly emerged in almost every developing country. The ways of teaching, the curriculum used in their text books became more internationalized. For that reason, education, like the old days, should not be practiced and transacted to localized norms anymore. In the past, it was deeply rooted in people mindset that deans will naturally make decision according to their respective background information or experiences. The inputs or suggestion attributed by teachers were often neglected by the dean or school leader. This may no longer eligible and acceptable in long term in any community especially in educational phenomena in modern era. To combat and match the demand of the challenging age, the leader of every university needs to abdicate or, at least, refocus on their old traditional ways of judging in order to reach the right decision making that brought benefits not only for the dean but for the whole members of the organization. Having panoramic knowledge and possessing the capacity to implement knowledge in a world-wide arena is salient to a school or an organization development. Focusing globally but not locally is seemingly the most effective and efficient way to approach a problem especially in this competitive world.

For that reason, the leader or administrator has to be alert and cautiously awake in the constantly changing situation. Moreover, the administrator or dean always has to prepare himself or herself to be life-long learner so that he/she can empowers teachers and students to be more successful in their future career. The

problem of this study which the researcher had undertaken attempted to approximate that level. In this research, the researcher chose Assumption University as a private University and King Mongkut's Institute of Technology Lakrabang as a public University because both sample universities are not only known to have committed to the norms of academic excellence what every great university should have and highly reputed in Thailand but also possess big enough sample size to compare with one another. Last but not least, making the right and effective decisions demands both the art and skill in human relations.

Research Questions

1. What are the demographic factors of instructors in private university and public university?
2. What are the similarities and differences of deans' decision making styles between private university and public university as identified by respondent instructors?

Research Objectives

The researcher constructed the following objectives based on the problems of the study:

1. To identify the demographic factors of instructors in private university and public university.
2. To compare the similarities and differences of instructors' perceptions on deans' decision making styles between private and public university.

Research Hypotheses

1. There is significant difference of instructors' perceptions on deans' autocratic decision making style between private university and public university.

2. There is significant difference of instructors' perceptions on deans' consultative decision making style between private university and public university.
3. There is significant difference of instructors' perceptions on deans' group decision making style between private university and public university.

Theoretical Framework

The theoretical framework on decision making styles in this study was based on the decision making styles models of Vroom and Yetton's (1973). This model essentially represents a continuum from the most to least autocratic decision making style namely Autocratic, Consultative, and Group Style. The two pairs of styles (Autocratic I and Autocratic II and Consultative I and Consultative II) are very similar to each other if placed on such an imaginary continuum. Therefore, the two styles in each pair were combined and were referred to as Autocratic and Consultative style.

The autocratic style consisted of two components, autocratic I and autocratic II. In autocratic I style, leader solves the problem or makes the decision himself using the information available to him at the present time. In autocratic II style, leader tries to get any necessary information from subordinates, and then decides on a solution to the problem himself. The leader may or may not tell subordinates the purpose of his specific questions or gives information about the problem or decision on which he is working. The input provided by subordinates is clearly in response to his request for specific information. Subordinates do not play a role in the definition of the problem or in generating or evaluating alternative solutions.

The consultative style comprised of two components, consultative I and consultative II. In consultative I style, leader shares the problem with the applicable subordinates individually to get ideas and suggestions and makes decision that may or may not reflect his/her subordinates. In consultative II style, leader shares the problem with subordinates in a group meeting to get their ideas and suggestions. Then the leader makes the decision. This decision may or may not reflect his subordinates' influence.

In group decision making style, leader shares the problem with his subordinates as a group. The leader acts like a chairman, coordinating the discussion, focusing on the problem, and ensuring that the critical issues are discussed. Together, both leader and group members generate and evaluate alternatives and attempt to reach agreement on a solution. During the discussion, the leader provides the group with information or ideas that he has but he doesn't try to force them to adopt his solution and is willing to accept and implement any solution that has the support of the entire group.

Conceptual Framework

This study compared the decision making styles of the deans in two universities, namely Assumption University and King Mongkut's Institute of Technology Ladkrabang, by using the model of Vroom and Yetton's (1973) as mentioned in Theoretical Framework. The model has three influent modes: Autocratic, Consultative and Group.

The independent variables are the demographic factors of instructors' nationality, age, gender, educational qualification, and years of work experience used to identify the dean's decision making styles.

In this research, the conceptual framework is as follow;

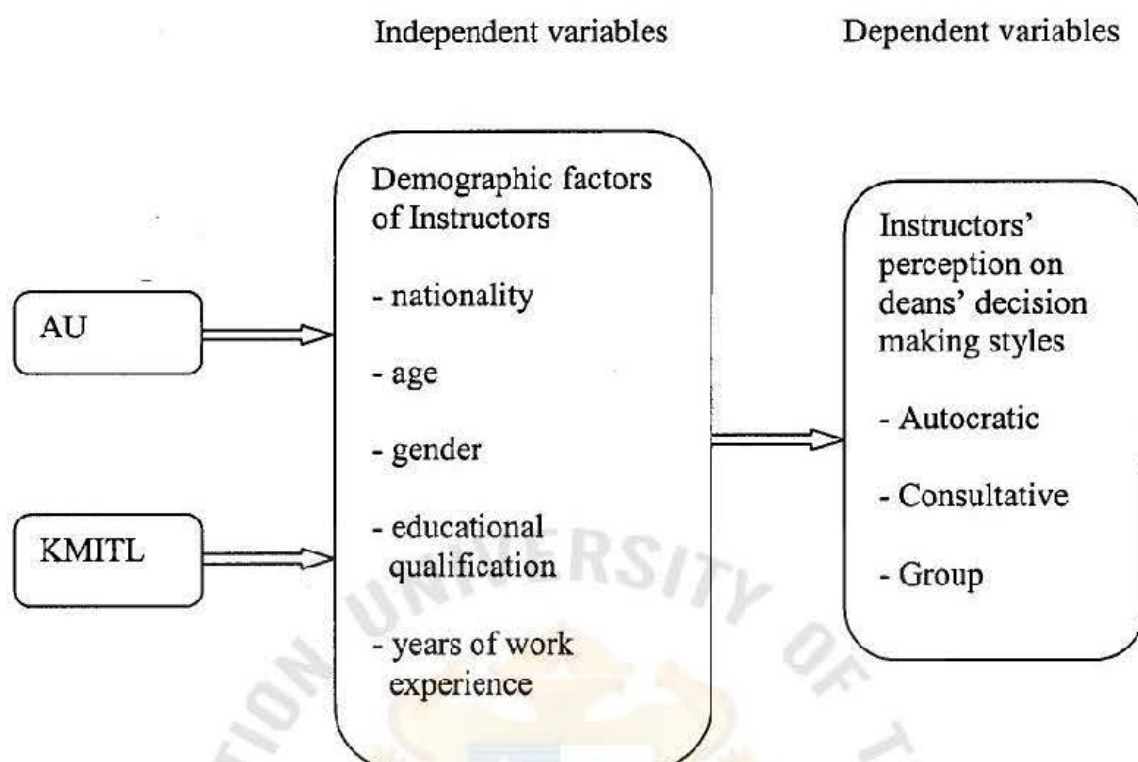


Figure 1. *Conceptual Framework*

Scope of the Study

This study tried to compare the decision making styles of the deans in the two universities namely Assumption University and King Mongkut's Institute of Technology Ladkrabang in Bangkok, Thailand in the academic year 2011. The researcher targeted only at instructors from both universities, so the administrators, deans and other staff members would not be considered as respondents in this study.

Limitations of the study

There were some inevitable limitations in this study. This study, using instructors of AU and KMITL as the respondents, was conducted only in the specific time frame in the academic year of 2011.

1. Since some of the instructors are from different countries, the respondents' rating

in decision making styles will be different or limited, and influenced by their personal biases, background culture, belief, religious teaching or other pertinent factors.

2. The pertinence of demographic factors to decision making styles in this study only based on nationality, age, gender, educational qualification and years of work experience.

Definitions of Terms

Deans –refers to the heads of a particular faculty or department in private and public university.

Instructors –refers to the persons who teach a subject or take a charge of a program in full time program in private university and public university.

Instructors' perception- refers to instructors' beliefs or awareness of deans' decision making styles which comprise of Autocratic Style, Consultative Style and Group Style through their senses or feeling.

Decision making – refers to a process of choosing from alternatives based on factual circumstances and individual and cultural value premises of the decision-maker.

Decision making styles – refers to a relatively consistent pattern of attitude and behavior with which a problem is approached. In this research, the researcher referred the three decision making styles namely Autocratic Style, Consultative Style and Group Style.

Autocratic style – refers to a style where the leader maintains control and ownership of the decision. In Autocratic I style, the leader defines problem, diagnoses problem, generates, evaluates and chooses among alternative solutions and does not seek input from external sources and decides from his or her owned internal information, experience and perception of the situation. In Autocratic II style, the leader tries to get

necessary information from subordinates and decides on a solution to the problem himself.

Consultative style – refers to a style where the leader discusses the problem with subordinates individually or as a group and solicits ideas regarding problem causes and potential solutions and gets their suggestions but makes decision that may or may not reflect the followers influence. In Consultative I style, the leader shares the problem only with experienced subordinates individually to get some ideas and makes decision which may or may not reflect subordinates' opinions. In Consultative II style, the leader discusses the problem with subordinates as a group meeting to obtain some ideas and draws a conclusion that may or may not reflect subordinates' views.

Group style – refers to a style where the leader shares a problem with the followers as a group, generates and evaluates alternatives to reach an agreement on a final solution. In this situation, the leader accepts and implements any solution supported by group members.

Private University – refers to the university that is not operated by national government.

Public University – refers to the university that is run or funded by the national government.

Significance of the Study

The outcome of this study would be beneficial to the following people and clientele:

1. **Deans** – This study will enhance the understanding and praxis of decision making styles of the deans in their academe.
2. **Instructors** – They will obtain more insight and more balanced viewpoints on decision making styles and be able to work congruently and collaboratively as an integral part of the academic team.
3. **Students**- The researcher believes that this study will also be beneficial to students who are studying Educational Administration, Leadership and Management.
4. **Institutes**- The researcher believes that the outcome from this research will also benefit for both Institutes, so that they can aware and manage to prepare how to implement a better decision in future.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter revealed the pivotal points that have bearing in this research. Furthermore, this part presented the definition of decision making defined by numerous researchers, theorists, and experts, attitudinal approaches to decision making, situational approaches to decision making, previous research on decision making and a brief background history of both universities.

Part I Decision-making

Making the right decision is a challenging task and ongoing concerned process for every administrator. A myriad of authors have been published their prolific books under the name of this title decision making. Since each author congenitally possesses different limitation of educational level, background experiences, perception, and unique talent, the terms they defined in decision making are also immensely different from each other.

According to Lunenburg and Ornstein (2005), decision making is ongoing process of selecting the best from a variety of choices. Griffin and Moorhead (2007) asserted that decision making is an event of choosing among many choices.

Dubrin and Ireland (1993) defined that decision making is the selection of a course of action from two or more alternatives. Kreitner (1995) believed that decision making is the process of identifying and choosing alternative courses of action in a manner appropriate to the demands of the situation.

Barker (1996) said that “making decision is more than choosing what to do. It involves making a commitment; however small: rationally and emotionally.

Furthermore, it often involves making a commitment on behalf of others-particularly in a work or family situation- and asking them to commit to your commitment.”

Griffin (1996) pinpointed that decision making is the act of choosing one alternative from among a set of alternatives.

In the view point of Daft (1997) decision making is the process of identifying problems and opportunities and then resolving them. Amoroso (1993) defined that decision making is a circle of events that consists of gathering information, analyzing information, discussing for the possible solutions and finally selecting answers among the alternatives. Silver (1991) interpreted the terms this way, decision making processes are the events through which decisions are cautiously and critically made.

Santrock (2009) contented that decision making is an event in which group members analyze alternatives and choose the best alternative by thinking critically. Classical Decision Making Model assumes that decision making is a rational process whereby decision makers seek to maximize the chances of achieving their desired objectives by considering all possible alternatives, exploring all conceivable consequences from among the alternatives, and then making a decision. In a school, the responsibility of a person in decision making is pretty different from another person according to his or her job position. The responsibility of the superintendent decision making is much more difficult than the headmaster. And at the same time, the headmaster's duty is much harder than that of the teacher. (Grant and King, 1982; Hax and Majluf, 1991).

Kreitner and Kinicki (2004) assumed that decision making is finding and selecting answer that meet the decision maker's satisfaction. In the perspective of

Mintzberg (1983) decision making is a decisiveness to take an action. Wright and Noe (1996) postulated that decision making is selecting from a variety of possible actions. Hoy and Miskel (1991) claimed that the decision making process is a series of actions that consist of the investigation and analyzing the cause of a problem or difficulty, setting a tentative schedule to mitigate the problem, the implementation of the decisive schedule and the eulogy of its successfulness.

Shull explained the definition of decision making as "A conscious and human process, involving both individual and social phenomena, based upon factual and value premises which includes a choice of one behavioral activity from more alternatives with the intention of moving towards some desired state of affairs" (1999, in Teale *et al.*, 2003, p.6).

(Cohen, March, Olsen, 1972; March and Olsen, 1976) introduced "Garbage Can" in decision making. It indicated that since lots of difficulties, objectives, solution and personnel comprise in a single place, an organization or a school community is much more resemble with a garbage can.

Harrison (1999) pinpointed that decision making plays a vital role in management in every firm whether it is large or small. Cooke and Slack (1991) accepted the same way as decision making is the most important function for management. Monahan (2000) assumed that management and decision making are synonymous in function, therefore, decision making is also management. Cooke and Slack (1991) also believed that decision making is not only resemble with the function of management but also very necessary and pivotal to it. Like the same token, Olson and Courtney (1992) stated that decision making is approximately regarded as the most interesting and excited role of management.

Greenberg (1996) claimed that decision making is being regarded as one of the most crucial functions in managing an organization. Simon (1977) asserted that decision making is the most significant factor of managerial function in every organization. Simon (1960) illustrated three fundamental steps that influenced in decision making. The first step is choosing the most eligible time in order to make the best or right decision. The second step is delving the most appropriate ways of action to solve the problem and the final step is selecting the most suitable ways of action.

Some theorists regarded the art of decision making as the same level with that of problem solving skills. Meanwhile, Braverman (1980) argued that the function in decision making is quite contradictory with the process of problem solving. However, decision making can somehow be accepted as problem solving in some situation, especially in a stalemate situation and at the same time, problem solving generates the excellent solutions to make a perfect decision. Ultimately, problem solving and decision making are beneficial to each other, in other words, they are overlapping each other.

Mclaughlin (Fall 1995) highlighted that decent decisions are the major causes of organizational change because they develop the whole organization in various perspectives. Some vigilant administrators in renowned and successful school organizations outweighed or defeated their rivals by making smarter decisions, doing faster judgment of the problems and contemplating decisions more.

Hickson et al (1995) said that decision making is the most significant and challenging task in administrators and managers' lives. Bass (1983) put forward that "Decisions are action oriented. They are judgments which directly affect a course of action. The decision process involves both thought and action culminating in an act of choice."

That is why Cornell (1980) claimed that decision making is an act of action that needed proper judgment.

Cornell (1980) also initiated that choosing the best decision making among multiple choices is the hardest thing for an administrator. So there is no task as important as making the right decision.

Albers (1974) pointed out that every organization in a community is inevitable to the process of making decision and management. Drucker (1967) stated that every decision must have alternatives to choose. A decision with no alternative is unfruitful no matter how neatly it was planned. Furthermore, unwanted result might bring into the organization if a decision is implemented without considering alternatives.

Harrison (1999) regarded that if there are administrators or leaders in an organization, there will be decision. And if leadership is universal, leadership decision making is generic to leadership universe.

Kowalski, Lasley and Mahoney (2008) defined that an administrator's background knowledge and expertise, both in the process and substance, have an immense influence on decision making. Noorderhaven (1995) claimed that decision making is an event of selecting among possible alternatives and putting solid effort to achieve the goal. Many researchers assumed decision making as the most crucial function of management. (Barnard, 1938: Simon, 1960: as cited in Niels Noorderhaven, 1995).

Leaders in most organizations made their decisions according to the policies which are already implemented in their organizations without much considering the real facts happening outside their organizations. (March and Simon, 1993: as cited in Niels Noorderhaven, 1995).

The following are the most essential theories explaining leaders' decision-making behaviors. The selected leadership behavior theories are adjusted for decision-making

because a large part of leader's relationship with a team is decision making (DuBrin, 1998).

1.1 Attitudinal Approached to Decision-making

1.1.1 The Iowa Studies. The earliest studies on leader's styles were conducted at Iowa State University by Kurt Lewin, Ronald Lippitt, and Robert K. White (1939). From the studies, three leadership styles- Authoritarian, Democratic, and Laissez-faire were classified in handling several decision making situations. Authoritarian leaders maintain absolute decision-making authority and dictate subordinates to follow, neglecting the participation of followers in decision making. Democratic leaders persuade followers to reveal their perceptions, emit alternatives, implement group discussion and accept majority votes in decision making. Laissez-faire leaders control no responsibility and delegate total power to subordinates in decision making.

1.1.2 Ohio State and Michigan Studies. The Ohio State University and the University of Michigan research on effective leadership were followed by many leadership theories. Both studies highlighted the nature of leader's decision making behavior: people-centered and task-centered or employee-centered and production-centered. In Ohio State Studies, the two dimensions of leadership behaviors are Initiating structure (in which the leader centers on organizational goals, defines and organizes tasks, assign work, construct a solid communication with staff member) and Consideration (in which the leader focuses on respect, warmth, trust and welfare of subordinates).

In the University of Michigan, studies compare the behavior of effective and ineffective leaders and pinpointed two types of leaders, called employee-centered in

which leaders focus on human needs of their followers and production-centered in which leaders emphasize on efficiency, work standards and scheduling.

All of these three studies, Iowa, Ohio State and Michigan, revealed vividly leader's behavior. As soon as leader behavior was known, the impact of leader behavior on productivity and satisfaction can be measured. There was a little difference between these three studies. Iowa studies portrayed three leader behaviors while Ohio and Michigan showed only two leadership behavior that are task-centered and people-centered. However, all these three studies have a bearing on the points that must be practiced by leader in a given situation and generate many further studies of leader behavior.

1.1.3 Managerial Grid. With the findings of Ohio State and Michigan studies, Blake and Mouton established the Managerial Grid to illustrate the different perspective of leadership styles regarding task-oriented and people-oriented. The horizontal dimension represented for accomplishment dimension that measured on nine-point scale and vertical dimension stood for people concern using nine-point scale. Blake and Mouton believed that 9, 9 style is the most effective leadership because it focuses on both task accomplishment and on people.

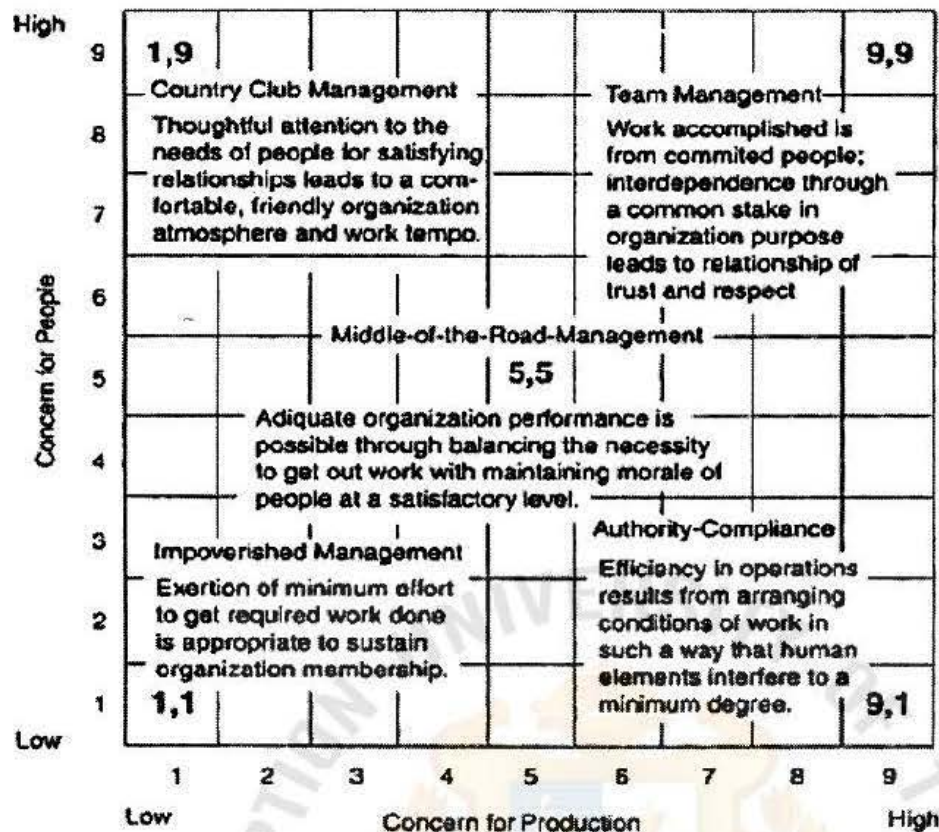


Figure 2. Blake and Mouton's Managerial Grid leadership styles.

Source: Daft, R. (1999). *Leadership. Theory and practice*. Fort Worth: The Dryden Press.

In this style, leader wants the task to be accomplished and appreciates the interest and feeling of his followers. A 9, 1 leadership style is mainly targeted on production and job accomplishment and very minimum concern on individuals. 1, 9 leadership style shows a great concern on its members but very little interest in its production. This means leader does not concern about task accomplishment but highly concerned about workers' individual needs, interests, and inter-personal relationship. The 1, 1 leadership style represents lack of interests in both production and people and leader does not want to take responsibilities of leadership role. The last leadership style of

Blake and Mouton's Managerial Grid is 5, 5 leadership style. In this style, leader reveals moderate concern on both task accomplishment and people.

1.1.4 Rensis Likert's Management Systems. With the finding of Michigan studies, Rensis Likert (1967) explored additional research to find out the exact pattern of management used by high-producing managers in contradiction to the pattern used by the other managers and introduced a continuum management styles starting from system 1 through system 4, which overwhelms leaders' decision making styles in organizations.

System 1. In this style, management has no confidence or trust in employees and does not let them participate in decision making process. The goal and decisions of the organization are implemented at the top and passed down to the lower level.

Employees are being forced to accomplish the task with seldom rewards.

In system 2, management has only condescending confidence and trust in employees. Although the goal and decisions are made at the top, there are many decisions carried out within a limited framework at lower level. Moreover, most of the control processes are still maintained in top management and only some control is exchanged to middle and lower level. In this system, employees are being motivated by some rewards.

In system 3, employees are being trusted and confidence in a certain degree but not completely by management. Even though main policy and great decisions are decided at the top, employees have opportunities to make specific decisions at lower levels. Management motivated employees by providing rewards and allowing them in some parts of decision making process.

System 4. In this style, management has high complete confidence and trust in employees. Unlike system 1, decision making in system 4 is scattered throughout the whole organization. Communication exists in up and down the hierarchy and also among peers. Employees are encouraged to involve in promoting economic rewards, setting goals and decision making (Hersey, Blanchard and Johnson, (1996).

To conclude, System 1 is like a task-oriented, highly structured authoritative decision-making style; System 4 is a relationship-oriented or people-oriented decision-making style focused on group work, mutual understanding, and confidence. Both System 2 and 3 are not as extreme as System 1 and 4 and stands in the middle of the two extreme stages. Likert's studies reflects different styles of leaders' behaviors and pinpoints that in a certain situation, certain decision making style will be the most effective in an organization.

1.2 Situational Approached to Decision-making

Situational approaches framework consists of leader behavior, followers' behaviors and different situations and focus on that deans' decision making style can be changed according to the situation.

1.2.1 Tannenbaun-Schmidt continuum of leader behavior. Tannenbaun and Schmidt (1973) elaborated a leadership continuum referring that decision making styles can be altered and can be a mixture of both boss-centered leadership and subordinates-centered leadership styles depending on the four broad categories namely forces in the leader, forces in the group, forces in the situation, and long-run objectives and strategies. Between these two leadership styles, the authors identified five patterns decision making styles that represented integration of authority and freedom.

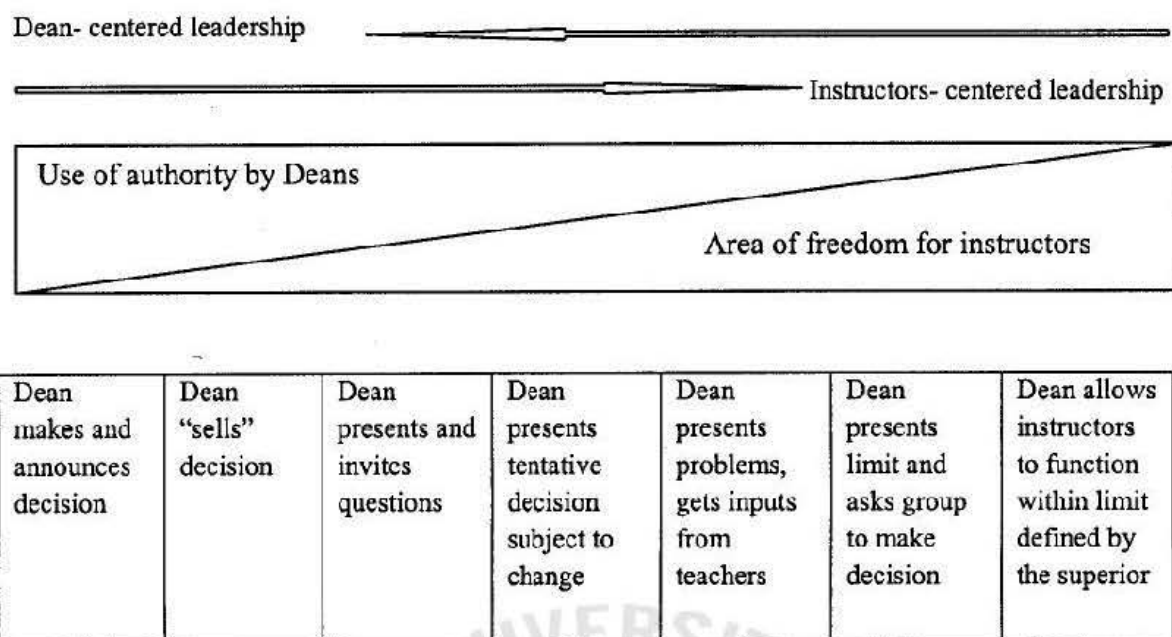


Figure 3. *Decision making styles of deans on Tannenbaum-Schmidt's leader's behavior continuum*

Source: Owens. R. G. (1995). *Organizational behavior in education*. Boston: Allyn and Bacon.

These five patterns of decision making styles are: telling, selling, testing, consulting and joining. The leader with telling style identifies the problem and tells subordinates what to do. The inputs from subordinates may be taken into account but the leader makes decision by himself.

The leader with selling style decides decisions and persuades followers to accept it by pointing out the advantages for both group members and organization.

The testing leader presents a problem and solicits different ideas for solution from subordinates but retains the right to make final decision.

The consulting leader lets subordinates know the problem and provides specific information to generate different alternatives. Then the leader chooses the best solution and draws a final solution.

The leader with joining decision making style involves in the discussion like a member and consents to carry out any decision the group of members make.

Leader's choice of decision making style is also influenced by the factors of forces in the leader, forces in the group members, forces in the situation and long-run objectives and strategy. Leader also needs to consider his value system, confidence in the group members, personal leadership inclination and feelings of security in an uncertain situation. The leader has to ponder the following forces in the group members: needs for independence, readiness to take responsibility, tolerance for ambiguity or unclearness of situation, interest in the importance of the problem, understanding the objectives of the organization, possessing adequate knowledge and experience to tackle the problem and anticipating for sharing in decision making. Some of the environmental pressures such as the problem itself and the pressure of time play a major role for leader to make a certain decision. Finally, leader needs to maintain long-run objectives and strategy by raising members' motivation, promoting decisions quality, developing teamwork, developing individually and increasing the acceptance of change.

1.2.2 Hersey and Blanchard's Situational Leadership Theory. Hersey and Blanchard (1969) introduced four stages of problem-solving and decision-making styles: delegative, facilitative, consultative and authoritative. All of them have "a high probability of getting results depending on the readiness of the followers and the situation" (Hersey, Blanchard, 1991, p. 456).

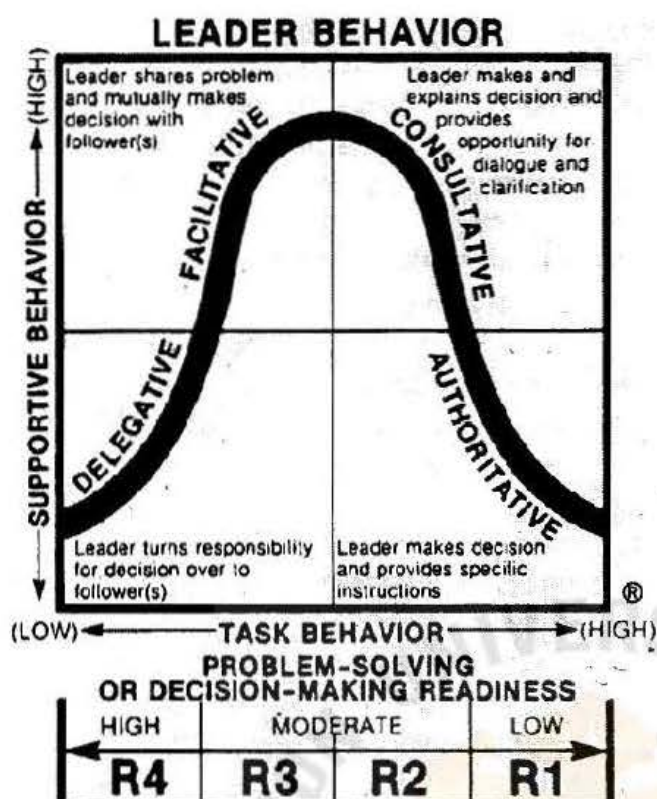


Figure 4. Hersey and Blanchard's decision making styles.

Source: Hersey, p., Blanchard, H.H., Johnson, D. (1996). *Management of organizational behavior: utilizing human resources*. Upper Saddle River, NJ: Prentice-Hall.

Authoritative leader's decision making styles are always very directive and leaders always make decision without considering the opinion of their subordinates. It

"applies in situations where the manager has the necessary experience and information to reach a conclusion and followers do not possess the ability, willingness, or confidence to help" (Hersey, Blanchard, 1991, p. 456).

In consultative leadership decision making style, leaders discuss the potential problem with their subordinates and solicit to generate their opinions but draw the ultimate decision or solution. This style "is a valuable strategy when a manager recognizes that

the followers also possess some experience or knowledge of the subject and are willing, but not yet able to help” (Hersey, Blanchard, 1991, P, 456).

Facilitative leadership decision making style is “a cooperative effort in which manager and follower work together to reach a shared decision” (Hersey, Blanchard, 1991, P, 457). This style is most eligible when subordinates possess average level of knowledge and have an opportunity to decide.

In the last delegative leadership decision making style, leaders completely hand over the authority to followers to make the important decision. It is most suitable when “followers are high in readiness and have the experience and information needed to make the proper decision” (Hersey, Blanchard, 1991, p, 457).

1.2.3 Contingency Theory. This theory was developed by Fiedler and his associates. This theory portrayed that the effectiveness of a leader to get high performance is related to the leader’s motivational strategies and the degree of how leader’s can adapt the given situation.

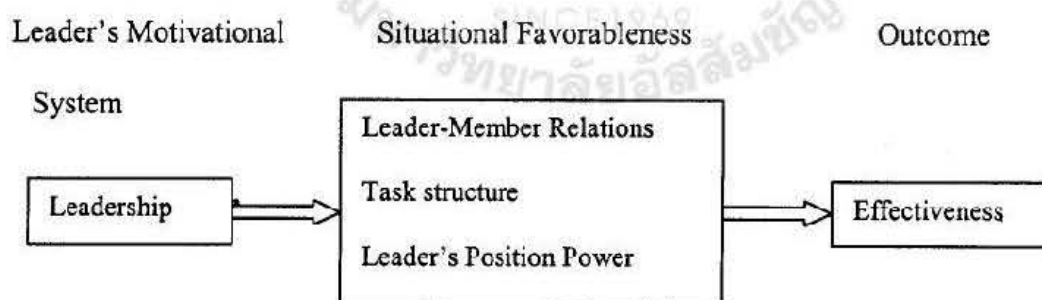


Figure 5. *Major Variables in Fiedler's Contingency Theory.*

Source: Lunenburg, F. C., Ornstein, A. C. (2005). *Educational Administration: concepts and practices*. Australia: Wadsworth/Thomson Learning.

In his theory, Fiedler defines Leader-member relations as the quality of the relationship between the leader and his/her members. The probable solution is that if teachers respect and trust the dean or administrator, it will be much more convenient for the dean or administrator to accomplish difficult tasks. On the other hand, if the relationship between the dean or administrator and the teachers is terrible, the administrator or dean may have to find other ways to obtain better performance from teachers or subordinates.

Task structure indicates to the nature of the teacher's daily work- whether it is routine (structured) or complex (unstructured). Fiedler defines task structure as (1) clearness of goal (2) ample directions to reach goal (3) verifiability of decision and (4) decisive or transparent solution. When the task is structured, the administrator or dean is able to influence on subordinates performance to achieve organizational goals for the goals are clear and transparent. At the same time, when the task is unstructured, the administrator or dean can not control over his/her teachers' performance because the goals are vague.

Position power stands for the administrator or dean's power to influence the behavior and performance of teachers or members by the use of authority, reward and coercion. This contingency theory implies that leader should alter the situation to adapt the leader's behavior, which is regarded as unchangeable.

1.2.4 Path-Goal Theory. Since decision making and leadership go hand in hand, they have mutual benefits on each other. Martin Evans, Robert House and his colleagues' path-goal theory reflected the common characteristics of effective leadership style. It is a tributary of the expectancy theory of motivation and elaborates how leader's decision effect on follower's performance and the bridge to reach their destinations.

In House's path-goal model, he mainly focuses on four distinguish types of leader traits namely directive leadership, supportive leadership, participative leadership and achievement-oriented leadership. Directive or authoritarian leader provides his followers the exact guidelines what to follow and what to avoid of legislated rules, allow his subordinates realize what is longing of them, shows a bossy manner in the group.

Unlike directive leader, supportive leader is more flexible, reliable and dependable because he sympathetically pays attention to the difficulties and common well-being of his followers. He looks upon his subordinates as an equal status in order to maintain the environment to be more active and alive. Moreover, supportive leader can build a strong and deep relationship with his followers.

Participative leader usually discusses with his subordinates regarding job-pertinent matters, ask earnestly their opinions to find out the best way to promote the achievement of organization and generally consider his subordinates' possible ideas when making decisions.

Achievement-oriented or task-oriented leader always challenges his followers by assigning the appropriate level of difficulty in order to elevate the performance of his subordinates. In addition, he puts a lot of trust and confidence in every follower to perform better and fulfills the objectives of the organization.

Although both contingency theory and path-goal theory presented two different ideas in terms of leader flexibility, path-goal theory is quite opposite to the contingency theory. It emphasizes on an approach that leader should change his/her behaviors to adapt the situation while the leader changes the situation in contingency theory.

1.2.5 Vroom and Yetton's Decision-Making Models. Vroom and Yetton (1973)

identified five alternative decision-making styles namely autocratic I, II, Consultative I, II and Group styles. In autocratic I or AI, leader solves the problem or makes the decision himself using the information available to him at the present time. In autocratic II or AII, leader tries to get any necessary information from subordinates, and then decides on a solution to the problem himself. He may or may not tell subordinates the purpose of his specific questions or gives information about the problem or decision on which he is working. The input provided by them is clearly in response to his request for specific information. They do not play a role in the definition of the problem or in generating or evaluating alternative solutions.

In Consultative I or CI, leader shares the problem with the relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then he makes the decision. This may or may not reflect his subordinates' influence.

In Consultative II or CII, leader shares a problem with his subordinates in a group meeting where he obtains their ideas and suggestions. Then, he makes the decision, which may or may not his subordinates' influence.

In Group decision making style, leader shares the problem with his subordinates as a group. Together, both leader and group members generate and evaluate alternatives and attempt to reach agreement on a solution. His role is much like that of chairman, coordinating the discussion, keeping it focused on the problem, and ensuring that the critical issues are discussed. He can provide the group with information or ideas that he has but he doesn't try to press them to adopt his solution and is willing to accept and implement any solution that has the support of the entire group.

Each decision making style mentioned above has its unique feature.

Vroom and Yetton's theory suggested that leader can use all five different decision making styles based on the given situation and the ability to critically analyze the problem is very crucial in selecting the most eligible and excellent decision-making style. For example, individuals perform better when the task has to be accomplished in a certain time. But if the facing problem needs to be solved correctly and effectively, group decision is better (Brown, 1988:127, as cited in Noorderhaven, 1995).

A numbers of researchers approved that the leader can practice autocratic style at the situation of time limited because to gather each member within a few minutes is not possible and the leader possesses higher knowledge than his subordinates.

The administrator can use consultative style in the certain circumstance when teachers or staff members have proper knowledge of management and have time to discuss or share to get followers' opinion. The leader can exercise group decision making style when group members have suitable knowledge about solving problem although it consumes more time than other two styles. Moreover, Group decision making has advantages when

- A variety of skills and specialized knowledge can be brought to bear on a question
- Multiple and conflicting views can be aired and considered
- Beliefs and values can be transmitted and aligned
- More organization members will be committed to decision, since they have participated in the decision-making process

On the other hand, group decision making also has some potential disadvantages;

- It can be more time consuming
- It may lead to feeble compromise
- It may, conversely, lead to more risky decisions
- It may stifle creativity

1.2.6 Hersey-Blanchard Tridimensional Leader Effectiveness Model. In this model, Hersey and Blanchard (1996) used the terms task behavior and relationship behavior that are similar to initiating structure and consideration of the Ohio State studies. Hersey and Blanchard portrayed four fundamental leader behavior quadrants such as; high task and low relationship; high task and high relationship; high relationship and low task; and low relationship and low task.

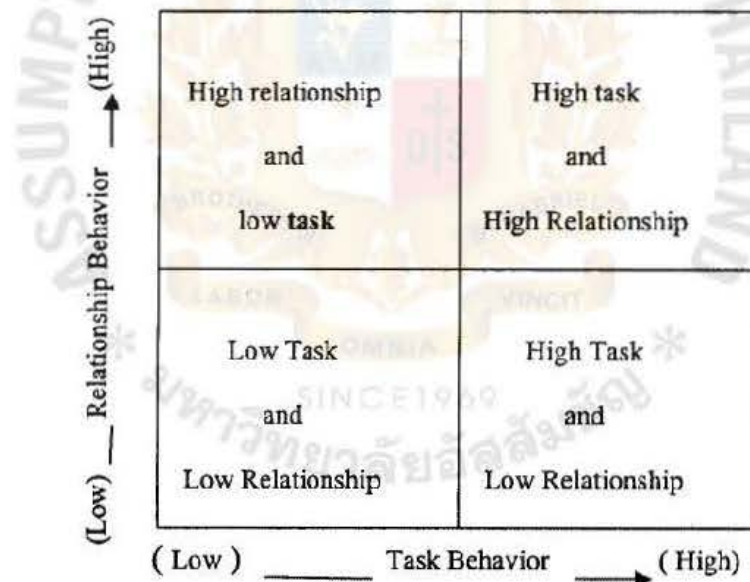


Figure 6. *A Two-dimensional Model: Basic Leader Behavior Styles Suggested by Hersey and Blanchard.*

Source: Hersey, p., Blanchard, H.H., Johnson, D. (1996). *Management of organizational behavior: utilizing human resources*. Upper Saddle River, NJ: Prentice-Hall.

These four fundamental styles represent different leadership styles. There are two types of leader behavior namely task behavior and relationship behavior that played a major role in this model. In task behavior style, leader orders or explains group members what to do, when, when and how to accomplish the task in order to meet the organizational goals. In relationship behavior style, leader mainly emphasizes on friendly relationship with group members rather than task accomplishment by facilitating emotional and psychological need and allowing free communication.

Summary

It can be seen from the above leadership theories that there are lots of different decision making styles. Some leaders made their decisions by focusing on people while some leaders emphasizes on task accomplishment. On the other hand, some leaders practice autocratic decision making style meanwhile some used consultative and group decision making styles. Harrison (1999) asserted that there is no unanimous consensus what should consist of in a decent decision, and there is no specific formula to effective decision making.

Despite many different decision making styles, the researcher used Vroom and Yetton' decision making model in this study to compare decision making styles of dean from private university and public university in Bangkok from the perspective of their instructors. Situational theories exhibited the points that decision making styles can change according to age, gender, educational qualification, socioeconomic status, nationality, readiness of the followers, and time frame. Decision making style is not totally solid and perpetual process. No matter what decision making style the leader uses, it is very significant to consider the strength and weakness of every decision. Noorderhaven (1995) pinpointed that it is crucial to realize the potential mistake in such decision making process. Moreover, Lunenburg

and Ornstein (2005) claimed that the most effective leader focused not only on employees but also task accomplishment in order to meet the organization's goals.

Part II Previous Research on Decision-making

2.1 Research on Decision-making

There is no research conducted on decision making that focused on international university level although there are a few studies on international school level and public school level. Ryabova (2009) did a research on "Cultural differences in decision making styles of Thai and Foreign principals in Thai and International schools in Bangkok." Her research portrayed that Thai principals and foreign principals are markedly contrary to their decision-making styles. According to her research outcome not only Thai principals but also foreign principals prefer group decision-making style and sometimes adopt consultative style as well. But in a certain situation, Thai principals practice autocratic decision making style more often if compared to foreign principals.

Swierczek (1991) pinpoints that even in Asia Continent, decision-making style is significantly different among East Asian, South Asian and South East Asian countries leaders. In East Asia countries like Japan, Korea and China, leaders' decision making style lied between participative and directive style according to the situation.

In South Asia country like India, leader's decision making style was predominantly autocratic style in all its aspects of performance. And also in South East Asia countries like Singapore, Malaysia, Indonesia, Thailand, Myanmar, Cambodia, Vietnam, Lao, Brunci and the Philippines, autocratic decision making style was most practiced by leaders.

2.2 Historical Background of the Universities

2.2.1 Background History of *Assumption University*

History

Originally the university started in 1969 as an autonomous institution of higher education under the name of Assumption School of Business. In 1972, with the approval of the Ministry of Education, it was officially established as Assumption Business Administration College or ABAC. The Ministry of University Affairs accredited it in May 1975. In 1990, it was granted the new status as “Assumption University” by the Ministry of University Affairs. Assumption University is a non-profit institution administered by the Brothers of St. Gabriel, a worldwide Catholic religious order, founded in France in 1705 by St. Louis Marie De Montfort, devoted to education and philanthropic activities. It has been involved in operating many educational institutions in Thailand since 1901. The University is an international community of scholars, enlivened by Christian inspiration, engaged in the pursuit of truth and knowledge, serving the human society, especially through the creative use of interdisciplinary approaches and cyber technology. (ABAC Bulletin, 2001-2002) Its motto is “Labor Omnia Vincit” which stands for success can be attained through work hard.

Philosophy

Loyal to its Christian mission, Assumption University stands for:

- The inculcation of respect for the institution of the Nation, Religion, Country, the King and a democratic way of life.
- The belief that a man justifies himself and his existence by the nobility of his work.
- The commitment to be a light that leads men towards the true source of all knowledge and life.

Objectives and Policies

Assumption University exists for the main purpose of serving the nation by providing scientific and humanistic knowledge particularly in the fields of business education and management science through research and interdisciplinary approaches. To this end it aims at forming intellectually competent graduates who:

1. Are morally sound, committed to acting justly, and open to further growth;
2. Appreciate freedom of statement; imbibe right attitude and ideologies through a carefully integrated curriculum of Ethics, Science, Languages and Business Management.
3. Achieve academic excellence through hard work, critical thinking and effective decision-making.

Accreditation

The University is fully accredited by the Ministry of University Affairs. Its graduates enjoy the privileges of State University graduates. The Civil Service Commission of Thailand accepts its academic standards. Assumption University is recognized in the United States of America and other countries and the transfer credits from the University are accepted abroad. Graduates from the University can pursue advanced degrees anywhere in the world. It is listed in the Handbook of Universities and other institutions of the International Association of Universities in Paris, France.

The University is recognized by:

- The Association of Christian Universities and Colleges in Asia (ACUCA)
- The Association of Southeast Asian Institutions of Higher Learning (ASAIHL)
- The International Federation of Catholic Universities (IFCU)

Non-Discrimination

Assumption University does not discriminate in its programs and activities against any person because of race, color, ethnic origin, ancestry, religion, social economic background, age and sex. This non-discrimination policy applies to admissions, employment, treatment of individuals, and access to programs. Inquiries concerning the policy may be directed to the office of Human Resources Management or the Office of the Registrar.

Vision for Assumption University Graduates

Assumption University of Thailand envisions its graduates as:

- Healthy and open-minded persons, characterized by personal integrity, an independent mind, and creative thinking.
- Professionally competent, willing to exercise responsible leadership for economic progress in a just society.
- Able to communicate effectively with people from other nations and participate in globalization.

2.2.2 Background History of *King Mongkut's Institute of Technology Ladkrabang* ***History***

King Mongkut's Institute of Technology Ladkrabang (KMITL) was initially established in 1960 in Nonthaburi Province as a telecommunications training center with the Japanese government's technical support. In 1964, the telecommunications training center became a three-year specialty college. After other two colleges integrated in 1971, it was promoted to the rank of an Institute of Technology. Then it moved to a new location at Lad Krabang (about 30 kilometers east of the center of Bangkok) and became known as King Mongkut's Institute of Technology Ladkrabang. In 1982, KMITL launched the nation's first doctoral degree in electrical engineering. In 1983, KMITL became a legitimate public university under a legislation called "King Mongkut's Institute of Technology Act." Today, like other public universities in Thailand, KMITL is under the supervision of Commission of Higher Education affiliated with the Ministry of Education. The university was founded with the highly dedication not only to provide education and to promote research and development in science and technology for the industrial and economic development of Thailand but also to instill the students a high spirit of good citizen to serve a society. With royal permission, KMITL bears the royal name of King Rama IV, known as Father of Thai Science, and has its symbol, the royal crown emblem. Today, the institute consists of 9 faculties; engineering, architecture, agricultural technology, science, industrial education, agricultural industry, information technology and school of graduate studies. The International College is the newest Faculty and functions as an autonomous unit. The International College focuses on multidisciplinary programs which are based not only on the strong experience of KMITL in science and technology but also on knowledge in other fields such as

business and management. With its outstanding achievements, today, King Mongkut's Institute of Technology Ladkrabang became one of the leading universities in Thailand. The University is a place for studying on an international level attracting students, lecturers and researchers not only in Thailand but also from other countries and other cultures.

Philosophy of KMITL

- Education and research in science and technology are the foundation of the development of the development of the nation.

Vision

- To be a premier education institute with emphasis on research in science and technology: creating innovation and knowledge through wisdom and arts for the nation's development toward international success.

Mission

Missions of the Institute's Act consist of 4 categories.

1. Provision of higher education in science and technology of the highest quality toward international standards with good morality.
2. Advancement of knowledge and research in science, engineering, and technology to support the sustainable development of the nation and toward international excellence.
3. Provision of knowledge and innovation for the best academic and community services.
4. Preservation and promotion of Thai Arts and Culture.

Objectives of KMITL

- To produce graduates in multidisciplinary international programs on Bachelor, Master and Ph.D. levels with the highest academic and ethic standard and are able to serve the requirement for the country's development.
- To produce graduates who are well prepared to continue their studies at international universities or to work successfully in national and international companies and organizations.
- To serve the country and the industry by providing knowledge and expertise as advisors for both the government and the private sectors.
- To collaborate closely with national and international universities, research institutes and the private sectors.
- To support the Institute to be a center of academic excellence on an international level.

Source: www.kmitl.ac.th/ic/about.php

CHAPTER III

RESEARCH METHODOLOGY

This chapter presented the research methods and procedures which were used by the researcher in conducting the study. It consisted of the research design, respondents of the study, constructing instruments, collection of data, and statistical tools that were employed in the analysis of data.

Research Design

The researcher used the descriptive-normative and correlation methods of research in conducting his study. A descriptive method is appropriate for this study, since it describes and interprets current data concerning variables of interest, and points out the characteristics of existing phenomena. It is also normative, since the variables were treated under typical conditions without intervention. Similarly, it was co-relational, since the study compares the situations with current conditions in order to arrive at variable trends. In this study, the researcher intended to compare the decision making styles of the deans at Assumption University and those at King Mongkut's Institute of Technology Ladkrabang in Bangkok, Thailand from the perspective of their instructors and investigated whether there were significant differences and similarities as identified by their instructors.

Population

The total population of 1593 instructors, who are working in full time program from various faculties at Assumption University and 871 full time instructors from King Mongkut's Institute of Technology Ladkrabang were used in this research. The researcher chose these two sample universities because both universities are the

top leading universities in Thailand. Their sample sizes are also big enough to compare each other and both sample universities are not only nationally renowned but also internationally reputed as well.

Sample

While conducting this research, the researcher used purposive sampling technique in selecting sample. The researcher asked or requested all the sample instructors to respond to the instrument. However, some instructors from both private and public universities were reluctant to response the questionnaires for various reasons. It is also impossible to obtain the responses from all respondent instructors since they have their individuals' right to deny answering the questionnaires. Some instructors repudiated responding questionnaires because they firmly believed that evaluating their seniors or deans is not appropriate in a certain situation. Therefore, in this research, the researcher used the data only from the respondents who voluntarily responded the questionnaires as a sample. After the questionnaires were retrieved from respondents, the researcher carefully checked for any major incompleteness in order to meet the criteria of the sample. Overall, there were 2464 instructors from Assumption University and King Mongkut's Institute of Technology Ladkrabang. According to Krejcie and Morgan (1970) Abbreviated Population Table of Sample Sizes (S) Required for Selected Population Size (N), the required sample size to this population should be about 331- 340. In this research, there were 425 instructors who returned with complete questionnaire which stands 74% of target sample. Finally, the researcher made a conclusion of the whole picture of each university's respondent instructors in **Table 3.1**.

Table 3.1 Population and Sample

University	Population	Sample	Percent
Private University	1593	220	71%
Public University	871	205	77%
Total	2464	425	74%

Research Instrument

In gathering the data, the researcher used the following instruments:

Questionnaire. In conducting the study, the researcher prepared a set of questionnaires for the instructors. The questionnaire was divided into two parts.

Part I contains researcher constructed five items pertinent the demographic factors of the respondents related to their nationality, age, gender, educational qualification and years of work experience. The respondents were asked to tick inside the bracket which best represents to them.

Part II includes 30- items which reflect the decision making styles of the deans in both universities. In this part, questions about decision-making styles were based on Vroom- Yetton's model. The original classification of decision-making style was modified by the current researcher by combining Autocratic I and Autocratic II styles, as well as Consultative I and Consultative II styles. In this part, questions number 1, 5, 11, 12, 14, 16, 18, 23, 25 and 30 represented the Autocratic Style, questions number 2, 4, 6, 7, 9, 17, 19, 20, 21 and 27 measured Consultative Style and questions number 3, 8, 10, 13, 15, 22, 24, 26, 28 and 29 were used for Group Style. Each

statement represented one of the three decision making styles namely Autocratic, Consultative and Group.

The original statements developed by Vroom and Yetton (1973) were not changed and represented descriptions of leader's decision making styles. For interpreting the mean value of the decision making styles of the deans in both universities were based on the Likert Scale concepts of the boundary of numerals. The score was subdivided into ranges with the following interpretation.

Range	Scale	Interpretation
4.91-5.00	5	Almost Always
3.91-4.90	4	Often
2.91-3.90	3	Sometimes
1.91-2.90	2	Seldom
1.00-1.90	1	Almost Never

The interpretation criteria for the means were stated as below:

1.00 – 1.50 meant Very negative

1.51 – 2.50 meant Negative

2.51 – 3.50 meant Moderate

3.50 – 4.50 meant Positive

4.51 – 5.00 meant Very positive

Draft of the instrument

Part I: Demographic Factors

1. Nationality
2. Age
3. Gender
4. Educational qualification
5. Years of work experience

Part II: Decision Making Styles

1. Autocratic style (no. 1, 5, 11, 12, 14, 16, 18, 23, 25 and 30)
2. Consultative style (no. 2, 4, 6, 7, 9, 17, 19, 20, 21 and 27)
3. Group style (no. 3, 8, 10, 13, 15, 22, 24, 26, 28 and 29)

Total: 35 items for respondents

Construction of the Instrument

The researcher initially prepared a set of questionnaires through the guidance of his major advisor. Secondary data was acquired from reading books, theses, dissertation, and journals, which have bearing on the present study. The first draft of the questionnaires was presented to the major advisor for suggestions and for improvement of the instrument.

Content Validity

In this research, the content validity of the questionnaire was evaluated and approved by three experts from Assistant Professor of Graduate school of Education at Assumption University with Ph.D in Educational Psychology, Instructor of Education

and Instruction at Assumption University with Ph.D in Educational Leadership, and Program Director of Teacher Training Center for Burmese Teacher with Ph.D in Educational Leadership (explained detail in Appendix B). These three experts possessed remarkable knowledge and experiences in the fields of educational leadership. The researcher was suggested to put the article "The" before the word dean and to capitalize the initial alphabet of the word "Dean" on every item in the questionnaires. Moreover, the researcher was advised to eliminate the redundant questionnaires. After the questionnaires were amended and approved by the experts, the researcher, then, proceeded for the content reliability.

Reliability of the Instrument

After the validity was confirmed, the researcher conducted a dry run and reliability of the instrument. The researcher, with the great help of his major advisor, delivered questionnaires to 30 instructors who were not included as respondents in this study to make comments on any part of questionnaires that are not clear enough, incomplete and unsuitable, with the purpose of its improvement. Cronbach's alpha coefficient to measure internal reliability was computed for the groups of items measuring decision-making styles, and the alpha coefficient was obtained for the entire instrument.

Table 3.2

The result of Cronbach's alpha reliability coefficient test

Decision-making Styles	Number of items	Alpha
Autocratic Style	10	.881
Consultative Style	10	.885
Group Style	10	.893
Total for the instrument	30	.886

Collection of Data

First of all, the researcher requested the permission from the presidents of both universities through a letter with recommendation from the Dean of Graduate School of Education from Assumption University before distributing the questionnaires. And the researcher delivered questionnaires with the kind help of his major advisor in private university and his acquaintances in public university. The researcher commenced distributing questionnaires at the end of the month of August, 2011 to both private university and public university. Unfortunately, public university which the researcher chose as a sample was inundated by severe rain and as a consequence, it was closed during the months of October and November. However, on December, 2011 the researcher kept on collecting his questionnaires. After the questionnaires were retrieved from both universities, the researcher checked all the questionnaires for completeness and eliminated ineligible samples which are not consistent with the sample criteria. Only complete questionnaires and appropriate sample were accepted to proceed data analysis process.

Data Analysis

The following statistical techniques were utilized in the analysis and interpretation of the collected data.

The SPSS was utilized in computing the data for ease and accuracy.

To analyze the data for objective number 1, the demographic factors of the respondent instructors in private university and public university were presented in terms of frequencies, percentages.

And for objective number 2, Independent Samples t-test was used to compare the significant differences of the decision making styles of the deans as identified by respondent instructors from the two universities.

Table 3.3 : Analysis of Quantitative Data

Part	Contents	Analysis of Data
I Instructors' Demographic Factors	1. Nationality 2. Age 3. Gender 4. Educational qualification 5. Work experience	-Frequencies -Percentage
II Likert Scale	Statement no. 1-no. 30 with 5 scales to measure instructors' perceptions where: 1 meant Almost never 2 meant Seldom 3 meant Sometimes 4 meant Very often 5 meant Almost always The interpretation criteria for the means were stated as below: 1.00 – 1.50 meant Very negative 1.51 – 2.50 meant Negative 2.51 – 3.50 meant Moderate 3.50 – 4.50 meant Positive 4.51 – 5.00 meant Very positive	-Independent Samples t-test -Mean -Standard Deviation

CHAPTER IV

RESEARCH FINDINGS

This chapter described the analysis of the data collected from 220 instructors from private university and 205 instructors from public university during the academic years of 2011. The number of questionnaires responded from private university was 220 which means 71% and 205 which stands 77% from public university. The summary of data collection was shown in table 4.1.

Table 4.1 : The summary of the data collection

University	Expected Respondents	Actual Respondents	% of actual Respondents
Private University	310	220	71%
Public University	265	205	77%
Total	575	425	74%

The analysis of data was separated into two parts as follow:

Part I: Demographic factors of instructors in Private University and Public University.

Part II: Similarities and differences of instructors' perceptions on deans' decision-making styles between private and public university, in Bangkok, Thailand.

1. The mean and standard deviation for each statement was also conducted to interpret the similarities or differences of instructors' perceptions on each statement of deans' decision-making styles in private university and public university.

2. Independent Sample t-test was applied to find out if there was significant difference on instructors' perceptions on three dimensions of deans' decision-making styles in private university and public university.

Part I: Demographic Factors of Instructors in Private University and Public University.

The demographic factors of instructors were displayed by table 4.2, table 4.3, table 4.4, table 4.5 and table 4.6:

Table 4.2: Nationality Distribution of Instructors in private university and public university.

University	Nationality	Frequency	Percent
Private University	Thai	182	82.7
	Other	38	17.3
	Total	220	100
Public University	Thai	193	94.1
	Other	12	5.9
	Total	205	100

For nationality distribution, the majority of respondents from both universities were Thai at (82.7%) from private university and (94.1%) from public university. However, the number of other nationality in private university (17.3%) was greater than that of public university (5.9%).

Table 4.3 : Age Distribution of Instructors in private university and public university.

University	Age	Frequency	Percent
Private University	Below 35	65	29.5
	35-39 years old	38	17.3
	40-44 years old	47	21.4
	45-49 years old	37	16.8
	50-54 years old	20	9.1
	Above 55	13	5.9
	Total	220	100
Public University	Below 35	72	35.1
	35-39 years old	41	20.0
	40-44 years old	28	13.7
	45-49 years old	30	14.6
	50-54 years old	15	7.3
	Above 55	19	9.3
	Total	205	100

For age distribution, the percentage of instructors age below 35 was (29.5%) in private university whereas (35.1%) in public university. Meanwhile the percent of 35-39 years old instructors from private university was (17.3%), public university had (20.0%) from public university. 40-44 years old instructors from private university was (21.4%) in the mean time there was (13.7%) in public university. The percentage of 45-49 years old instructors from private university was (16.8%) while percentage of instructors from public university was (14.6%). The percentage of 50-54 years old

instructors from private university was (9.1%) when instructors from public university were (7.3%). The percentage of above 55 years old instructors from private university was (5.9%) meanwhile (9.3%) in public university.

Table 4.4 : Gender Distribution of Instructors in private university and public university.

University	Gender	Frequency	Percent
Private University	Male	85	38.6
	Female	135	61.4
	Total	220	100
Public University	Male	115	56.1
	Female	90	43.9
	Total	205	100

For gender distribution, the respondents of private university and those of public university were quite opposite. The majority of respondents from private university were female (61.4%) while the majority of respondents from public university were male (56.1%). The percentage of male instructors from private university was (38.6%) in the mean time the percentage of female instructors from public university was (43.9%).

Table 4.5 : Educational Qualification Distribution of Instructors in private university and public university.

University	Educational Qualification	Frequency	Percent
Private University	Doctoral Degree	37	16.8
	Master Degree	165	75.0
	Bachelor Degree	18	8.2
	Total	220	100
Public University	Doctoral Degree	114	55.6
	Master Degree	79	38.5
	Bachelor Degree	12	5.9
	Total	205	100

For educational qualification issue, the ratio of respondent instructors who got doctoral degree from private university (16.8%) was less than those of public university instructors (55.6%). However, the number of instructors who held master degree from private university (75%) were double if compare to public university. The number of bachelor degree holding instructors were not very different at the level of (8.2%) from private university and (5.9%) from public university.

Table 4.6 : Work Experience Distribution of Instructors in private university and public university.

University	Work Experience	Frequency	Percent
Private University	below 5 years	60	27.3
	5-9 years	61	27.7
	10-14 years	42	19.1
	15-19 years	35	15.9
	above 20 years	22	10.0
	Total	220	100
Public University	below 5 years	63	30.7
	5-9 years	52	25.4
	10-14 years	24	11.7
	15-19 years	29	14.1
	above 20 years	37	18.0
	Total	205	100

In work experience factor, the percentage of instructors from private university who had less than 5 years of work experience was (27.3%) whereas percentage of instructors from public university who had less than 5 years of work experience was (30.7%). The ratio of instructors having 5-9 years of work experience in private university was (27.7%) while that of public university was (25.4%). Instructors of 10-14 years of work experience in private university were (19.1%) while public university had only (11.7%). However, percentage of instructors who have 15-19 years of work experience were equal (15.9%) in private university and (14.1%) in public university. But the percentage of instructors of above 20 years of work experience was quite different only (10%) in private university and (18%) in public university.

From the demographic information provided, the number of other nationality in private university was greater than that of in public university. As for age distribution, the majority of respondent instructors in private university were below 35 years old at (29.5%). And for gender issue, most of the respondents in private university were female. In educational qualification section, 75% of the total respondents in private university got master degree and for working experience, the majority of instructors had at least 5-9 years of work experience.

For public university, there was less number of other nationalities than private university. However, there were more young male instructors than private university. As for educational qualification, the number of instructors who got doctoral degree outweighed the number of those who held master and bachelor degree and for work experience; the majority of instructors were less experience than private university.

To sum up, when comparing demographic factors of instructors in private and public university, it was concluded that instructors in private university were young female master degree holders and had more experience than those of the public university. On the other hands, instructors from public university were young male doctoral degree holder and had less experience than those of the private university.

Part II: Similarities and differences of instructors' perceptions on deans' decision-making styles between private university and public university.

The researcher had integrated the 30 statements from the questionnaire regarding deans' decision-making styles into three dimensions: Autocratic decision-making style, Consultative decision-making style and Group decision-making style.

The perceptions of instructors in private university and public university on each dimension was compared by independent sample t-test to find out if there was

significantly difference of instructors' perceptions on their deans' decision-making styles between private university and public university.

Moreover, mean and standard deviation on each individual variable was analyzed in order to find out the similarities and differences among instructors' perceptions in private university and public university. Research findings were demonstrated from Table 4.7 to Table 4.14.

Table 4.7 : The Mean and Standard Deviation of Similarities of Instructors' Perception on Autocratic Decision-making Style.

Statement	Private University			Public University		
	Mean	S.D.	Interpretation	Mean	S.D.	Interpretation
The Dean usually makes the decision by himself/herself.	3.44	.975	Moderate	3.09	.800	Moderate
The Dean decides the problem based on his/her information.	3.36	1.01	Moderate	3.22	.862	Moderate
The Dean carries out the decision without telling any instructor.	3.20	1.04	Moderate	2.79	.987	Moderate
The Dean makes a decision based on what he/she thinks is appropriate.	3.46	1.01	Moderate	3.14	.982	Moderate
The Dean doesn't tell his/her instructors when making decisions.	3.15	.978	Moderate	2.54	1.10	Moderate
The Dean coerces instructors to accept his/her decision.	3.00	.986	Moderate	2.51	.937	Moderate
The Dean thinks his/her decision is better than those of instructors.	3.24	.947	Moderate	2.74	1.07	Moderate

Table 4.7 showed instructors from both private university and public university perceived moderate on statement of **"The Dean usually makes the decision by himself/herself"**. As for the statement **"The Dean decides the problem based on his/her own information"** instructors from both universities perceived moderate. In addition, instructors from private university and public university perceived moderate

on the statement **“The Dean carries out the ultimate decision without telling any information to his/her instructors.”** On the statement **“The Dean always makes a decision based upon what he/she thinks is appropriate”** was also perceived moderately by instructors from private university and public university. Besides, instructors from both universities perceived moderate on the statement of **“The Dean does not tell his/her instructors when making a decision.”** Moreover, instructors from both universities unanimously perceived moderate on the statement of **“The Dean often coerces instructors to accept his/her decision.”** On the last statement **“The Dean thinks his/her decision is better than those of instructors”** instructors from both private university and public university also perceived moderately.

Table 4.8 : The Mean and Standard Deviation of Differences of Instructors’ Perception on Autocratic Decision-making Style.

Statement	Private University			Public University		
	Mean	S.D.	Interpretation	Mean	S.D.	Interpretation
The Dean ignores instructors’ input.	2.68	.983	Moderate	2.40	.979	Negative
The Dean doesn’t allow instructors in decision making.	2.85	.943	Moderate	2.37	1.05	Negative
The Dean makes decision after getting information from instructors.	3.51	.986	Positive	3.11	.946	Moderate

Table 4.8 demonstrated that instructors from private university perceived moderate, whereas instructors from public university perceived negative on the statement **“The Dean always ignores the input provided by his/her instructors.”** Like the same token, instructors from private university perceived moderately while instructors from

public university perceived negative on the statement **“The Dean does not allow his/her instructors to participate in making a major decision.”**

However, as for another statement **“The Dean gets information from instructors but makes decision by himself/herself”** instructors from private university perceived positively meanwhile instructors from public university perceived moderately.

Table 4.9 : The comparison between Private University and Public University instructors' perception on Autocratic Decision-making Style.

University	n	Mean	S.D.	df	t	Sig (2-tailed)
Private University	220	3.18	.742	423	5.87*	.000
Public University	205	2.79	.642			

* $p < 0.05$

Table 4.9 compared the mean difference of instructors' perceptions between private university and public university on statements under the dimension of autocratic decision-making style. The test result demonstrated probability significance was less than 0.05 when the value of t was 5.87* at the degree of freedom 423. Therefore, it was concluded that there was significant difference of instructors' perceptions on deans' autocratic decision-making style between private university and public university.

Table 4.10 : The Mean and Standard Deviation of Similarities of Instructors' Perception on the Consultative Decision-making Style.

Statement	Private University			Public University		
	Mean	S.D.	Interpre- tation	Mean	S.D.	Interpre- tation
The Dean makes decision after consulting with instructors.	3.40	.819	Moderate	3.29	.736	Moderate
The Dcan makes decision after consulting with instructors individually.	3.13	1.01	Moderate	2.74	1.04	Moderate
The Dean discusses with instructors as a group to make decision.	3.20	.926	Moderate	3.03	1.06	Moderate
The Dean tells instructors the problem to get some input.	3.35	.937	Moderate	3.13	.979	Moderate
The Dcan makes decision that reflects instructors' views.	3.36	.857	Moderate	2.99	.931	Moderate
The Dean makes decision that doesn't reflects instructors' views.	3.02	.881	Moderate	2.79	.929	Moderate
The Dean allows instructors when making decisions.	3.30	.849	Moderate	3.26	1.02	Moderate

Table 4.10 displayed that instructors from both Private University and Public University unanimously perceived moderate on statement **"The Dean makes decision after consulting with his/her instructors."** As for the statement **"The Dean consults the problem with instructors individually when making decision"** instructors from both universities perceived moderately. And for the statement **"The Dean discusses with instructors as a group to make decision"** moderate was perceived by instructors from both universities. Instructors from private university and public university perceived moderate on the statement **"The Dean tells the problem to his/her instructors to get some ideas when making decisions."** Moreover, on the statement **"The Dean shares opinions with instructors and**

makes decision that reflects instructors' point of view" instructors from private university and public university perceived moderately. Moreover, instructors from private university and public university also perceived moderate on the statements of **"The Dean consults problem with instructors by makes decisions that don't reflect instructors' opinions."** On the last statement **"The Dean allows instructors to share information when making decisions"** instructors from private university and public university as well perceived moderately

Table 4.11 : The Mean and Standard Deviation of Differences of Instructors' Perception on the Consultative Decision-making Style.

Statement	Private University			Public University		
	Mean	S.D.	Interpretation	Mean	S.D.	Interpretation
The Dean shares problems with experienced instructors.	3.57	.931	Positive	3.21	.977	Moderate
The Dean draws solution after sharing problem with instructors.	3.53	1.01	Positive	3.03	.975	Moderate
The Dean accepts instructor's advice but makes the final decision.	3.57	.970	Positive	3.19	.969	Moderate

Table 4.11 revealed that instructors from private university perceived positive, meanwhile instructors from public university perceived moderate on statement **"The Dean shares problems only with experienced instructors when making decisions."** In addition, instructors from private university perceived positive meanwhile instructors from public university perceived moderate on the statement **"The Dean shares the problem with instructors but draws the final solution."** Moreover, as for the statement **"The Dean accepts instructors' opinion but makes**

the final decision” instructors from private university perceived positively whereas instructors from public university perceived moderately.

Table 4.12 : The Comparison between Private University and Public University Instructors' Perceptions on Consultative Decision-making Style.

University	n	Mean	S.D.	df	t	Sig (2-tailed)
Private University	220	3.34	.605	423	5.03*	.000
Public University	205	3.06	.525			

*p<0.05

Table 4.12 compared the mean difference of instructors' perceptions between private university and public university on statements under the dimension of consultative decision-making style. The test outcome illustrated probability significance was less than 0.05 when the value of t was 5.03* at the degree of freedom 423. Therefore, it was concluded that there was significant difference of instructors' perceptions on deans' consultative decision-making style between private university and public university.

Table 4.13:The Mean and Standard Deviation of Instructors' Perceptions on the statements of Group Decision-making Style.

Statement	Private University			Public University		
	Mean	S.D.	Interpretation	Mean	S.D.	Interpretation
The Dean prefers group decision making.	3.04	1.00	Moderate	3.18	.979	Moderate
The Dean lets instructors participate in decision making.	3.20	.947	Moderate	2.95	1.03	Moderate
The Dean discusses the problem with instructors to reach a group decision.	3.07	.960	Moderate	3.02	.955	Moderate
The Dean never makes decision without consulting with instructors.	3.13	.923	Moderate	3.10	.982	Moderate
The Dean doesn't make decision without instructors' agreement.	3.05	.848	Moderate	3.02	.921	Moderate
The Dean facilitates each instructor's effort makes decision for the whole group.	3.27	.847	Moderate	3.04	.917	Moderate
The Dean never compels instructors to blindly follow his/her decision.	3.10	.846	Moderate	3.00	.837	Moderate
The Dean never rejects instructors' point of view.	3.14	.770	Moderate	3.07	.985	Moderate
The Dean believes that two heads are better than one.	3.28	.788	Moderate	3.39	1.05	Moderate
The Dean respects each instructor's input to reach group decision.	3.40	.778	Moderate	3.20	.957	Moderate

Table 4.13 showed that instructors from private university and public university equally perceived moderate on statement **"The Dean prefers group decision making."**On the statement **"The Dean lets his/her instructors participate in decision making"**, it was also perceived moderate by instructors from private university and public university. Instructors from private university and public

university perceived moderate on the statement **“The Dean always discusses the problem with instructors to reach group decision.”** Besides, on the statement **“The Dean never makes a major decision without consulting with his/her instructors”** they also perceived moderately. In addition, instructors from private university and public university perceived moderately on the statement **“The Dean doesn’t make decision without instructors’ consensus agreement.”** Again, respondents from both private university and public university perceived moderate on the item **“The Dean facilitates each instructor’s effort and implements decision for the whole group.”** On the item **“The Dean never compels instructors to blindly follow his/her decision”** respondents from both universities perceived moderate. On the statement **“The Dean never rejects subordinates’ view”** instructors from private university and public university perceived moderately. Moreover, respondent instructors from both universities perceived moderately on the statement **“The Dean always believes that two heads are better than one.”** On the statement **“The Dean always respects every instructor’s input in order to reach a group decision”** instructors from private university and public university perceived moderate as well.

Table 4.14 :The Comparison between Private University and Public University
Instructors' Perceptions on Group Decision-making Style.

University	n	Mean	S.D.	df	t	Sig (2-tailed)
Private University	220	3.16	.633	423	1.13	.257
Public University	205	3.09	.624			

* $p < 0.05$

Table 4.14 compared the mean difference of instructors' perceptions between private university and public university under the dimension of group decision-making style. The test output displayed probability significance was higher than 0.05 while the value of t was 1.13 at the degree of freedom 423. Therefore, it was summarized that there was no significant difference of instructors' perceptions on deans' group decision-making style between private university and public university.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter comprised two parts; the first part was conclusions and discussions through research findings, where conclusions were drawn according to the research objectives. In the second part, recommendations for both private university and public university and recommendations for future studies suggested by the researcher were stated.

Summary of the Research Findings

This research was conducted to delve the instructors' perceptions on their deans' decision making styles between private university and public university and to identify the demographic factors of instructors in private university and public university. In addition, it also concluded the similarity and differences of their deans' decision making styles perceived by instructors from private university and public university.

The theoretical framework of the research was based on Vroom and Yetton's (1973) normative decision making model. The model includes a continuum of five decision making styles (Autocratic I, Autocratic II, Consultative I, Consultative II, Group) that alter in the degree of followers' involvement in decision making. In this research, the five styles were integrated into three (Autocratic, Consultative and Group decision-making style). The instrument used for collecting quantitative data was questionnaire conducted by the researcher by using Likert scale questions. The research instrument was evaluated and recommended by three experts from educational administration field. The questionnaire was responded and returned

by (71%) of total sample instructors from private university and (77%) from public university and all the responded data was analyzed by Statistical Package for the Social Science (SPSS), with frequencies, percentages, mean, standard deviation and independent samples t-test.

The research findings revealed that there were similarity and differences of deans' decision making styles between private university and public university as perceived by their instructors.

Conclusion

The conclusions with research objectives were stated below:

Objective 1: To identify demographic factors of instructors in private university and public university.

The nationality of respondent instructors from both private university and public university were predominantly Thais. For age distribution, the majority of instructors from both private university and public university were below 35 years old.

As to gender issue, the respondents of private university were predominantly female whereas the majority of respondents from public university were male. For educational qualification distribution, the majority of respondent instructors from private university had finished their master's degree while most of the instructors from public university had accomplished their doctoral degree and as for the work experience, the majority of instructors from private university had 5-9 years meanwhile respondent instructors from public university had less than 5 years.

Objective 2: To find out the similarities and differences of instructors' perceptions on deans' decision-making styles between private university and public university.

According to the research finding, there were some differences and similarity of deans' decision-making styles between private university and public university as identified by their instructors. Deans from private university and those of public university had significant difference in autocratic decision-making style and consultative decision-making style as independent samples t-test result was .000 and was less than 0.05 of significant level. However, since the result of independent samples t-test on group decision-making style was .257 and was higher than 0.05 significant level, there was no significant difference of deans' group decision making styles between private university and public university as perceived by their instructors.

When comparing the responds of instructors from private university and public university, the following conclusions can be drawn:

- Both deans from private university and those of from public university prefer group decision making style.
- Deans from private university practice autocratic decision making style more often compared to deans from public university.
- Although deans from public university and those of from private university often use consultative decision making style, deans from private university adopt consultative decision making style more often than deans from public university.

Discussion

The discussion with the research objects were stated below:

Objective 1: To identify demographic factors of instructors in private university and public university.

According to the research finding from table 4.2, the nationality of respondent instructors from both private university and public university were predominantly Thais. This can be concluded that Thai people are very enthusiastic in education and encouraged their youth to pursue higher education. On the other hand, the ratio of other nationalities was higher than that of public university. It reveals that private university can attract more international students than public university. For age distribution, as shown in table 4.3, the majority of instructors from both private university and public university were below 35 years old. This indicates that they are quite young and still have a lot of opportunities to become professors or administrators and serve their universities to become a great place to obtain knowledge and wisdom for the future generation to come.

As the outcome of gender issue in table 4.4 stated, the respondent instructors from private university and public university were totally opposite. The respondents of private university were predominantly female whereas the majority of respondents from public university were male. This refers private university employed more female instructors than male instructor. The finding of educational qualification distribution as shown in table 4.5, the majority of respondent instructors from private university had finished their master's degree while most of the instructors from public university had accomplished their doctoral degree. In this finding, it was overtly contradictory to Yan Ye (2008) research finding which demonstrated that instructors' educational qualification in Assumption University was higher than master degree. This also implies that instructors from private university are highly recommended to

pursue higher degree for their future professional development. As for the work experience illustrated in table 4.6, the majority of instructors from private university had 5-9 years meanwhile respondent instructors from public university had less than 5 years of work experience. This means though instructors from private university were less educated, they have more experiences in teaching, lecturing and so on than those of from public university who were educated and inexperienced.

Objective 2: To find out the similarities and differences of instructors' perceptions on deans' decision-making styles between private university and public university.

The result of table 4.9 exposed that the decision-making style of deans from private university and public university was significantly difference on autocratic decision making style. It was congruent with the research hypothesis 1 which stated that there was significant difference of instructors' perceptions on deans' autocratic decision making style between private university and public university. Furthermore, as the research showed in table 4.9, mean value (3.18) from private university was higher than that of (2.79) from public university. So it can be drawn a conclusion that deans from private university practiced autocratic decision making style more often than those of from public university. This indicates that there was a hierarchy of position or power and chain of command in private university. Moreover, instructors from private university have very little chance to participate in decision making. They have very little privilege to raise their voice in contributing the possible solution for a certain problem. They are passive and being told what to be accomplished, when to be carried out and how to be done for the organization. Nevertheless, it can be also assumed that deans from private university often practiced autocratic decision making style because they possessed higher knowledge than their instructors or they had time

limited to solve a given problem. Vroom and Yetton (1973) supported the idea that leader can practiced autocratic decision making style in a certain situation of having no time to assemble all instructors in a limited time and the leader possessed higher knowledge than his subordinates. Moreover, this research table 4.9 finding was consistent with the Swierczek (1991) research which surveyed on the nature of leaders or managers' decision making styles among countries in Asia and found out that leaders or managers from South East Asia countries like Myanmar, Thailand and Cambodia often practiced autocratic decision making style when they made decision. In addition, Ryabova (2009) research finding revealed that Thai principals or school leaders practiced autocratic decision making style more often if compared to foreign principals.

According to the result of table 4.12, there was also significant difference on deans' consultative decision making Style between private university and public university as perceived by their instructor. This was also consistent with the research hypothesis 2 which mentioned that there was significant difference of instructors' perception on deans' consultative decision making style between private university and public university. From the finding of table 4.12, since the mean value (3.34) from private university is higher than the mean value (3.06) of public university, it can be evaluated that deans from private university consulted with their instructors more often than deans from public university did when they made decisions. Deans from private university often consulted with their instructors as they had at least 5-9 years of work experience in their teaching professional as already described in table 4.6. This implies that they can generate inputs that can be acceptable in solving in a certain problem. This finding was in line with Vroom and Yetton (1973) decision model which demonstrated that the leader can exercise consultative decision making

style in a circumstance when subordinates have proper knowledge of management experience and have time to discuss with subordinates.

From the finding of this research as shown in table 4.14, there was no significant difference on deans' group decision making style between private university and public university as identified by their instructors. This finding was not compatible with the research hypothesis 3 which stated that there is significant difference of instructors' perceptions on deans' group decision making style between private university and public university. In this research, the mean value from both universities are almost equal in the number of (3.11) from private university and (3.09) from public university. Therefore it can be assumed that deans from both public university and public university sometime practiced group decision making style when they solved problems. This means that deans from both private university and public university sometime use group decision making style when they have time to gather instructors and want to make effective decision to solve a certain problem. Vroom and Yetton (1973) developed a decision making model that also suggested that leader can use group decision making style when subordinates have problem solving skill.

Recommendations

Based on the preceding findings and conclusion, the following recommendations are suggested to both private university and public university:

1. Instructor empowerment. Although Deans from public university practiced less on autocratic decision making style than those of from private university, they are suggested to consider possibilities to delegate some of their decision-making authority to instructors which will make a good use of their professional prowess in the matter of instructing,

lecturing, and institute improvement. Deans from private university are also constructively advised to hand over much more of their decision making power to instructors to be more confident in accomplishing organizational development. Instructor empowerment does not necessarily mean quitting of dean's power, but refers higher level of trust, and involvement with instructors. Successful deans often lead their instructors like a family or a united team rather than just like subordinates and promote team-spirit between instructors and themselves.

2. Professional development for Deans from both private university and public university. A training program on effective leadership and decision-making should be organized for deans from private university and public university to improve their leadership and effective decision-making skills. In addition, deans from private university and public university should collaborate together to exchange professional experience for mutual benefit by holding formal conference, seminars and workshops annually.
3. International exposure for deans from both private university and public university. Deans from private university are as well highly recommended to observe at successful universities in other Western countries to broaden their perspective and achieve more extensive international experience that can be crucial factors for their professional development for their future careers.

Recommendation to Future Researcher

This research was conducted to compare instructors' perceptions on their deans' decision-making styles between private university and public university in Bangkok, Thailand. While conducting this research, the researcher had encountered some unexpected problems that dawdled to complete the research in time. Getting the responded questionnaires from all the instructors is not an easy task. Therefore, the researcher would like to suggest future researchers, to select the scope that can be conveniently approach for the research, to choose the research topic that is new and can get many sources, to generate the research questions to be simple and precise when doing the research. In addition, there are still a lot more to be researched, as suggested below:

- A comparative study of teachers' perceptions on principal's decision making styles between private school and public school.
- A comparative study of deans' decision making styles between private university and public university.
- A comparative study of principal's decision making styles between private school and public school.

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APPENDICES



APPENDIX A

Instrument



QUESTIONNAIRE

Part I Demographic Data

Directions: Please fill in the information asked for or check the items that apply to you.

University _____

Nationality

☐ Thai

☐ Others (Please specify) _____

Age

☐ below 35

☐ 45 – 49

☐ 35 – 39

☐ 50 – 54

☐ 40 – 44

☐ above 55

Gender

☐ Male

☐ Female

Educational Qualification

☐ Doctoral Degree

☐ Master's Degree

☐ Bachelor's Degree

Work Experience

☐ below 5 years

☐ 15 – 19 years

☐ 5 – 9 years

☐ above 20 years

☐ 10 – 14 years

Biography

E-mail Address dennis22780@gmail.com

Personal Name : Maung Dennis

Date of birth : 27 August, 1980

Civil status : Single

Religion : Roman Catholic

Nationality : Myanmar

Education

2009-2011 M.Ed. Educational Administration,

Assumption University, Thailand.

2000-2003 B.A(Hist), University of Distance Education, Mandalay,
Myanmar.

Thesis

* A Comparative Study of Instructors' Perceptions on
Deans' Decision-Making Styles between Private
University and Public University in Bangkok, Thailand

