

ABSTRACT

MAJOR: EDUCATIONAL ADMINISTRATION

KEY WORDS: DECISION-MAKING STYLE/CULTURAL DIFFERENCES/ CULTURAL CHARACTERISTICS/ CULTURE/ THAI PRINCIPAL/ FOREIGN PRINCIPAL/ THAI AND INTERNATIONAL SCHOOLS. GALINA RYABOVA: CULTURAL DIFFERENCES IN DECISION-MAKING STYLES OF THAI AND FOREIGN PRINCIPALS IN THAI AND INTERNATIONAL SCHOOLS IN BANGKOK. THESIS ADVISOR: SURAPEE SORAJAKOOL, Ph.D. 157 PP.

The objectives of this research are: (1) to examine relationship between Thai and foreign principals' decision making styles and their demographic profile; (2) to examine relationship between Thai and foreign principals' decision-making styles and their cultural characteristics; (3) to compare cultural characteristics of Thai principals and foreign principals; (4) to compare decision-making styles of Thai principals and foreign principals.

A sample of 100 Thai and 53 foreign principals was purposively selected from population of Thai and foreign principals in basic education schools in Bangkok. A Likert-type questionnaire was used to measure three groups of variables: demographic profile, cultural characteristics and decision-making styles. Descriptive statistics and inferential statistics (Chi-square test, Pearson Product Correlation, independent samples t-test) were used to analyze the data.

Findings of the study indicated that: (1) autocratic and group decision-making styles are significantly related to the level of education, nationality, country of schooling and length of stay in Thailand; (2) all decision-making styles are positively related to cultural characteristics of principals; (3) cultural characteristics of Thai and foreign principals, such as embeddedness, mastery, harmony, hierarchy and sequential time orientation, are significantly different (4) The decision-making styles of Thai and foreign principals are significantly different.

Based on the findings and conclusions on each research objective, recommendations to teachers and principals were made for: (1) teacher empowerment; (2) mentoring system for principals and teachers hired from abroad; (3) developing mutual understanding and effective communication between Thai and foreign teacher and administrators; (4) creating awareness of and conveying values clearly and frequently; (5) emphasis on teamwork; (6) professional development for Thai and foreign principals; (7) international exposure for Thai principals. Recommendations for future researchers included (1) methodology; (2) study of perception of followers; (3) study relation between national culture and industry specifics.