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

Nang Kham Aung[1]

Yan Ye[2]

Abstract: The main purpose of this study was to determine the differences of teachers' decision-making styles with their job satisfaction in four selected migrant high schools in Mae Sot district, Tak Province, Thailand. A total of one hundred and sixteen (116) teachers from the four schools were surveyed. The main source of the data was a set of questionnaires which investigated the teachers' decision making styles and their job satisfaction levels. The collected data were analyzed by using the frequency, percentage, mean, standard deviation and one-way ANOVA. The study found that "Group Decision Making Style" was the most perceived decision making style used by the teachers in the four schools, and from the results of teachers' satisfaction, it was found that their job satisfaction levels were regarded as 'neither'. Therefore the hypothesis was accepted as the study discovered that there was a significance difference in teachers' job satisfaction between teachers who preferred autocratic decision making style and teachers who preferred consultative decision making style among different decision making styles in the four selected migrant high schools in Mae Sot district, Tak Province, Thailand. Teachers are recommended to establish a teachers' group to regularly meet and discuss openly all issues in their professional and personal lives which impact their decision-making and job satisfaction. They should be made aware of the impact these issues can have on their own performance and student achievement, Schools Leaders and Administrators should recognize the importance of decision-making and that it could affect the school's success or failure. A workshop should be set up immediately for both teachers and leaders to get practical experience in making the best choice of decision making styles. Also weekly teacher development meetings should be arranged for all teachers to discuss and share ideas on job satisfaction issues, both intrinsic and extrinsic. Future researchers are recommended to conduct similar studies on other management issues in schools to improve teachers' job satisfaction and the academic progress of students, e.g. student-based learning, student and teacher motivation, teacher incentives and rewards. These studies would

[1] M.Ed. Candidate in Educational Administration, Graduate School of Education, Assumption University, Thailand.
samhtwe@gmail.com

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

be invaluable in improving the education system in Myanmar and to bring them in line with standards in firstly ASEAN member countries and worldwide.

Keywords: Teachers' Decision-Making Styles, Job Satisfaction, Migrant High Schools.

Introduction

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

Decision-making is one of the most important and interesting elements in business success as Olson & Courtney (1992) mentioned. According to Owens (2000), decision making has long been recognized as being at the heart of the organization. Lunenburg and Ornstein (1991) stated it is important to understand educational administration because choice processes play a key role in motivation, leadership, communication and organizational change. Every administrator or teacher has to make decisions based on their positions, lessons plans, classroom management and different tasks. The decision making skill is one of the skills teachers/administrators and leaders need, which will lead to student achievement, school success and job satisfaction for the teachers. When a person is satisfied in their job, they will put more effort and passion into it. They will take more responsibility and be more loyal to the employer, contributing to a happy working environment.

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

There is a very limited amount of previous study on decision making styles and job satisfaction of teachers in Myanmar. The teachers are using a variety of decision- making styles and schools are not aware of the importance of teacher job satisfaction. Similarly, teachers in the following four migrant high schools are in the same situation as most of them come from Myanmar i.e. Hsa Htoo Lei School (HHL School), Children's Development Center School (CDC School), Social

Action for Women (SAW School) and Boarding High School for Orphans and Helpless Youths (BHSOH School) . The teachers from the four migrant high schools adopt different decision-making styles in their daily activities and do not realize the impact this has on their work. They do not earn high salaries and some of teachers live with the students in boarding houses, cooking, cleaning and taking care of the students. They are the students' role models and their mood and behavior can influence the children's development. Therefore teacher job satisfaction is also an important issue to research in order to know more about teachers' perceptions and education.

Objectives

There are three objectives:

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

Literature Review

This study was based on Vroom and Yetton's (1973) Theory of decision-making styles including Autocratic decision making style, Consultative decision making style and Group decision making style; and Herzberg's Motivator-Hygiene Theory.

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

- Autocratic I, II decision making styles

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

- Consultative I, II decision making style

This kind of decision making style involves two components, namely consultative I and consultative II. Consultative I; the decision-maker shares and explains his/her ideas to the team to collect some different ideas, suggestions from them and then makes a decision. Consultative II; this decision-maker believes that he/she is the one who is responsible for decision-making. This style involves asking for suggestions or ideas from a team but the decision is the decision-maker's sole responsibility (Vroom and Yetton, 1973).

- Group decision making style

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

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

2. Herzberg's Motivator-Hygiene Theory

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

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

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

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

Conceptual Framework

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

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

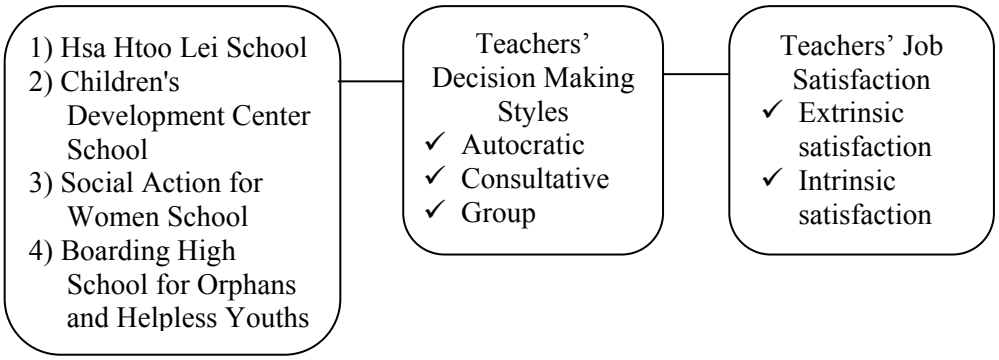

Figure1: Conceptual Framework of The Study

Method/Procedure

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

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

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

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

Part 1: In this part, the questionnaire used to identify the differences in teachers' decision making styles and it contained (12) items. This questionnaire was

based on the decision making models of Vroom & Yetton's (1973) and developed by Dennis (2012). The teachers answered the questionnaires by circling the number which represents their decision making style.

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

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

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

Findings/Results

Research Objective One

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

Table 1 showed that a total of 116 respondents' completed the questionnaires in the four migrant schools. 19.0% of teachers preferred the autocratic decision making style while 30.2% of teachers preferred the consultative decision making style. However, most of the teachers, i.e. 50.9%, preferred the group decision making style.

Table 1: Decision Making Styles of Teachers

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

Meanwhile, Table 2 showed that the overall result of the mean score was 2.32, in the range of 1.51-2.50, which meant they used all these decision-making styles "sometimes". As the scores of each style also revealed that teachers used three decision-making styles "sometimes", though most teachers preferred to use group decision-making styles as Table 7 implied.

Table 2: Decision Making Style of Teachers

Decision Making Style	N	Mean	S.D.	Interpretation
Autocratic	116	2.57	0.87	Sometimes
Consultative	116	2.91	0.89	Sometimes

Group	116	3.16	1.02	Sometimes
Total	116	2.32	0.78	Sometimes

Research Objective Two

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

Table 3 showed the overall result of the mean score of 3.49, in the range of 2.51-3.50, which meant teachers' job satisfaction level, was "neither" for the four migrant high schools. But form Table 3, it was also indicated that teachers' extrinsic satisfaction was higher a bit than their intrinsic satisfaction, as their extrinsic satisfaction was regarded as "satisfied, but their intrinsic satisfaction was only 'neither'.

Table 3: Teachers' Job Satisfaction Level

Teacher' Satisfaction	N	Mean	S.D.	Interpretation
Intrinsic	116	3.47	.434	Neither
Extrinsic	116	3.51	.529	Satisfied
Total	116	3.49	.438	Neither

Research Objective Three

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

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

Table 4: showed that the overall mean concerning teachers' job satisfaction for the group "Autocratic Decision Making Style" was 3.35. The overall mean concerning teachers' job satisfaction for the group "Consultative Decision Making Style" was 3.65. In addition, the overall mean concerning teachers' job satisfaction for the group "Group Decision Making Styles" was 3.45.

Table 4: Total Overall Mean Score of Teachers' Job Satisfaction of Each Group of Teachers' Decision Making Styles

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

Table 5 showed that the significance of F-test was .030, which was smaller than .05, which means there were significant differences between the means of teachers' job satisfaction based on their different decision making styles.

Table 5: Comparison of Teachers' Job Satisfaction Based on Different Decision Making Styles

Different Decision-making Styles	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.336	2	.668	3.634	.030

Within Groups	20.769	113	.184
Total	22.105	115	

The multiple comparisons Sheffe's test was then used to follow up the significant difference of the means of all possible pairs as the significant F-test has been found. Table 5, therefore, showed the multiple comparisons Sheffe's test of teachers' job satisfaction based on their different decision making styles.

According to Table 6, there was a significant difference of teachers' job satisfaction between teachers preferred autocratic decision making style and teachers preferred consultative decision making style, since the significant was .048, which was smaller than .05, in the direction that teachers with consultative decision making style had bigger than job satisfaction than those with autocratic decision making style, as the mean difference is -.29107.

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

Table 6: The Multiple Comparisons Sheffe's Test

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

Discussion

1. Decision Making Styles of Teachers

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

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

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

As Gunnarsson (2010) and Proctor (2011) mentioned that the group decision making style allows for a vast amount of information to be collected to solve problems. It is possible to listen to a variety of ideas, to find understanding of the problem and achieve the best outcome. However, there can also be downsides to this style. When there is a difficult decision to be made involving a considerable amount of information and where all parties need to agree, there can be misunderstandings, bad compromises, personality clashes, conflict of ideas and time pressure.

2. Job Satisfaction Levels of Teachers

The total mean score of teachers' job satisfaction in four selected migrant high school, was 3.49 in the range of 2.51-3.50 levels of teachers' job satisfaction level was " neutral" in four selected migrant high schools, Mae Sot district, Tak province, Thailand. This indicated that the job satisfaction level of teachers in four selected schools were neutral.

A comparative study of job satisfaction in public and private schools at secondary level, carried out by Akhtar, Hsahmi and Naqvvi (2010) the main objectives in this study were to examine job satisfaction with public and private school teachers. They believed that the attitudes and feelings of teachers in their schools were very important and it also reflected on their job satisfaction. They also agreed that teachers' job satisfaction is one of the most significant issues to assure that teachers are encouraged to perform well in their workplace. However, according to the result of this study there is no significant difference between teachers' job satisfaction in private and public schools.

In educational development, teacher job satisfaction is one of the most important aspects to consider. When teachers are content with what they receive at the end of the job, it is a positive feeling which means teachers are satisfied with their job. Elaine and Marie (1984) explained that job satisfaction can be achieved if individual needs and the aspects of the job can be combined together and the expectations meet the reality. According to Arnold, Cooper and Robertson (1998), in the study of social sciences, job satisfaction has been the most important subject of influential and significant research.

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

In short, there were no precious studies about job satisfaction in migrant high schools; however, there were so many international precious studies about teachers'

job satisfaction, since this can bring the schools or organization success. Teachers' job satisfactions in these migrant schools are just as important as other schools around the world, since they are the stakeholders of our future leaders. As many people say, teachers are the second parents of the children. Half of a student's life is spent in school and half at home. Therefore, every school should consider evaluating their teachers' job satisfaction in order to achieve success.

3. Teachers' Job Satisfaction Based on Their Different Decision Making Styles

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

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

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

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

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