

# Assessing Decision Making Styles and Social Problem Solving Skills of Grade 9 Students

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## Abstract

The primary purpose of this study was to assess decision making styles and social problem solving skills of Grade 9 students. Quantitative approach was used in this study. A total of 480 students from the selected schools in Yangon Region and Bago Region participated in this study. Decision making questionnaire (DMQ) developed by Mann et al., (1997) and Social Problem Solving Inventory –Revised (SPSI-R) developed by D’Zurilla et al., (2002) were used to measure Decision Making Styles and Social Problem Solving Skills of Grade 9 students. According to the findings of this study, there were statistically significant differences in Grade 9 students’ vigilance and procrastination decision making styles by region, gender and school. It was found that there were statistically significant differences in Grade 9 students’ unproductive problem solving and effective and systematic problem solving skills by region and school. There was statistically significant difference in grade 9 students’ effective and systematic problem solving by gender. To explore the relationship between decision making styles and social problem solving skills of Grade 9 students, Pearson product moment correlation was calculated. Results indicated that there was a significant positive correlation between effective and systematic problem solving skills and vigilance decision making style whereas the other decision making styles such as buck-passing, procrastination and hyper-vigilance were found to be significantly positive correlated with unproductive problem solving skills. And then, multiple regression analysis results showed that the subscales of social problem solving skills of Grade 9 students were the most significant predictors of decision making styles.

**Key words:** decision making styles, social problem solving skills

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