The Relationship among Deans' Decision Making Style and Teachers' Job Motivation and Organization Commitment

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ABSTRACT

Deans’ decision making style can play an important role to predict job motivation and teachers organizational commitment. The present study aims to determine the relationship among deans’ decision making style and teachers’ job motivation and their organizational commitment. It is a descriptive-correlative study which includes samples from all high school deans and teachers working in first district of Kermanshah, Iran during 2013-2014 academic year. Samples were selected according to their availability and included 29 deans and 116 teachers. Decision making questionnaires by Scott and Bruk (1995) were used to gather data. Job motivation questionnaire (Gagane et al., 2010) and organizational commitment scale (Mir et al, 1993) were also used. Pearson correlation coefficient and simultaneous regression were used to analyze data. Results showed that there was a positive relationship between intuitive decision making style and job motivation and a negative relationship between momentary decision making style and job motivation. Also, there was a negative relationship seen between dependent decision making style of deans and teachers organizational commitment. According to results from regression, deans’ dependent style of decision making could predict teachers’ organizational commitment. It was suggested to pay more attention to deans’ decision making style to improve teachers’ job motivation and organizational commitment.

INTRODUCTION

Nowadays everybody is aware of the importance of education and training, a capital for today and future which is priceless and is what let human out of dimness and ignorance to luminance and knowledge [1]. Education system includes different elements each of which would affect the progress to its aims. Teacher, as one of the elements, plays an important role in education system [2]. Among these, their organizational commitment and job motivation seems to be efficiently effective to gain to education system goals. Organizational commitment leads to staff job satisfaction and the undertaker staff would try harder to gain to organizational goal [3]. And, having the knowledge of organizational commitment, human resource managers could enhance organizational goals and introduce solutions to develop organization [4]. Undertaking human resource improves organization face and provides the ability to improve and develop people, job and organization, while human resource with low commitment not only prohibits moving toward success and gaining occupational and organizational goals but also may create the sense of apathetic to events and problems [5].

On the other hand, job motivation is one of the most effective factors in success or lag of system, and if it is not considered accordingly, it may lead to the waste in organizational resources. A study reported that organization success included 20 percent of attempt and 80 percent of motivation. Nowadays, facing staff with low motivation and responsibility is a major challenge to managers [6].

Managers’ decision making styles were introduced as one of the effective factors on teachers’ organizational commitment and job motivation. Based on experts’ points of view decision making is the basis and nature of management [7], which directly results in failure or success of organizations [8]. According to Raw and Manson (1987), decision making styles are a cognitive process which includes person’s personality in accordance with needs, values and self concepts. In other words, people decision making styles represent the
habitual pattern used by them while making decision [9]. Skatobrous (1995) studies decision making styles and
effective factors on it and focused on internal characteristics and individual differences. He introduced five
decision making styles under the label of general decision making styles, which are: rational decision making
style, intuitive decision making style, dependent decision making style, immediate decision making style and
avoidance decision making style [10]. No studies has investigated in this regard, though results from studies
showed that there was a relationship between decision making style and job satisfaction, where improper
decision making styles led to job quitting and proper decision prolonged staff cooperation [11, 12, 13].

Investigating and studying relative variables to organizational commitment and job motivation leads to
better prediction and control of occupations, and recognizing its relative factors it would be possible to avoid
failure to the given job and to create a proper occupational environment. Therefore, knowing that teachers are
responsible to train future generations, their organizational commitment and job motivation, and, also,
investigate and study factors affecting them could provide essential and valuable information to decrease
problems and improve efficiency of managers, planners and politicians. As no study has ever investigated the
relationship among deans’ decision making style and teachers’ job motivation and organizational commitment,
the present study aims to answer the question what relationship exists between deans’ decision making styles
and teachers’ job motivation and organizational commitment.

Method:
It is a descriptive-correlative study. Participants of the study included all deans and teachers working in first
district of Kermanshah, Iran during 2013-2014 academic year. According to Morgan table, sample volume
included 29 deans and 116 teachers selected through availability sampling method. Stating their satisfaction,
participants fell out questionnaires. They were asked to report any problem while filling out the questionnaires
to receive needed explanations from researchers. Ensuring the security of information provided, participants
completed questionnaires individually at the presence of researchers. Data was gathered accordingly. Following
questionnaires were used in this regard:

a. decision making questionnaire: Scoot and Bruk designed decision making styles questionnaire which included
25 items to evaluate five decision making styles, i.e. intuitive, rationale, dependence, immediate and avoidance.
Respondents chose from Likert 5 option scale from “totally agree” to “totally disagree”. Scoot and Bruk (1995)
reported its sub-scale Cronbach’s alpha coefficient to be 0.68 to 0.94 (14). The questionnaire was translated by
Hadizade Moqadam et al. (2006) and its validity was determined by experts. To validate the questionnaire,
correlation of decision making styles and correlation of scores for each item and scores of each style were
studied. Results showed high construction of the questionnaire. As results showed, there was a negative
significant relation between intuitive and rationale decision making styles, where there was a positive significant
meaningful relation among rationale and avoidance decision making styles, and dependence and immediate
decision making styles. Also, there was a negative meaningful relationship between avoidance and dependence
and immediate decision making styles. To evaluate reliability of the questionnaire Cronbach alpha was
calculated and was reported to be 0.71 reliable which is acceptable [15]. Present study reported it to be 0.76.
b. Job motivation questionnaire: Gagne et al., (2010) designed the questionnaire which includes 12 items.
Respondents chose from Likert 7 scales options (not at all to sure). Gagne et al., (2010) reported a meaningful
relationship between English and French versions. To validate the questionnaire, they made use of different
methods to calculate Cronbach alpha coefficient which equaled to 0.79 [16]. Present study reported the
coefficient as 0.91. Also, split half reliability of the test was 0.63.
c. Organizational commitment questionnaire: it was designed by Mir et al., (1993) and included 18 items to
consider three dimensions of emotions, norms and continuity. Respondents answered the items using Likert 7
scale from totally disagree to totally agree. Reliability of the questionnaire for emotion, norm and continuity
dimensions was 0.82, 0.77 and 0.83, respectively. To validate the questionnaire, correlation of each sub-scale
with total number was calculated and results showed that there was a meaningful relationship between
emotional (r=0.68), continuity (r=0.48) and normative commitment (r=0.70) with total scale score [17].
The present study reported Cronbach alpha of the questionnaire to be 0.91.
Data gathered using mean and standard deviation, Pearson correlation coefficient and regression analysis were
analyzed with SPSS 19.

Results:
Table 1 shows the mean and standard deviation of deans’ decision making styles, job motivation and
organizational commitment.
Results showed that there was 0.27 and 0.26 correlation between intuitive and immediate decision making styles and job motivation, respectively (at p<0.01). Among these decision making styles, only dependence decision making showed relationship with organizational commitment (0.19) at p<0.05.

Simultaneous regression analysis was used to predict job motivation and organizational commitment based on decision making styles. Results showed that regression model was meaningful with F=2.84 to predict job motivation and F=1.75 for organizational commitment (P<0.01). Accordingly, predictive variables to decision making showed relationship with variability of job motivation and organizational commitment. Among predictive variables only dependence decision making style with β=0.25 could predict organizational commitment.

Discussion and conclusion:

The present study aimed to determine the relationship among deans’ decision making styles and teachers’ job motivation and organizational commitment. Results showed that among deans’ decision making styles (rationale, intuitive, dependence, immediate and avoidance), there was a positive relationship between intuitive decision making and job motivation and a negative meaningful relationship between immediate decision making style and job motivation. Therefore, the more intuitive the decisions made by deans, the higher the job motivation among teachers, and the more immediate the decision making by deans, the less the job motivation among teachers. To the date, no study has investigated the relationship between deans’ decision making styles and teachers’ job motivation; though results from present study showed that there was a relation between decision making style and job motivation [11, 12, 13].

In intuitive decision making style people have no clear logic to see if their decision was right, thus they relied on their sight and internal intelligent to make sure about what they thought. Therefore, deans using this style may be accepted by teachers due to laying on their internal intelligent while making decisions. Deans having such logic do not refuse reasonable analyses of the problem and believe that in the case of facing a challenge, lack of insurance and having huge volume of not processed information, they can make use of their intuition and internal intelligence to make the best decisions. In other words, it could be said that decision making based on intuition results from internal experience and intelligence of people, and if deans have such ability, they usually make decisions in favor of school staff and teachers, which results in teachers’ satisfaction with occupational environment and their occupational activities. They, also, may have higher motivation in regard to their job. Considering the negative relationship between decision making style and job
motivation, it could be concluded that as immediate decision making results from anxiety of the person and his tendency to come to final decision in the shortest time, dean who follows such decision making looks hurried while decision making which may results in negative consequences to school and teachers, e.g. low job motivation among teachers.

Results also showed that among decision making styles (rationale, intuitive, dependence, immediate and avoidance) only dependence decision making presented a meaningful negative relationship with teachers’ organizational commitment. The more dependent the decisions made by deans was, the less the organizational commitment among teachers. No studies had ever investigated the issue. It could be explained as dependent decision making represents lack of thinking and action independence of decision maker and relying on others opinions and advice while deciding. Deans having such features usually seem to be dependent to others to follow their advice in the case of facing a problem. Therefore it could be said that if the school dean is dependent to others in his management decisions, teachers may not have positive attitude to him and his management which in turn leads to less commitment to educational system and their working environment. It could be unpleasant to the teachers facing such management style and let them to impute many of their job challenges, including unfulfilled occupational needs and demands, to decision making style of school dean; it may result in less organizational commitment of the teachers. Consider that none of the decision making style could predict teachers’ job motivation, and only dependence decision making could negatively predict teachers’ organizational commitment. To explain the finding it could be said that there might be some other variables affecting the predictions over teachers’ job motivation and organizational commitment, which were not concluded in present study. Therefore, it seems necessary to investigate other relative variables to job motivation and organizational commitment.

As participants of present study only included high school deans and teachers working in the first district of Kermanshah, Iran, one should be cautious to generalize the results to other educational levels and systems. Results of the present study could be used to improve teachers’ job motivation and organizational commitment programs.

REFERENCES