

ANALYSIS OF THE INFLUENCE BETWEEN THE STYLE OF DECISION MAKING AND JOB SATISFACTION

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ABSTRACT

This thesis examines the relationship between principal decision-making styles and teacher job satisfaction in the specific context of secondary public schools in Elbasan. This thesis provides theoretical and empirical support for these reasons: contributes to closing a few of important gaps in literature of principal decision making styles in secondary schools in the Albanian context; helps in improving the quality of education in Elbasan; provides theoretical and practical implications for schools in Albania. The population of this study are high school teachers of the city of Elbasan. From this population, based on sample size table, was selected sample consisted of 169 teachers. Data on the number of secondary schools in Elbasan and the total number of teachers in them were taken from the Elbasan Regional School District. A quantitative research design is used in this thesis to address the search problem and the research questions related to the literature review. Were used two questionnaires that were completed by 141 teachers in 10 schools (general and professional) in the city of Elbasan. General decisions-making style questionnaire (GDMS), (Scott & Bruce, 1995) and job satisfaction survey (JSS) (Spector, 1985) and demographic questionnaire. Data were analyzed with SPSS version 20 program using descriptive analysis, regression, ANOVA and t-test. The study found that the most displayed style of decision-making by teacher leaders is rational style. Teachers resulted in moderate and slightly high job satisfaction. Demographic data showed that have a significant impact on job satisfaction. Also the results showed that there is a very strong relationship between decision-making styles of leadership and teacher job satisfaction. Where the style that has more impact in teacher job satisfaction is rational style of decision making. These results are supported by relevant studies (Gifith, 2004;

Kao & Kao, 2007; Boev, Orwa, Wang & Lawer, 2005, Hariri, 2011). The results of the study show that should be taken actions regarding the creation of collaborative atmosphere among teachers. This requires that managers follow a rational style of decision-making, and avoid as much as possible avoidant style.

Keywords: Decision making, decision-making style, job satisfaction, principal, teacher, schools, Elbasan.

1. INTRODUCTION

This chapter establishes the structure for this topic to investigate the relationship between the style of decision-making of directors and the work satisfaction of teachers in the Albanian context.

Literature in the style of decision-making of leaders, especially in the education sector is wide (Storey, 2004, p.249). This is supported by Mertkan (2011, p.9.79), which argues that in the last two decades the development of decision making styles has been a research field for many studies, and this is reflected in the school's action line. This has happened because education is known as an important mechanism to produce good human resource quality and economic growth (Nguni, Slegers, & Denessen, 2006, p.145; Watkins et al., 2009, p.9). Education leaders, particularly effective leaders, who perform the role of school leadership are a key element in its effectiveness (Hansson & Andersen, 2007). Studies on the style of making school leaders decisions are made by the United States of America. But the style of decision-making at school leaders in the context of schools in Albania has not been studied.

Effective leaders include teachers in making decisions (Barnett & McCormik, 2003, p.64; Pashiardis, 1993, p.8; Williams, 2008). This was supported by Kao & Kao (2007, p.71) which revealed that decision-making

styles are related to employee satisfaction at work. A comprehensive model widely used is the typology of decision-making measured by the General Decision Making Style Questionnaire (GDMS) (Scott and Bruce 1995). This model consists of five different styles: rational, additive, intuitive, spontaneous and evasive.

Teacher satisfaction is important (Boreham, Gray & Blake, 2006; Ngimbudzi, 2009; Seco, 2002; Skaalvik, 2010). When teachers like their work they are passionate and stimulated to perform very well to achieve goals. Teachers with the highest job satisfaction may exceed the expectations for achieving the objectives (Judge, Therese, Bono & Patton, 2001, at Klassen & Chiu, 2010) Spector's Job Satisfaction Questionnaire (JSS) is a comprehensive and widely used to measure overall satisfaction at work. This instrument consists of 4 signatures; salary, promotion, supervision, secondary benefits, bonuses, working conditions, colleagues, the nature of work and communication. However, little attention has been paid to the work satisfaction of teachers in developing countries (Michaelowa & Wittmann, 2007, p.52), especially in the Albanian context. Studies on how to make decisions and work satisfaction are not done in Albania. Investigating this relationship can increase knowledge and enhance the performance and quality of education in Albanian schools.

2. FORMULATION OF THE PROBLEM

The research problem identified by the literature review and submitted in this study is:

Is there a relationship between the style of decision-making and job satisfaction of teachers in public high schools in an Albanian context?

The purpose of this study is to investigate the relationship between the style of decision-making and the satisfaction of teachers in the specific context of public and general public schools in the city of Elbasan.

Research questions: *Is there a relationship between the styles of decision-making and job satisfaction of teachers in public high schools?*

3. RESEARCH OBJECTIVES

Based on the wording of the above problem, the research of this study are:

1. Investigate the relationship between the style of decision making and job satisfaction.

2. See which style of decision making show more leaders.

3. Provide recommendations on increasing the involvement of learning in decision-making and increasing job satisfaction.

4. RESEARCH BENEFITS

The literature review has identified important knowledge gaps in this context in the Albanian context. These gaps were used to formulate the research problem. This topic is important for these reasons: 1. The research problem raised in this topic has been neglected by previous scholars. This topic is the first to investigate this problem in Albanian schools, exactly in the public high schools in the city of Elbasan. 2. This topic studies the style of making decisions in the Albanian education system and the impact on work satisfaction. This area of study is important for Albania for these reasons:

a) Education for Albania (and for other countries) is very important to help increase the quality of human resources that will lead to economic growth (Nguni, 2006; Watkins, 2009).

b) School directors are a key element in contributing to effective schools (Hansson & Andersen, 2007) because effective leaders have a significant impact on school success (Gurr, 2005, Raihani, 2008).

c) Investigating the relationship between the style of decision-making and the teacher's satisfaction at work can contribute to both the performance of Albanian schools and the quality of Albania's education system.

5. LITERATURE

Decisions making is a process that consists of several steps to discover what it takes and why it needs a decision (Bass, 1985 in Yukl, 2002, p261). Decision-making style is a learned approach to an individual's response when faced with a situation where a decision is to be made. There are five decision-making styles,

- (1) -rational,
- (2) -intuitive,
- (3) - vanished,
- (4) - deviating,
- (5) -point.

(1) The rational style of decision making is about logical and systematic thinking.

(2) The intuitive style of making decisions is to make decisions quickly and based on feelings without a logical approach.

(3) Depending on the style of decision-making, it is about supporting and consulting with others to make decisions.

(4) The evolving decision making style has to do with deferring decisions as much as possible.

(5) The spontaneous style of making decisions is about making easy decisions as soon as possible (Scott & Bruce, 1995). According to Shahzad et al. (2010, p.400) a decision is a choice between two or more alternatives according to the criteria. Amongst certain alternatives, the decision maker should choose one that best suits the criteria for achieving organizational goals to minimize uncertainties and manage the risks. A decision-maker should consider a wide range of people's opinions on the decision-making process. For example, a director should decide when to recruit a teacher or not. He or she should listen to the staff of his staff to take into account the advantages and disadvantages of recruiting a new teacher, skills and personality that he / she should have, evaluate each candidate and choose the one that best meets the criteria work. Making decisions effectively according to Rausch (2005, p.989) includes the following steps: determining the issues to be addressed, choosing the right option, implementing the chosen option, and monitoring the progress of implementation versus the desired outcomes. Simon (1987, p.57) supports the view that after making decisions a manager communicates the decision to others and monitors how the decision was implemented.

One of the concepts of decision-making which has been described as easily applicable to organizations is that of Scott and Bruce (1995, p.4). Their concept is based on the work of other researchers like Driver (1979). Scott & Bruce (p.820) defines decision-making as "the common style of an individual's response when faced with a decision-making situation." This pattern suggests behavior rather than features in decision-making. Thus different contexts of decisions may result in different styles of decision making. Because decision-making styles are built on behaviors, an individual can learn and practice them in his or her organization.

In a summary, taking places is an attempt to reach the most desirable option and minimize the risk. Information from different people can help make a

better decision. So people's participation in the decision-making process is important.

Job satisfaction is an affective or behavioral reaction that shows how satisfied an employee is with his work (Spector, 1985, p694). Job satisfaction is defined in several ways. There are at least three types of definitions according to different scholars.

First, job satisfaction is defined as the attitude of people to their work (Robbins, 2009, p.515).

Second, based on the findings of other researchers (Spector, 1997; Tovey & Adams, 1999; Terranova, 2008, p.11) define work satisfaction as the level of work consent by individuals and identify two components. They are:

(1) an affective component that includes feelings of individual satisfaction with regard to his work;

(2) the perceptual component which assesses whether one's work meets his needs. How many individuals are satisfied with his work depends on how they feel, at what level their desires and needs are met. Their satisfaction varies in several levels.

Third, satisfaction at work refers to subjective feelings, what individuals expect to accomplish from their work in accordance with their interests and what they get from their work realistically. A match between expectation and reality results of satisfaction. By contrast, any discrepancy between them leads to no pleasure from work (Terranova, 2008). For example, in the June 2009 demonstration of UK teachers looking for fair pay (www.teachersolidarity.com), there was a discrepancy between what they expected and what they were receiving. However, good wages do not necessarily always produce satisfaction; many employees do not just work for money.

While the definitions of job satisfaction vary from one scholar to another, they are not contradictory, but complementary to each other. Job satisfaction is seen as a subjective attitude and feeling towards work. Job satisfaction is the attitude towards the most studied work as one of the most intensively studied subjects in industrial / organizational psychology (Judge and Church, 2000, Redmond, 2011). However, there are very few or no work satisfaction surveys in the Albanian school context. Nevertheless, the study of work satisfaction in the context of schools in Albania will contribute to knowledge on job satisfaction and

will help increase the work satisfaction of teachers and other staff.

5.1 Decision Making Style and Job Satisfaction

Literature about the relationship between decision making style and job satisfaction is not very wide, especially in Albania.

Kand and Rekor (2005) questioned nurses in Estonia and found that perceived involvement in decision-making was a factor of satisfaction at work; Increasing involvement in the decision making process contributes to a positive impact on job satisfaction. In a Hellar study, Clay and Perkins (1998) tried to find the link between leadership style and teacher satisfaction. They found that teachers were less satisfied with the financial aspect of teaching and more satisfied with their colleagues, but found no connection between leadership style and job satisfaction. They thought that job satisfaction would be more closely related to friendship, warmth, support, and relationship with directors. Mehta (2010) focused on the comparison between the actual participation and the desired participation of teachers in different decision-making situations and how participation in decision-making influenced the teacher's satisfaction at work. The results showed a significant link between involvement in decision making and job satisfaction of teachers.

Hariri (2011) investigated the relationship between the style of decision-making by teachers' perceptions and teacher job satisfaction in Lampung Province, Indonesia. He used the General Declaration of Conduct (GDMS), Job Satisfaction Questionnaire (JSS) and a demographic questionnaire. The results showed that rational, intuitive, addictive, and avoidable decision-making styles are important predictors of employee satisfaction at work after gender impact and work experience.

However, decision-making styles are related to job satisfaction: especially the rational style is possibly positively correlated with job satisfaction. This is because the style of leadership is related to the style of making decisions (Kao & Kao, 2007). In particular, the leadership transformer style is positively associated with the rational decision-making style (Tambe & Krishnan, 2000), and the transformational style of leadership is positively correlated with work satisfaction (Griffith, 2004, p.345). Hertzberg (1957) notes that employees involved in decision-making show higher levels of satisfaction than those who are

not involved in the decision-making process. Studies show that a successful decision-making process can satisfy the needs of employees and as a consequence increases and the satisfaction they receive from their work (Moorhead & Grifcin, 1989).

6. METHODOLOGY

The *research design* for this study is quantitative and is selected based on the following criteria.

The study data was obtained through the application of the questionnaires. The questionnaires are appropriate for this study, because this topic investigates the relationship between the style of decision-making of executives and job satisfaction of public high school teachers in the city of Elbasan. Questionnaires are one of the most used techniques to gather primary data in the business and education world (Gray 2004). Gray suggests the use of questionnaires when they meet the study objectives, are ideal for administering a large sample of studies, in particular to explore the relationship between variables.

6.1 Decision Making Questionnaire

The GDMS instrument (Scott and Bruce, 1995) was used to describe the style of decision making. This instrument includes five decision-making styles. These styles are:

- Rational (eg "I make decisions in a logical and systematic manner")
- Dependent (eg "I use other people's advice to make important decisions")
- Intuitive (eg "when making decisions I rely on my instincts")
- Spontaneous (eg "I generally make hasty decisions")
- Avoid (eg "I postpone decision making whenever possible")

The total number of physios is 25, with five statements identifying each style. These decision-making styles are measured with a five-point Likert scale (where 1 = completely iodonokord, up to 5 = completely disagreeable).

6.2 Job satisfaction questionnaire

The Job Satisfaction Questionnaire (JSS) is a work satisfaction tool that is applicable to public organizations and institutions, NGOs and human resources organizations, including schools. It was distributed by Spector in 1985. The JSS instrument has

36 statements designed to measure nine sub-levels of employee satisfaction at work. They are:

1. Wages
2. Promotion
3. Supervision
4. Secondary Benefits
5. Awards
6. Terms of action
7. Colleagues
8. Nature of work
9. Communication

The JSS is measured on a six-point Likert scale and is designed to give a measure of overall satisfaction. Participants are asked to circulate one of six numbers that best suits their opinion of each statement (where 1 = disagree at all, up to 6 = fully agree).

7. RESULTS

The results showed a statistically significant relationship, $F(2, 138) = 4.72$, $p < .05$, this explains 6% of the variance. The perception of rational style as well as the style of avoidance contribute significantly to the explanation of work satisfaction.

2 3 4 5 6

<i>Job Satisfaction</i>	.540**	-.425**	.190**	-.502**	-.194**
<i>S. Rational</i>	1	-.120**	.242**	-.442**	-.397**
<i>S. Intuitive</i>		1	.546**	.385**	.536**
<i>S. Dependent</i>			1	.327**	.268**
<i>S. Avoiding</i>				1	.675**
<i>S. Spontaneous</i>					1

** $p < .01$

However, not all variables have the same impact on the explanation of the dependent variables.

Also two influential variables, rational style (β s Rational = .60, $p < .05$) and intuitive style (β s.intuitiv = .25, $p < .05$) explain 60% of satisfaction at work. The results supported the hypothesis that perceptions of decision-making styles (rational style, intuitive style) are related to the work satisfaction variable and rational style perception is the most important factor affecting the level of satisfaction at work.

However, the variables in this question are the styles of making decision-makers according to teacher perceptions. The styles perceived by the teachers in this study are: rational, intuitive, additive, evasive and spontaneous. As shown by the results, the bulk of 35.7% of the sample perceives the rhetorical style of decision making, followed by a subordinate style perceived by 26.9% of the sample, followed by the spontaneous style perceived by 22% of the sample, the intuitive style according to 16% of the campaigns and the style that is less apparent according to teacher perceptions is the perceived deviation style only from 4.7% of the sample.

According to the perception of teachers measured by the GDMS instrument, executives exhibit the fifth decision-making styles, however, it seems clear that the most exposed style of the executives is the rational one and the least apparent is the evolving style.

Referring to the data analysis, these results show that according to the perception of teachers, executives exhibit the most rational style of decision-making.

These results are supported by previous studies by Scott and Bruce (1995), after analyzing the data collected by the GDMS instrument, found that the five decision-making styles had emerged and that the rational style correlated negatively with the avoidable decision-making style. Spicer and Sadler-Smith (2005), and Baiocco, Laghi and D'Alessio (2008) found a positive relationship between greater involvement in school and the rational decision-making style and a negative relationship between rational style and spontaneous and evasive styles.

Findings to address this research question have provided information on the styles displayed by high school executives in the city of Elbasan, providing information that had never been studied in an Albanian context.

The results show that the relationship between decision making styles and work satisfaction is statistically significant ($p < 0.01$).

These results show that the most important and positive relationship is between the rational style of decision making and job satisfaction. The second strongest but negative relationship is between the avoidance of decision making and job satisfaction. Then there is the negative relationship between intuitive style and job satisfaction. The weaker relationships are between dependent style and job satisfaction (positively), and between spontaneous style and job satisfaction (negatively).

These findings indicate that decision-making styles are related to enjoyment at work. This is supported by Kand and Rekor (2005) who found that the perception of involvement in decision-making was an important predictor of job satisfaction; Increasing involvement in decision making contributes to increased satisfaction at work.

The results that there is an important and positive connection, between the rational style of decision making and job satisfaction, is supported by Robbins (2003). The findings in this study also coincide with Hertzberg (1957), Moorhead & Grifcin (1989) and Guion & Cindigs (1998), who see the style of decision-making as a major factor in anticipating employee satisfaction at work.

These results show that rational and dependent behavior can affect job satisfaction. While the intuitive, evasive, and spontaneous decision-making style can affect the growing dissatisfaction of teachers at work. These findings are supported by previous findings by Kand and Rekor (2005) who realized that involvement in decision-making is decisive for job satisfaction.

These findings fill some gaps of knowledge about the relationship that exists between the styles of decision-making and teacher satisfaction in the context of schools in Albania.

8. DISCUSSIONS AND RECOMMENDATIONS

In the terms of the theoretical and academic contribution, this topic is the first to identify the styles of decision-making in Albania and investigate the relationship between these styles and the satisfaction of teachers. This helps to understand how a leader should behave, for example. which decision-makers should pursue and which should be avoided in order to help teachers increase their job satisfaction. Because satisfied teachers will achieve school objectives successfully.

- It is therefore recommended that executives exhibit a style of decision-making and exhibit less in a spontaneous or spontaneous decision-making style.

- Improve aspects of job satisfaction for teachers individually and for teachers as a whole. The conditions of action, and the secondary benefits, have to be improved.

- To increase the satisfaction of teachers at work, the manager should become a good listener to build a good communication and relationship with the teachers.

- Measures should be taken to create a cooperative atmosphere among teachers. For this, special programs need to be developed to increase the degree of cooperation between teachers and the management of this cooperation by school leaders.

- The drafting of a differentiated wage policy and wage increase is required, with the aim of encouraging the motivation of teachers of larger age groups.

- School directors should be trained and retrained by experts to help them know the need for teacher involvement in decision-making.

- Recommendations for further studies, this study should be applied on a national level, in order to realize the overall data.

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