Evaluation of Decision Making Methods of Principals and Organizational Commitment of Teachers of Girl High Schools, District 4 of the City of Karaj in the 2014-15 Academic Year

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Abstract

The purpose of this research is explaining the relationship between decision making methods of principals with organizational commitment of teachers in girl high schools of district 4 of the city of Karaj. Considering the topic and main goal of the research, descriptive method and correlational study was performed. Statistical population consisted of teachers of second year of girl high schools of district 4 of the city of Karaj who were 650 individuals. Sample size using the Morgan table was estimated at 242 individuals who were selected by cluster sampling. Instruments used in this research were Rouhi’s decision making methods questionnaire (2000) and Porter’s standard questionnaire (1974). The reliability of the decision making methods questionnaire using the Cronbach’s alpha formula was 0/84 and this value for the standard organizational commitment questionnaire of Porter was 0/83. For evaluation of research questions, descriptive and inferential (Pearson’s correlation test and linear regression) statistics with the help of SPSS version 18 software were used. Using linear regression, it was shown that the dependent variable (organizational commitment) can be predicted by 21/6 percent based on the independent variable (decision making method). Additionally, results of information analysis showed: methods of decision making of principals have direct and meaningful correlation with organizational commitment of teachers and direct and meaningful correlation exists between decision making styles and constituents of organizational commitment (value and persistent commitment).

Keywords: Decision Making Methods (Imperious, Participative, Consultative), Organizational Commitment.
Introduction

In today’s world, management has significant importance as an applied science and can have major role in managing organizational leadership when it comes to improving success rates. Management determines the speed and quality of progress and the degree of development of nations (Rahimi, 2013, p1). Hersey and Blanchard (1972) in defining management, consider it working with and by the help of individuals and groups for realization of organizational goals. Among the functions of management, decision making is among the most important duties of directors. All of them are involved with the process of decision making, because their profession requires them to be (Rezaiian, 2014, p 151). In the opinion of Herbert Simon, decision making is the main essence of management (Ghasemi, 2013, p 158). Therefore, decision making and management can be considered as synonyms (Razaiian, 2014, p 151). Various models exist for decision making methods. Based on the model of Wroom and Yetton, decision making methods are located along a continuum from individualistic to group oriented. In this model, individualistic decision making (imperious) refers to where the director uses existing information and makes decisions by him or her self. While in consultative decision making, the director consults individually with relevant subordinates regarding their opinions and suggestions and subsequently makes decisions. In participative decision making, the director consults the group and by way of discussion acquires their collective opinion and then makes decisions (Bahrami et al, 2010, p 96).

Undoubtedly, managers should be aware of decision making processes in the organization. Knowledge of these strategies can help directors to take the most advantage of resources in limited time for reaching objectives. Decision making is important because it can change the behavior of staff in a desired direction and make it more refined and coordinated with the goals of the organization. Directors not only need to make correct decisions, but also need to make them when needed and in more economic ways and lead to increased productivity, enhancement of staff spirits, employee observance of values and objectives of the organization and their commitment to it (Aghaiii, 2010, p 6).

On the one hand, many studies show that organizational commitment is related to many occupational behaviors of employees. In this regards, Culverson (2002, p 12) states “in recent years, employee commitment is a strong stimulating force in the success of a company.” In fact, organizational commitment is an outlook or laterality that relates the individual’s identity to or makes it dependent on the organization (Sheldon, cited in Shafiinik, 2013, p 344). In the opinion of Kun and Mishra (2003), commitment is the interest of social activists in allocating their ability in being loyal to social systems. It is a process by which, individual interests of people make attachment with organized social behavioral models (Ranjbar, 2012, p 10). Organizational commitment can be characterized and defined by at least three components: strong belief in organizational goals and their acceptance, interest to endeavor in the path of realization of organizational objectives and strong interest in remaining and protecting one’s objectivity in the enterprise (Porter et al, 1984, p 38).

With regards to methods of decision making of principals and organizational commitment of teachers, some research has been performed. Bahrami, Rejaiipour, Keyvan Ara, Raisi and Kazemi (2012) in evaluating the relationship between decision making styles of principals and organizational health in educational groups at the Isfahan University of Medical Sciences
showed that statistically significant correlation does not exist between scores of imperious decision making and dimensions of support of resources and spirits, between scores of consultative decision making and the dimension of organizational cohesion, between scores of participative decision making and dimensions of organizational cohesion, resources support, spirits and scientific emphasis. Lunenburg (2010) has implemented three methods of decision making for most educational directors: decision making tree, model of selection of decision making model and incremental decision making model. He has stated that selection of each of these three methods is by necessity and with attention to the kind of forms, one of the 3 methods should be selected. Salo and Alwood (2010) in their research evaluated the relationship between decision making methods, psychological pressure and gender among interrogation police officers. In this research, the general styles of decision making model of Scott and Bruce were used. They found out that high score in avoidant and dependent methods of decision making highly predicts performance based on self-esteem, psychological pressure and low quality of work life. Additionally, both dependent and avoidant methods to a great extent are influenced by work experience.

Shafiinik (2013) in his research titled «Analysis of the relationship between interorganizational constituents with organizational commitment and performance of directors of police enforcement in the domain of mobilization and cues» with participation of 256 individuals of directors of police enforcement reached the conclusion that: hypothesis evaluation in this research showed that organizational commitment and performance have meaningful correlation with interorganizational constituents. Between mobilization and cue employees difference existed with regards to these constituents which was meaningful. Promotion of the index of interorganizational constituents (security, respect, justice, possibility for progress, staff participation in decision making and physiologic needs) is directly correlated with organizational commitment and staff performance. By way of organizational commitment and optimal performance of staff, the company can enjoy dynamicity and power of control over internal and external environments. Weng and colleagues (2010) in a research titled «Relationship between occupational growth and organizational commitment» with participation of 961 office staff in 10 cities of the Republic of China showed that four dimensions of occupational growth are positively correlated with effective commitment and three other dimensions are positively correlated with persistent and principle commitment. Only three eighteenth of interaction between the parties from among factors of occupational growth are influential on organizational commitment. Considering what has been mentioned, as Kehsenago and colleagues believe, training of human resources needed by society and guarantee of their health and suppleness to a great extent is among the duties of the educational system of every country (Rezaei, 2014, p 198). On this basis, the topic of organizational commitment in educational institutes which have the mission of training the future generation is a reflective discussion. Therefore, the purpose of this research was evaluation of methods of decision making of principals in relation with organizational commitment of teachers of girl high schools in district 4 of the city of Karaj where methods of optimization of decision making styles by principals will be evaluated to be able to portray how and in what way principals can use more appropriate decision making methods to be able to increase organizational commitment of teachers who are one of the most important pillars of schools and educational systems. In this line, the following questions are introduced:
Main research question: Is there relationship between decision making methods of principals and organizational commitment of teachers?
First minor question: Is there relationship between imperious (individualistic) decision making method of principals and organizational commitment of teachers?
Second minor question: Is there relationship between participative (group) decision making method of principals and organizational commitment of teachers?
Third minor question: Is there relationship between consultative decision making method of principals and organizational commitment of teachers?
Fourth minor question: Is there relationship between decision making methods of principals and value commitment of teachers?
Fifth minor question: Is there relationship between decision making methods of principals and persistent commitment of teachers?

Research Method

Considering the main research question and objective, descriptive method of a correlational kind was used. Statistical population consisted of teachers of second year of girl high schools of district 4 of the city of Karaj who were 650 individuals. Sample size using the Morgan table was estimated at 242 individuals who were selected by cluster sampling. Sampling was such that the researcher divided district 4 of Karaj to four clusters north, south, east and west and from existing schools, she selected the sample participants.

Instruments used in this research were Rouhi’s decision making methods questionnaire (2000) and Porter’s standard questionnaire (1974). The reliability of the decision making methods questionnaire using the Cronbach’s alpha formula was 0.84 and this value for the standard organizational commitment questionnaire of Porter was 0.83. For evaluation of research questions, descriptive (indices of central tendency such as mean, median and mode and distribution indices such as variance and standard deviation) and inferential (Pearson’s correlation test and linear regression) statistics were used.

Instruments of Data Collection

Decision making methods questionnaire: In this research for evaluation of methods of decision making of principals, the questionnaire of decision making method by «Rouhi» was formulated (2000) in the form of a questionnaire response package with 27 items scored based on a 4-degree Likert scale. The questionnaire items were prepared considering three decision making styles imperious, consultative and participative. In this research, for determination of reliability of the instrument, the Cronbach’s alpha method was used. The reliability coefficient for the questionnaire on decision making methods with reference to the dissertation of «Akbar Rouhi» was calculated at 0.95 which is significant at a 1 percent level and shows acceptable reliability.

The standard organizational commitment questionnaire: This questionnaire has been prepared by Porter and Steers in 1974. It consists of 15 items and 2 subscales. These two subscales distinguish between value and persistent commitment based on results obtained from analyzing the organizational commitment questionnaire by Porter and colleagues. Porter’s standard questionnaire had a reliability higher than 0.70 which is acceptable (Porter et
al, 1974). Also in this research using SPSS software and the Cronbach’s alpha formula, a reliability of 0/84 was calculated which confirms the reliability because it is higher than 0/70. Additionally, to gain confidence in the validity of the questionnaire (decision making methods and organizational commitment questionnaires), both were reviewed by guidance and counseling professors and their opinions were implemented. For data analysis, with the help of SPSS software, descriptive and inferential (the Khotomogorov-Smirnov, Pearson’s correlation and regression analysis tests) statistical methods were used.

Research Results

The results showed that the highest number of sample members was in the age range of above 40 years, with a number of 138 individuals and 56/8 percent and the least number was in the age range of 20-29 years with a number of 32 individuals and 13/2 percent. The highest number of sample members was related to education level of Bachelor’s degree with a number of 180 individuals and 74/1 percent and the least number was related to education level of Associate’s of Arts degree with a number of 4 individuals and 1/6 percent. The highest number of sample members was related to work experience of more than 22 years with a number of 85 and percentage of 35 and the least number was relevant to work experience of 8-14 years with number of 55 individuals and percent of 18/1. Additionally, the highest number was related to the educational field of humanities sciences with a number of 128 individuals and percent of 52/7 and the least number was related to technical fields with a number of 10 and percent of 4/1.

Table 1: Test of normalcy of predicting and criteria variables

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Error level</th>
<th>Hypothesis confirmation</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/000</td>
<td>0.05</td>
<td>H⁰</td>
<td>Normal</td>
</tr>
<tr>
<td>0/000</td>
<td>0.05</td>
<td>H⁰</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Since the significance level of the test for both variables under evaluation is less than 0/05, on this basis the null hypothesis is accepted and at a confidence level of 0/95, it can be stated that the research data follows normal distribution. Therefore, for the purpose of evaluating relationships between variables in research hypotheses, the Pearson’s correlation coefficient can be used.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision Making</td>
<td>Correlation coefficient 0/465</td>
</tr>
<tr>
<td></td>
<td>Significance 0/000</td>
</tr>
<tr>
<td></td>
<td>Number 176</td>
</tr>
</tbody>
</table>

Main Question: Is there correlation between decision making methods of directors and organizational commitment of teachers?

The statistics obtained show that the correlation coefficient between decision making methods of directors and organizational commitment of teachers is equal to 0/465. This coefficient shows positive and meaningful correlation between the two variables.
Minor Questions:

First minor question: Is there correlation between imperious (individualistic) decision making methods of directors and organizational commitment of teachers?
Second minor question: Is there correlation between participative (group) decision making methods of directors and organizational commitment of teachers?
Third minor question: Is there correlation between consultative decision making methods of directors and organizational commitment of teachers?

Table 3- Correlation coefficient between variables of imperious decision making and organizational commitment

<table>
<thead>
<tr>
<th>Index Variable</th>
<th>Organizational commitment</th>
<th>Correlation coefficient</th>
<th>Significance</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperious decision making</td>
<td>Correlation coefficient</td>
<td>0/161</td>
<td>0/024</td>
<td>199</td>
</tr>
<tr>
<td>Participative decision making</td>
<td>Correlation coefficient</td>
<td>0/401</td>
<td>0/000</td>
<td>198</td>
</tr>
<tr>
<td>Consultative decision making</td>
<td>Correlation coefficient</td>
<td>0/295</td>
<td>0/000</td>
<td>210</td>
</tr>
</tbody>
</table>

Since the correlation coefficient resulting from analysis of the research data between imperious (individualistic) method of decision making of directors and organizational commitment of teachers is equal to 0/161, it can be stated that positive and meaningful correlation exists between imperious decision making methods of managers and organizational commitment of teachers. Results of software analysis, shows a correlation coefficient of 0/401 between participative (group) decision making of principals and teachers’ organizational commitment. As a result, it can be stated that participative (group) decision making of principals and organizational commitment of teachers have positive and meaningful correlation. Correlation coefficient resulting from research data analysis between methods of consultative decision making of directors and organizational commitment of principals was equal to 0/295. Therefore, positive and meaningful correlation exists between consultative decision making methods of directors and organizational commitment of teachers.

Fourth minor question: Is there correlation between decision making method of directors and value commitment of teachers?
Fifth minor question: Is there correlation between decision making method of directors and persistent commitment of teachers?
Table 4: Correlation coefficient between decision making variables and various kinds of commitment
Since the correlation coefficient resulting from analysis of the research data between method of decision making of directors and value commitment of teachers is equal to 0.474, it can be stated that positive and meaningful correlation exists between decision making methods of principals and value commitment of teachers. Additionally, Results of software analysis, shows a correlation coefficient of 0.258 between methods of decision making of principals and teachers’ persistent commitment. As a result, it can be stated that the method of decision making of principals and persistent commitment of teachers have positive and meaningful correlation with each other.

Table 5: ANOVA table

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized coefficient</th>
<th>t</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant value</td>
<td>B: 24/711 Standard error: 6/379 Beta: 0.465</td>
<td>0/465</td>
<td>0/000</td>
</tr>
<tr>
<td>Independent variable</td>
<td>24/711 Standard error: 0/084 Beta: 0/465</td>
<td>0/465</td>
<td>0/000</td>
</tr>
</tbody>
</table>

Table 6: Summary of the model of decision making variables and organizational commitment

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>Degrees of freedom</th>
<th>Mean squares</th>
<th>F</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6912/048</td>
<td>1</td>
<td>6912/048</td>
<td>48/024</td>
<td>0/000</td>
</tr>
<tr>
<td>Residual Sum</td>
<td>25043/810</td>
<td>174</td>
<td>143/930</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>31955/858</td>
<td>175</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the ANOVA table shows, the regression model can significantly (and appropriately) predict changes in the criteria variable. The reason is that the value obtained for the significance level is 0.000 and less than 0.05. It can be concluded that the model used is a good predictor for the variable of organizational commitment. The significance in our model is less than 0.05 which shows that the regression model is meaningful. The coefficients’ table also provides us with information regarding predicting variables. This table provides the critical information for the predictor after determination of the significance of the constant value and independent variable. The beta column shows the standardized regression coefficient. The standardized regression coefficient or beta in our example is equal to 0/465 which shows the level of influence of the independent variable (principals’ decision making) on the dependent variable (organizational commitment of teachers).
Conclusion
Discussion and Conclusion from Research Questions:

We responded to the main question that is there a correlation between decision making methods of principals and organizational commitment of teachers? Results showed that the correlation coefficient between methods of decision making for directors and organizational commitment of teachers was equal to 0.465. This coefficient shows positive and meaningful correlation between the two variables.

Additionally, in evaluating research questions, results showed that positive and meaningful correlation exists between imperious method of decision making and organizational commitment. In other words, with increased scores on imperious decision making, scores of organizational commitment also increase. On the one hand, the results of the research show that participative decision making of directors and organizational commitment of teachers has positive and meaningful correlation with each other. This finding was not far from expectation, because participative decision making style leads to commitment and high spirits in individuals in the organization where these factors also directly and indirectly influence organizational commitment. Additionally, considering the correlation coefficients, from among three decision making methods, participative method has the most influence on organizational commitment. Among other findings of this research was that the more principals consult with teachers in decision makings, the higher organizational commitment of teachers will be.

Additionally, results showed that the more principals use more appropriate decision making methods, the higher will value commitment (upholding institutional values) be among teachers. Additionally, the more principals use more appropriate decision making styles, the higher persistent commitment (remaining in the institute) will be in teachers. In explaining the above findings, it can be stated that since now a day decisions made by individuals have important role in the destiny of organizations, institutes and even countries and the principle that high quality decisions can lead to an organization’s success and progress, therefore, the necessity for making high quality decisions is great which can lead to success and progress of an enterprise. As a result, the necessity for acquisition of correct decision making is considered one of the important responsibilities of management. Undoubtedly, directors should be aware of fundamental decision making processes in the organization (Ghasemi, 2013: p 181). For making a principle decision and without obstacles, there is need that the best decision possible for organizational progress is used. In this line, in participative (group) decision making, the director shares the problem with subordinates in a group fashion and by way of discussion attains their collective opinion and makes decisions subsequently (Roshanghias, 2009, p 37). Therefore, the possibility is provided for individuals in the organization with collaboration and for advancement of the company, while considering their rights and conditions, to make the best decision. Additionally, evidence exists supporting that organizations seek high performance and human resources strategies for increasing commitment in their staff (Moody, 1998, p 392-396). As a result, it can be stated that with a principle decision making and creation of ideal conditions for employees and naturally the company, one can achieve persistent and value commitment of employees to the organization. On this basis, if the director with use of information at hand personally resolves issues at time of decision making, he or she still obtains necessary information from subordinates. The
director has discretion in informing his subordinates what he needs the information for. The role of the employees is solely provision of information and they will have no role in innovating a solution or evaluation (Roshanghias, 2009, p 37). In this kind of decision making, the conditions and rights of employees might be neglected and this may lead to dissatisfaction. Therefore, observing examples of concepts such as devotion of the member for organizational sustenance, creation of self-sacrifice and personal investments by employees become less frequent. It can be claimed that imperious styles of decision making do not lead to persistent commitment in individuals.

**Research Limitations**
The statistical population pertains to one district of the Education and Development Department of one county (Karaj) and one academic level (high school) which limits its generalizability.
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