



## A STUDY OF JOB SATISFACTION IN RELATION TO DECISION-MAKING STYLE OF PRINCIPALS OF PRIMARY SCHOOLS OF VADODARA CITY

**Dr. Priti Chaudhari**

Associate Professor in, Department of Education, Veer Narmad South Gujarat University, Udhna Magdalla Road, Surat - 395007

**Ms. Sunita Bariya\***

M.Ed. Student in, Education [CASE], Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara-390002 \*Corresponding Author

### ABSTRACT

Teachers who are satisfied with their job are more enthusiastic and interested in devoting more energy and time to student achievement (Nguni et al., 2006). Therefore, understanding the important factors affecting teacher job satisfaction is vital to attaining the required information to support an educational system to succeed in its objectives (Perie et al., 1997). Since the principal's leadership behavior is one of the positive factors that have a direct relationship with job satisfaction (Bogler, 2001, Miers, 2004), considerable research has been carried out on the influence and impact of leadership behavior on job satisfaction (Stockard and Lehman, 2004, Griffith, 2004). Furthermore, Working with a principal who encourages teachers to get involved in decision-making tasks has a positive influence on teachers' involvement and commitment to their teaching duties and classes (Bogler, 2001). Teachers who work with principals who share information with them, and involve them more in management decisions are more satisfied. The study reveals that the teachers teaching in primary schools have been satisfied with the work conditions of the schools, the relationships had with the principals, colleagues, students and parents. But they have some sort of dissatisfaction with the salary they received in school. Not completely, they were dissatisfied with salary. Few teachers were dissatisfied with respect to salary. Otherwise, with all the factors of job satisfaction, work condition, relationship, decision-making style of principals and workload they were satisfied. After analysis and interpretation of data, it was found that majority of the primary school principals were having routine decision-making style. Both male and female school heads of primary schools were having routine decision-making style. There exists no significant relationship between job satisfaction of primary school teachers and decision-making style of their principals.

### KEYWORDS :

#### Introduction:

Teachers who are satisfied with their job are more enthusiastic and interested in devoting more energy and time to student achievement (Nguni et al., 2006). Therefore, understanding the important factors affecting teacher job satisfaction is vital to attaining the required information to support an educational system to succeed in its objectives (Perie et al., 1997). Since the principal's leadership behavior is one of the positive factors that have a direct relationship with job satisfaction (Bogler, 2001, Miers, 2004), considerable research has been carried out on the influence and impact of leadership behavior on job satisfaction (Stockard and Lehman, 2004, Griffith, 2004). Furthermore, the principal's decision-making style also affects teacher job satisfaction. Working with a principal who encourages teachers to get involved in decision-making tasks has a positive influence on teachers' involvement and commitment to their teaching duties and classes (Bogler, 2001). Teachers who work with principals who share information with them, and involve them more in management decisions are more satisfied.

#### Principals' Decision making style

Several administrative problems of formal organizations are caused by the fundamental conflict between the needs and motives of the mature individual and the requirements of the organization. Hoy and Miskel (1996) assert that there is the interplay between individuals' attempt to personalize their roles so that they actualize their personal needs and that of the organization attempting to mold and fit them into the prescribed roles in order to achieve the organizational goals. There is a claim that public schools and school systems are not led in ways that enable them to respond to the current increasing demands that face educational institutions (Elmore, 2000). But if school systems and their leaders are to respond to the emerging demands from stakeholders and contemporary issues, then we must not only redefine the way public schools leaders practice leadership so as to mitigate an attendant loss of public confidence and serious consequences for public education, but we must understand the relationships between leadership practices and the teachers' satisfaction. Leadership is defined as the ability to get things done with the support and cooperation of other people within the institution, organization, or system (Adesina, 2011).

#### Relationships between principals' decision-making style and teachers' job satisfaction:

Satisfied persons are the greatest assets of any organization. No organization can successfully achieve its goals unless and until those who constitute the organization are satisfied in their job. So if the teachers are satisfied in their job, they will carry out various activities with full zeal and enthusiasm. Only the teachers who are satisfied with their job can uplift the standard of education. It is believed that job satisfaction is a powerful force that gives happiness. So the teacher should be satisfied with his work because the optimum level of performance is dependent upon the optimum level of satisfaction. Job satisfaction is directly linked with some organizational phenomena, like hierarchy, supervision.

#### RATIONAL OF THE STUDY

The study will provide the guidance to the administrative principal in decision making that will keep the teachers motivated and enthusiastic to perform their duties. The study will help the principals to measure the extent to which their teachers are satisfied in working in their institutions. The study will guide the principal in revising their decision making policy in such a way that will keep their teachers motivated and enhance their job satisfaction.

Job satisfactions play a vital role in the adjustment of teachers in schools. Stress in job or confrontation with reality which is totally different from one's expectations and dreams gives a teacher the strength for transforming her or himself into a powerful person. The present study is related to study of adjustment and job satisfaction of secondary school teachers. Thus, we study the relation of one's job involvement and adjustment in schools. Nowadays, there is a general feeling that the teachers do not have satisfaction in their job. Another problem is job satisfaction. There is a growing discontentment on the part of the teachers towards their job as a result of which standard and quality of education are falling. It is emphasized by different committees and commissions that high-quality personnel, who have the necessary aptitude for teaching and favorable attitude towards teaching and for the proper favorable attitude of teachers' job satisfaction and job involvement, are necessary with less job stress. Therefore, to identify the level of job stress, job involvement and satisfaction in relation to

adjustment among school teachers is the need of the hour. The need for the study of adjustment of the teacher is not universally emphasized and is the formidable problem which teachers and educationists face in our country.

Most of us undeniably spend a large part of our lives working. Therefore, understanding the factors that influence wellbeing in the workplace has become more important for scientists. In fact, research shows that job satisfaction (JS) is at the centre of employee behaviour and practice. It is important for administrators to consider as many factors as possible that affect employee job satisfaction and efficiency. The decisions of administrators can have positive or negative impacts on all components of an organization and the decision-making styles (DMS) of administrators are important. School administrators can make decisions rationally or intuitively, or they can try to avoid them, however, their decisions ultimately affect teacher motivation and job satisfaction. This research is aimed at determining the effect of the DMS of school administrators on teacher job satisfaction.

### Statement of the Problem:

A Study of Job Satisfaction in relation to decision-making style of Principals of Primary Schools of Vadodara City.

### Objectives of the study:

1. To study the decision-making style of primary school principals.
2. To study the level of job satisfaction of primary school teachers.
3. To study the relationship between jobs satisfaction of primary school teachers and decision-making style of their principals

### Hypothesis:

1. There exist no significant relationship between job satisfaction of primary school teacher and decision-making style of their principals.

### Explanation of the Terms

**1. Relationship:** In the present study relationship means the teachers having a relationship with principal, colleges, and students in the school.

**2. Work condition:** In the present, the study work condition means infrastructure facilities of the school.

### Operational definition of the Terms

**1) JOB SATISFACTION:** Job satisfaction is the result of various attitudes the person holds towards the job, towards related factors, and towards life. Job satisfaction is a generalized attitude, resulting from many specific attitudes in three areas: (i) specific job factors (ii) Individual adjustments and (iii) Group relationships. In the present study job satisfaction of school teachers has covered the areas like Intrinsic aspect, salary, service condition, and promotion, physical facilities, institutional plans and policies, satisfaction with authorities, social status and family welfare, rapport with students and relationship with co-workers etc.

**2) DECISION-MAKING STYLES:** It means a procedure to arrive at a decision; the procedure by which an individual and association select one position or action from several existing options. It is agreed upon that decision making is one of the important tasks that employees and managers engage in. Decision making may be considered as an exciting and complicated field because it draws on elements from both cognitive, social and personality psychology. Knowledge about decision making and related cognitive variables in organizations may be useful, especially in areas like personnel selection, training, assessments, placement, and planning. It also helps to explain social interactions and conflicts in an organization.

### Delimitation of the Study

1. The present study will be delimited to Gujarati medium only.

### Methodology

Descriptive survey method of research was used in executing the

present study. The descriptive method provides a method of investigation to study, describes and interprets what exists at present, whereas survey studies are conducted to collect detailed descriptions, existing phenomena with the intent of employing data to justify current conditions and practices or to make a more intelligent plan for improving them. The objectives of this method are not only to analyze, interpret and report the status of an institute, but also to determine the adequacy of status by comparing it with the established standards. (Best and Khan, 2010)

### Population

The study will be carried out in Vadodara city, in the state of Gujarat. There are 20 of schools (Approximately); it is affiliated to Gujarat State Board. All Primary schools of Vadodara city will take as the population of the study.

### Sample

The sample for the present research comprised of 20 primary schools from the urban area. The sample of principals comprised of 20 principals from each of these primary school and 5 teachers from each primary school (total 40) were randomly selected as sample.

### Tools and Techniques

To achieve the objectives of the study, the investigator has prepared and employed Job Satisfaction Scale as a tool for data collection. The detailed description about each tool was given as follows:

### Job Satisfaction Scale

The Job Satisfaction Scale on 5-point reaction was prepared by the investigator. The Job Satisfaction Scale consisted of 36 statements which covered factors Job Satisfaction. All the items were closed-ended and all the statement were positive. The 5- point scale was prepared as under:

1. Strongly Dissatisfied
2. Dissatisfied
3. Natural
4. Satisfied
5. Strongly Satisfied

### 1) Questionnaire:

To achieve the objective of present study questionnaire for teachers. The questionnaire consisted open ended and close ended questions. To achieve the first and second objective researcher will meet the principal regarding their views on decision-making style.

### Data Collection

For data collection first, the permission if the school principals and teachers will be taken researcher will personally visit the school to collect the data with help of questionnaire.

### Data Analysis

Data will be analyzing by the descriptive method. In this study in order to objective and hypothesis of research the mean, standard deviation, and T-test were conducted. Scoring for each measure was done on the basis of scoring methods/techniques which are given with questionnaire. After scoring, data tabulation had been done by the obtained score. For the analysis, micro-soft excel was utilized to perform all the analyses. The 'T'- test was applied to make the scientific and to check the significance.

### Major Finding

1. The percentage of strongly dissatisfied teachers was 7.22 %, dissatisfied teachers was 7.71 %, Neutral teachers was 7.78 %, Satisfied teachers was 54.31 % and the percentage of strongly satisfied 22.99%.
2. The mean score of Job satisfaction and Decision-making style is 135.675 and 90.025.
3. The standard deviations of Job satisfaction and decision making are 13.73259 and 13.5996.
4. The SD score of job satisfaction and decision-making style Of teachers were 26.682.
5. The T- Value and Correlations between jobs satisfaction of primary school teachers and decision-making style of their principals are t value 1.37208 and correlations are 0.3998.

## Conclusion

The study reveals that the teachers teaching in primary schools have been satisfied with the work conditions of the schools, the relationships had with the principals, colleagues, students and parents. But they have some sort of dissatisfaction with the salary they received in school. Not completely, they were dissatisfied with salary. Few teachers were dissatisfied with respect to salary. Otherwise, with all the factors of job satisfaction, work condition, relationship, decision-making style of principals and workload they were satisfied. After analysis and interpretation of data, it was found that majority of the primary school principals were having routine decision-making style. Both male and female school heads of primary schools were having routine decision-making style. Regarding the level of job satisfaction of primary school teachers, it can be concluded that all teachers were satisfied with their jobs, the reason may be their permanency. There exists no significant relationship between job satisfaction of primary school teachers and decision-making style of their principals.

## REFERENCES:

- Adesina, S. (1990). What is Educational Management? Enugu, Nigeria: Fourth Dimension.
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9-32.
- Elmore, R. F. (2000). *Building a New Structure for School Leadership*. Washington, DC: The Albert Shanker Institute.
- Heller, H.W., Clay, R. & Perkins, C.(1993), The relationship between teacher job satisfaction and principal leadership style. *Journal of School Leadership*, 3(1), 74-86. Retrieved from <https://rowman.com/>
- Jarvis, T.O. (1971). *Cases in Elementary School Administrative*, Lo: Brown Company Publishers. Retrieved from [www.getcited.org/](http://www.getcited.org/)
- Kumar, Sarad, and Patnaik, Savita(2004) a study of organizational commitment, attitude towards work and job satisfaction of post-graduate teachers. *Journal of Education at research and extension*, April-June 2004, Vol-41(2), 1-14.
- Lipham, M.J. & Hoeh, A.J.(1974). *The Principalship: Foundations and Functions*. New York: Harper and Row. Retrieved from [www.dgpa.gov.tw/ public/ Attachment/ 112141041779.pdf](http://www.dgpa.gov.tw/public/Attachment/112141041779.pdf)
- Maheshwari, B.L. (1980). *Decision Styles and Organizational Effectiveness*. New Delhi: Vikas Publishing House, Pvt. Ltd. Retrieved from [www.fishpond.com.au/](http://www.fishpond.com.au/)
- Mbua, F. N. (2003). *Educational Administration: Theory and Practice of Job Satisfaction*.
- Mehta, Deepa; Guardian, Alok; Rathore, H. C. S. 2010-09-00Compare: A Journal of Comparative and International Education, v40 n5 p659-671 Sep 2010. *Journal Articles; Reports - Research*
- Ololube, N. P. (2004). Professionalism: An Institutional Approach to Teachers' Job Effectiveness in Nigerian Schools. Paper Presented at the Seventh International in E-Conference, September 23-25, 2004.
- Parker, N.N.(1984). The work of public and private elementary school principals( Managerial behavior, personnel, role, activities, curriculum, interactions). Available from: ProQuest Digital Dissertations No. ATT 8510178). [www.wallacefoundation.org/](http://www.wallacefoundation.org/)
- Rad, A. M. M., Yarmohammadian, M. H. (2006). A study of the relationship between manager's leadership style and employees' job satisfaction. *Leadership in Health Services*, 19(2).
- Rosnowski, M., & Hulin, C. J. (1992). The scientific merit of valid measures of general constructs with special reference to job satisfaction and job withdrawal.
- Sager, J. K. (1994). A structural model depicting salespeople's job stress. *Journal of the Academy of Marketing Science*, 22 (1), 74-84.
- Sisungu, Z. W. M. (2002). *The Influence of Headteachers' Management Skills on School Climate*. Unpublished Doctoral Thesis presented to Egerton University.
- Syptak, J. M., Marsland, D. & Ulmer, D. (1999). Job satisfaction: Putting theory into practice.