Chapter one
Introduction
Chapter One: Introduction

Education is the most prominent goal of any developing community. Education can be used as the driver of all socio-economic development of a country. Universities have a significant role to play in the development through focusing higher education. Higher education which is research and development oriented will act as an accelerator for both individual and social developments when it is used appropriately. Only few countries have realized the role of higher education and in many countries, Universities are working in a hostile environment which cannot earnest the use of available human resources strategically for solving the socio-economic problems. In order to make the Universities to contribute directly to the national development, there is a need to create an open opportunity for people concerned to think freely in their respective fields of excellence.

Universities play a dominant role in generating ideas and creating knowledge. Knowledge generators can efficiently do the same only when they involve themselves with a strong commitment for research and teaching. Knowledge and its use depend upon the capacity to the manpower to process it and absorb. Like any knowledge based organisations university administration is also encountered the problem of managing manpower in the right direction. In the management of educated employees the most challenging issues are balancing between individual and institutional interest, developing self sustaining staff, attracting new generation employees, involving senior and skilled manpower in policy formulation, meeting the scales of productivity and social relevance,
and solving inter and intra personal conflicts in order to create an environment for teamwork.

Universities as the centre of higher learning should provide examples for better human resources management and teamwork. They must cultivate better protection of decision making and implementation. In pursuit of excellence they must inculcate democratic style of living and working for achieving goals which may in turn contribute for the development of healthy society. Free thinking is one of the most required conditions in any knowledge based activity. Hence, these must be academic autonomy for evolving offering developing and popularizing the courses that are relevant for the society. It is not the financial and physical infrastructure that makes an University big in anyway. It is the people who work as the brain in the people who work as the brain in the system under they work with commitment no significant results can be achieved.

Commitment is the outcome of the interface of various attitudes that an individual possesses towards his job, which may include the compensation, seniority, career goals, reputation of the institution, recognition by the superiors and opportunity to participate in the decision making. A fine blend of are these attitudes can be attributed to the causes of job satisfaction.

In people oriented activities, job satisfaction of the service providers have a direct impact on the quality of their service delivery and the resultant satisfaction of the customers. In higher education institutions, satisfaction of skilled and educated faculty depends on their evaluated opinion about their personal and academic life achievements.

**Participation in Decision-Making (PDM)**
Participation in Decision-Making has received intense theoretical considerations from writers who have studied the industrial setting. In the early fifties, participation in decision-making is examined within the context of schools. Even in the eighties, participation in decision-making is viewed as resting on substantial theoretical base, while the empirical one is of less value.

**Decision-Making:** Generally, Participants in decision-making process in organization is to gain a sense of ownership and put it on stream. They also can be held accountable for what they decide to do and not to do. Faculty members’ participation in decision-making process is aimed at giving them more authority and power in the domain of their daily professional activities and their involvement in decision-making process is believed to add value and to help every single individual in universities.

Meaningful involvement in the decision-making process engender a committed faculty members to achieve appropriate goals in the respective system so as to create a positive work environment and raise moralities amongst the workers to yield fruitful results to enhance learning opportunities. Active participation in decision-making process is thought to heighten an employee’s involvement at work and increase satisfaction, loyalty, and motivation. It is reported that teachers who have the opportunity to participate regularly and to participate actively in devising policies at school exhibit enthusiasm and support the system much more better than the teachers who have less opportunities. Participatory decision-making is also applicable to the classroom. It means that the professionals who deal with the pedagogical affairs can handle their relationship with the rest colleagues who pave the way for establishing the key policies, procedures and program implementation.

**Job Satisfaction**
Leaders are interested in understanding the sources of Job Satisfaction (JS), which may suggest actions for improving employees' job satisfaction. It is suggested that understanding employees' job satisfaction will strengthen and improve employee commitment and maintain organizational wellness. Job satisfaction exceeds simplistic definitions. It is contended that job satisfaction is actually a collection of related attitudes that can be divided in a variety of aspects such as pay, promotion, supervision, the work itself, and relationships with co-workers. An employee could be satisfied with some aspects of the job or dissatisfied with another.

The body of literature on Teacher Job Satisfaction (TJS) indicates that job satisfaction is the outcome of many interrelated factors. Participatory Decision-Making (PDM) is one of the variables that has received considerable attention, which is influential on teacher job satisfaction. The factors that influence job satisfaction and dissatisfaction vary from person to person. Therefore, identifying the factors is of significance for the employees to evolve appropriate Human Resources policies. The factors include challenging job, the degree of interest that work holds for the person, extent of required physical activity, characteristics of working conditions, types of rewards available from the organization (such as the level of pay), and nature of co-workers. It was further suggested that job satisfaction should be considered primarily as an outcome of the employee’s work experience.

Job Satisfaction and the organization’s overall performance are linked. Organizations with satisfied employees tend to be more effective than organizations with dissatisfied employees. Additionally, job dissatisfaction is linked to absenteeism, turnover, physical and mental health. Highly dissatisfied employees are more likely to be absent from work and more likely to leave the job.
Organizational Commitment

Commitment has been defined in a variety of ways. It can be viewed as how closely an individual is involved in an organization. Mowday (1982), Sterrs and Porter (1979) characterized commitment as having three factors:

"a strong belief and acceptance of the organization's goal and values, a willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership in the organization"(P, 123).

Researchers have studied commitment for many years. Becker (1960, P.17) was one of the early theorists and stated that commitment comes into being when a person links extraneous interests with a consistent line of activity by making a "side bet". He stated that individuals have several alternatives to serve their purposes. Becker's (1960) proposed that people act out of their common sense of what is right or wrong in the society. Becker (ibid) described commitment as a tendency in being steadfast in the organization. According to Mowday et al. (1979), approaches to the definition of organizational commitment vary considerably but many of the definitions focus on two areas:

The first area is related to behavior of every single individual that can be considered as a valuable capital in the organization.

This is consistent with Becker (1960) and has also been called as a calculated commitment (Mathieu & Zajac, 1990). Second, commitment is defined in terms of an attitude. The attitudinal commitment exists when “The identity of the person is linked to
the organization" (Sheldon, 1971, P.18) or when "the goals of the organization and those of the individual become increasingly integrated or congruent" (Hall, Schneider, & Nygren, 1970, P.45).

**Need for the Study**

The role and significance of the universities at the 21st century illustrate its modern flag bearing status of those who blaze a trial in higher education policy compared to the classical one is to pave the way for a social institution. It is fundamental to do an overall regional analysis and evaluation of the status quo in the society, which facilitates implementation of social development projects. It is also a heavy duty on the shoulder of the higher education system proportionate to the global mobility engendering experiencing globalization.

Burton Clark (1998) claims that the dynamic universities in 21st century are entrepreneurs with the potential combination of expertise and managerial values. He has also postulated that the significant features of dynamic university in the modern era is optimization of activities, making a research counterbalance, social services and training as well as fund raising and budget allocation.

In the modern era, the countries are indebted to recognition, absorbing and training the talented and intellectuals in science and expansion of scientific and technology borders. The above perspectives overshadow and underscore the role of higher education as the principle resource for providing the expertise leverage in various sectors by means of raising the public knowledge level to satiate the spiritual needs of the scholars and knowledge seekers.
Several authors (Luvin, 1978; Ratcliff, 1990; and Visi, 1965; Gaff, 1996) have noted on the faculty members potentials. Faculty members can be actively cooperative in design and planning, teaching in academic semesters, organization and monitoring given curriculum period in terms of goals, methods and componential evaluation of the pedagogical practices and contexts of the rendered services. Ratcliff (1996) has mentioned that the faculty members can play a significant role in the inter-dependent committee corollary to planning in the evaluation committee as well as arrangement and modification of the academic projects (Gaff, 1996, pp. 5-8).

The cooperative management system consists of co-operation and brainstorm of the entire members of an organization at various managerial levels. In the system, the entire members of the organization think dynamically on problem solving procedures and promoting the organization utilization and present the resultant within the frame work of suggesting and proposals to the organization managers. In this manner, the organization can take benefit from a mutual thoughtful system to attain its goal. In the system, brainstorm and creativity of the entire members are duly appreciated, which facilitates a suitable background in decision-making.

It should be noted that participative seeking model should be prescribed as a panacea for the whole academic managerial affairs. In fact, the model is restricted to distinctive factors such as leadership and managerial styles, the organizational structure, dominant philosophy, managerial outlooks, the staff tendency towards the working condition, the job, preparing the intervening atmosphere, time element and the expected management (Vukle, 2001, p. 226).

Paying due attention to faculty members as huge social potentials is a crucial and fateful issue in higher education system, which plays an important role in training the
experts bearing fruit in the human society development (Arasteh, 2003). Scrutinizing the above mentioned statement which leads to the staff job satisfaction, it seems that virtual evaluation, achievement rates and development in higher education circles relying on managerial efficiency and efficacy should be taken into consideration. It can also be materialized via raising managers’ job satisfaction. Undoubtedly, the staff job satisfaction is parallel to raising organization obligation in managers. Since university is a complex organization with ever increasing scientific data, the thought and experience interaction seems unavoidable.

In the present study, Sistan and Balouchestan University has been chosen as a case to evaluate the faculty members’ participation in decision-making in several areas, and its impact on job satisfaction and organizational commitment. To date, the researcher has not found any similar study in any of the Iran’s Universities. Some universities like, Hamedan University, Ferdousi University and Beheshti University have worked on the area of job satisfaction, and organizational commitment amongst the faculty members. Yet, such a comprehensive study, which includes Participation Decision-Making, Job Satisfaction, and Organizational Commitment, has not been conducted in any university of Iran.

**Objectives of the Study**

Present study consists of five main objectives which are as follows;

1. To analyze the level of faculty participation in university’s decision making.
2. To measure Job Satisfaction of Faculty Members and its determinants.
3. To identify the factors that influence faculty participation in Decision Making.
4. To investigate the relationship between Actual Participation Decision-Making and Organizational Commitment amongst faculty members.

5. To study the relationship between Actual Participation Decision-Making and Job Satisfaction amongst faculty members.

Hypotheses of the Study

1. **Hypothesis 1**: there is no difference between Actual Participation Decision-Making and Desired Participation Decision-Making amongst faculty members.

2. **Hypothesis 2**: there is no relationship between Actual Participation Decision-Making and Job Satisfaction amongst faculty members.

3. **Hypothesis 3**: there is no relationship between Actual Participation Decision-Making and Organizational Commitment amongst faculty members.

4. **Hypothesis 4**: there is no relationship between Actual Participation Decision-Making in Educational Area and Job Satisfaction amongst faculty members.

5. **Hypothesis 5**: There is no relationship between Actual Participation Decision-Making in Research Area and Job Satisfaction amongst faculty members.

6. **Hypothesis 6**: There is no relationship between Actual Participation Decision-Making in Managerial Area and Job Satisfaction amongst faculty members.

7. **Hypothesis 7**: there is no relationship between Organizational Commitment and Actual Participation Decision-Making in Educational Area amongst faculty members.

8. **Hypothesis 8**: there is no relationship between Organizational Commitment Actual Participation Decision-Making in Research Area amongst faculty members.
9. **Hypothesis 9;** there is no relationship between Organizational Commitment and Actual Participation Decision-Making in Managerial Area amongst faculty members.

**Research Methodology**

In present research, the researcher has chosen one of the biggest universities located in the East of Iran, University of Sistan and Balouchestan (USB). The University was established in 1974 with 2 teaching courses in M.A. Presently, it has 18 colleges, one higher training complex, 8 research institutes, one international unit in Chabahar, 4 development centers and one educational complex. The purpose of the research was to investigate the Participation of faculty members of Sistan and Balouchestan University in Decision-Making and its relationship to Organizational Commitment and Job Satisfaction.

The method chosen for this research was an All-enumeration Survey, and also a questionnaire was designed, fine tuned, and distributed amongst the faculty members of the university. The questionnaire consisted of three parts; namely, a questionnaire related to Participation Decision-Making was designed as if to measure the level of PDM, i.e., Actual PDM, and Desired PDM., a questionnaire related to Job Satisfaction, and a questionnaire related to Organizational Commitment whose reliability and validity have been calculated by the researcher. All three questionnaires were in Likert Scale type, each having five possible responses, which ranged from never to very high. All of these three questionnaires were translated into Persian Language to overcome the language barrier.
In All-enumeration survey research, the researcher distributed the questionnaires amongst all of the possible respondents, and tried to collect as much as possible responded questionnaires. According to DeVaus (1972), in such survey, the respond rates should be above 70%. The number of the faculty members in USB is around 370, and after distributing the questionnaires, 266 of them returned the questionnaires. This shows that the response level was about 72%, hence, the researcher could apply statistic tests on the data.

**Reliability of the Survey Instrument (questionnaire related to PDM);** in present research, the researcher used three sub-questionnaires, namely, Questionnaire related to Participation Decision-Making, adapted from Thaxter and Graham (1999) and fine tuned by the researcher, Questionnaire related to Job Satisfaction adapted from Herzberg, Mausner, and Snyderman, (1959) and find tuned by Castillo, and Cano (2004), and Questionnaire about Organizational Commitment, which was adapted from Allen and Meyer (1990). The questionnaire related to Participation Decision-Making was first developed, validated, and used by Thaxter and Graham (1999). Yet, since the questionnaire was translated to Persian Language and then some changes were applied to them, the reliability and validity index of it were calculated. Yet, to increase the reliability of the results, the researcher has taken reliability from the whole questionnaire. First, the reliability and validity of Participation Decision-Making will be presented and then the reliability related the whole questionnaire would be presented.

In order to measure the reliability of Participation Decision-Making sub-questionnaire, after investigating the population, the researcher decided that 15 questionnaires be distributed amongst the respondents using simple random sampling.
Then by using the SPSS statistical software package, the Index of Alpha Cronbach was calculated in order to determine the reliability of the questionnaire.

Since the questionnaire is designed with 5-point Likert Scale, it is possible to calculate one Alpha Cronbach for all of the questions; yet, in order to increase the accuracy, and take into consideration all the details, apart from calculating Alpha Cronbach for the whole questionnaire, it is calculated for the Actual Participation Decision-Making and desired participation Decision-Making separately.

1. Alpha Cronbach for the whole questionnaire;

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha Cronbach</td>
</tr>
<tr>
<td>0.934</td>
</tr>
</tbody>
</table>

Table 1-1; Alpha Cronbach for the whole questionnaire

2. Alpha Cronbach for Actual Participation Decision-Making;

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
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</thead>
<tbody>
<tr>
<td>Alpha Cronbach</td>
</tr>
<tr>
<td>0.935</td>
</tr>
</tbody>
</table>

Table 1-2; Alpha Cronbach for Actual PDM

3. Alpha Cronbach for Desired Participation Decision-Making;

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
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</thead>
<tbody>
<tr>
<td>Alpha Cronbach</td>
</tr>
<tr>
<td>0.822</td>
</tr>
</tbody>
</table>

Table 1-3; Alpha Cronbach for Desired PDM

As it is shown in the above tables, Alpha Cronbach for all of the values is near to 1, which indicates that the reliability of the questionnaire is strongly accepted.

**Validity of the Questionnaire:** In order to find the validity of the questionnaire, two steps have been taken. First, the specialist in the topic should be approached to take their opinion on the number of the questions, the way these questions are asked, parameters related to each question, and the way they are analyzed. The researcher first designed the
questionnaire regarding the specialist opinion, and then other specialists were approached
to take their opinion on that, too. In the meantime, some of the questions were deleted,
and some were added, and in some, the way they were asked was changed. Then, the
statistical method for determining the validity of the questionnaire was applied.

In doing so, the 15 questionnaires have been distributed amongst the respondents
selected on simple random probability method, and the results were extracted from them.
Then, those 15 respondents were approached again, and they were asked to fill up the
same questionnaire again after 30 days. The results extracted from the second approached
were analyzed and correlation coefficient between the first result and the second result
were calculated as follows:

1. Pearson Coefficient Correlation was calculated.

2. To find the coefficient for the whole questionnaire, the variable under study was
calculated for the whole questionnaire.

3. The same coefficient correlation was calculated for both Actual Participation
   Decision-Making and Desired Participation Decision-Making, the results of
   which is presented in the following tables.

A. Correlation Coefficient for the Whole Questionnaire;

<table>
<thead>
<tr>
<th></th>
<th>X3</th>
<th>Y3</th>
</tr>
</thead>
<tbody>
<tr>
<td>X3</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>15</td>
</tr>
<tr>
<td>Y3</td>
<td>Pearson Correlation</td>
<td>0.997**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>15</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level
Table 1-4; Correlation Coefficient for the Whole Questionnaire

B. Correlation Coefficient for Actual Participation Decision-Making;
Table 1-5; Correlation Coefficient for Actual PDM

<table>
<thead>
<tr>
<th></th>
<th>X3</th>
<th>Y3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>0.996**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td>N</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level

C. Correlation Coefficient for Desired Participation Decision-Making;

<table>
<thead>
<tr>
<th></th>
<th>X3</th>
<th>Y3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>0.996**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td>N</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level

Table 1-6; Correlation Coefficient for Desired PDM

As it is shown in the above tables, correlation coefficient is close to 1. With respect to the calculated p-value (sig), it is found that there is a high level of correlation between them, showing the high level of the validity.

<table>
<thead>
<tr>
<th>Cases</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>266</td>
<td>100.0</td>
</tr>
<tr>
<td>Excluded*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>266</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Listwise Deletion based on All Variables in the Procedure

Table 1-7; Total Numbers of Respondents

Cronbach’s Alpha | N of Items
0.915           | 14

Table 1-8; Alpha Cronbach Reliability Index

The above table shows that the Alpha Cronbach Reliability Index of the whole questionnaire is 0.915, which is very satisfactory for the purpose of the present research at hand.

After calculating the reliability and validity of the questionnaire, the sample size could be found, regarding the results gained so far. It should be noted that the
questionnaire distributed at this level should not be included in the final analysis of the
data.

**Research Variables:** In the present research, there are three variables, namely,
Participation Decision Making, which is the research main variable, Job Satisfaction, and
Organizational Commitment. The researcher has tried to find the relationship among
Participation Decision Making, as the research main variable, Job satisfaction, and
Organizational Commitment.

**Data collection and analysis:** The number of the faculty members in Sistan and
Balouchestan University was 370; hence 370 questionnaires were distributed amongst
them. 266 questionnaires were returned back to the researcher, which shows that the
response rate is nearly 72% (71.80%), so, the researcher could apply statistic tests on
data.

To reach the objectives of the present research, at the beginning of fifth chapter, 4
questions were asked (first four objectives of the research). For these questions, apart
from descriptive statistics, like mean, median, Standard Deviation, etc., the researcher
used one sample t-test too. The fourth question was to find the relationship between
demographic factors like Gender, Marital Status, Academic Rank, Work Experience,
Departments, and Age Group, and the researcher used only descriptive statistics.

For hypothesis testing, apart from descriptive statistics, the researcher used the
independent sample t-test, and correlation and regression analysis, with appropriate
regression line figures. In analyzing the research data, the research used some Statistic
Software Packages, like SPSS Software Package, and Microsoft Excel.
Scope of the Research

Present research titled “Organizational Commitment and Job Satisfaction of teaching Faculty. A Case Study of Sistan and Balouchestan University of Iran” is a survey with the aim of investigating the Participation Decision-Making, and its impact on Job Satisfaction, and Organizational Commitment amongst the faculty members of Sistan and Balouchestan University. The research was conducted in one of biggest and most facilitated universities in Iran, which is located in east, that is, University of Sistan and Balouchestan. The researcher developed a questionnaire and distributed amongst all of the faculty members in the university. Nearly all of the departments were tried to be included in the present research.

Limitations of the Research

In implementing the present research at hand, the researcher faced some limitations, the list of which is presented here.

1. One of the limitations was the lack of similar research in the same field in Iran; hence the researcher had some difficulties in obtaining the research related data.

2. The respondents of present research were only the faculty members of the university, and the staffs were excluded from the research. Hence, their viewpoints were not included, which otherwise could have brought more illuminations to the study.

3. The distribution and collection of the questionnaire was done only with those who cooperated with the researcher and some of the faculty members were reluctant in accepting and filling the questionnaires.
4. Time was the major constraint for the study. Language and its translation is another major problem the researcher encounter while interpreting the opinions of the respondents.

**Organization of the Thesis**

The thesis has been presented in five chapters; a short view of each of the chapter is given as follows;

1. **Chapter One** outlines an introduction to Participation Decision-Making, Job Satisfaction and Organizational Commitment. It then goes on with the need of the study, objectives, hypotheses, methodology of the research, scope and limitations of the research, and the chapter scheme.

2. **Chapter Two** includes the review of literature, and a conceptual framework, covering related research for the study and also presents several topics related to the research and research variables are included here.

3. **Chapter Three** is about the profile of the study area i.e, Sistan and Balouchestan University, and presents a framework for several parts of the university, its departments, so on and so forth.

4. **Chapter Four** presents the data analysis of the research at hand. In analyzing the data, the researcher used two software packages that were Statistical Software Package (SPSS), and Ms Office of Microsoft Excel.

5. **Chapter Five** gives the summary of findings on the topic based on the data analysis done in the previous chapter. Then it presents suggestions based on the findings of the research, and finally gives a concluding mark on the topic, followed by recommendations for future study.