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DECISION MAKING AND JOB SATISFACTION: A CASE STUDY OF SECONDARY SCHOOL OF LAHORE CITY DISTRICT

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ABSTRACT

The study encompasses exploring the impact of decision making of heads of secondary schools on their job satisfaction and investigating differences in level of relationship in terms of gender. The accessible population of 148 heads, from secondary and higher secondary public schools in Lahore city district, was taken as a sample using total population sampling technique. The data were collected through research questionnaires based on five point Lickert type rating scale and analyzed with descriptive, correlation and regression analysis techniques by using statistical analysis software SPSS 21. The findings revealed that there is a positive significant relationship between decision making and job satisfaction. It also appeared that the male heads of secondary schools feel more satisfaction if they have decision making power. The study recommends that the higher authorities should pay focus on the decision-making practice granted to the heads of schools, since it have an emotional impact on the attitudes of employees. They should implement the proper decision making process and ensure that both the male and female heads of schools are satisfied with the given decision powers. With that they also need to confirm that the quality of decisions will maintain and it will also affect the job satisfaction of the employees.

Key words: Decision making, Job Satisfaction, Attitudes.

1. INTRODUCTION

A developing country Pakistan, since its independence, faces many problems like unemployment, poverty and financial distress. Pakistan is enriched with natural resources –which become the earnings of different people (43.48% of the people are earning from agriculture, 14.16% are employed in manufacturing, 14.58% are in trading and 3.56% in education sector, but still the utilization of resources is not playing an efficient role to lessen these problems. Education is one of the most important sectors through which the country can achieve the better economic and social. Today, Pakistan is ranked in 160th position in literacy out of total countries of the world declared by UNESCO. According to the Pakistan Economic Survey 2014-15, the literacy rate of Pakistan has gone down by 2% in 2013-14 as compared to the previous year when it was 60% (male 70% and female 47%)ⁱ. It means almost one-half of the country's adult population is unable to read or write.

Due to a weakening of its institutions, bad infrastructure, fall of the gross domestic product rate, major issues on health, primary and higher education. Pakistan's ranking has slightly improved in "Global Competitiveness Report"ⁱⁱ stand at 129 out of 144 countries published yearly by the World Economic Forum (WEF)ⁱⁱⁱ. The position of Pakistan is still remained below as compared to South Asian Countries i.e. Sri Lanka, Nepal, Bhutan, India and Bangladesh.

In Pakistan, the education system from primary level to university level is running by government sector as well as by the private sector. If we compare the performance of the public schools with private sector schools, the private schools are much better than public schools. The reason behind the performance is, that in Pakistan, the private educational sector is specialized with all the necessary curriculum; but the public sector is under severity and it is necessary to raise the excellence of standard of the education system (Haq & Husnain, 2014).

It is commonly observed that the performance of a different schools is at the stake of the heads who have leadership qualities. The school head is in an authority to lead the teaching and non-teaching staff of the school and is mainly responsible for the progress of school, financial operations, student scheduling, personnel, building maintenance, school policy regarding discipline, public relations, the coordination of the instructional program, management of curriculum and the overall school matters. The overall performance of the schools is declining because the school heads are not empowered with an appropriate resources and decision making power in public sector (Shah, 2010).

Decision making is defined by the authors (refers "to choosing among alternative") and considered a tool which up bring the job satisfaction among employees of the organization. It is a process in which different individuals involved and show their preferences, interests, expertise and experience. The importance of job satisfaction was mentioned in various theories (i.e. Maslow's Hierarchy of Needs, Alderfer's ERG theory, McClelland Need Theory and

Herzberg's Two-Factor Theory). According to the author it means as "the feeling of pleasure at workplace and highly motivation towards the achievement of targeted goals of an organization".

The empirical investigation on the relationship of decision making with job satisfaction has been explored by the various authors. Most of the researchers found a positive and significant impact of decision making on job satisfaction of employees (Jayarathna, 2014; Muindi, 2011; Musenze, Thomas, & Lubega, 2014). Several studies are conducted in Pakistan stated the positive relationship between decision making and satisfaction among corporate sector employees at job (Abraiz, Tabassum, Raja, & Jawad, 2012; Saeed, Chaudhry, Ahmad, & Ata, 2013) but the investigation on the relationship between public secondary school head's empowerment with job satisfaction is still in vague. There are only 148 secondary schools in Lahore city district and the teacher-student ratio at secondary level is not significant as compared to the primary and middle level schools (Malik, 2011). The lower enrollment rate in secondary schools is the outcome of the low quality of education, and ultimately low empowered heads of schools. The research plan is to measure the job satisfaction of the secondary school's head of Lahore District when they empower to make decisions through questionnaire. The study further determines the relationship between decision making and job satisfaction by gender.

2. REVIEW OF LITERATURE

Review of literature has been done to recognize the relationship between decision making and job satisfaction around the world in different contexts over the years. Smylie (1992) explored that the organizational experiences considered as based for teachers' willingness to participate in personnel, staff development and curriculum and instruction. The principal teacher exerts the greatest significant influence on willingness to participate across decision areas. Rice & Schneider (1994) found that the increased of teacher involvement in school decision making enhanced the efficiency of school system with better educational reform. Klecker & Loadman (1996) proved that there is a positive linear correlation between teacher empowerment and teacher satisfaction. Klecker (1997) reported that female teachers feel more satisfaction in the interaction with the colleagues and students as compared to the male teachers.

Yukl & FU (1999) explored that managers delegated more responsibility to competent subordinates and used less delegation with subordinates who had worked for them only a short time. They also found that managers were reluctant to delegate some important and sensitive decisions but heavy workload was a moderately important reason to use delegation. According to (Nguni, Slegers, & Denessen, 2006) the transformational leadership have a strong effect on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior. Bogler & Somech (2004) empirically revealed that the teacher's perception towards their level of empowerment are significant related to their job commitment.

Pacheco, Webber, & others (2010) demonstrates that the level of job satisfaction cannot be enhanced with the freedom of decision making. Muindi (2011) investigated the relationship between participation in decision making and business satisfaction. The findings showed a strong positive correlation between participation in decision-making and job satisfaction in relation to general working conditions, salary and promotion, potential use of skills and abilities job design and job feedback. So overall results declared that there is a significant strong positive correlation between job satisfaction and participation in decision-making. Thus, it means with the increase in level of job satisfaction among workers at the school of business University of Nairobi is due to increase in their tier of participation in decision-making.

Mushipe (2011) found that employee participation in decision making and information sharing results in job satisfaction. On the other hand, power sharing as part of employee engagement was found not to be positively related to job satisfaction; the cause being that power sharing was rarely used in the organizations studied. Musenze, Thomas, & Lubega (2014) investigated the impact of individual dimensions of delegation (decision making, autonomy, authority and responsibility) on job satisfaction of primary school teachers in the Universal Primary Education sector in Eastern Uganda. The result revealed that there is a positive significant relation of authority, responsibility and autonomy with job satisfaction while there is no significant impact of decision making on job satisfaction. Jayarathna (2014) found that the positive relationship between decision making practices and the job satisfaction among employees of public banks. The previous studies reflect the relationship of empowerment with job satisfaction in different scenario but this relationship is also important in the context of school system.

Based on the above literature, the conceptual framework tested in this paper is presented in Fig 1. The independent variable in this research is the decision making in which the employees are working within an organization while the dependent variable is the Job satisfaction of employees. Working environment includes the working hours, job safety, job security, relationship among employees, esteem needs of employees and the influence of top management on the work of employees.

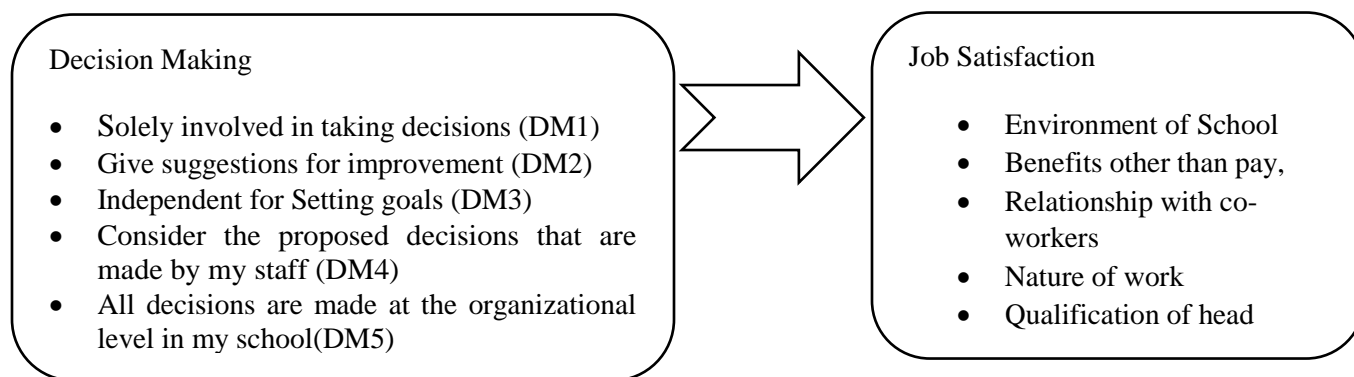


Fig 1: A conceptual model of Decision making and Job Satisfaction

3. HYPOTHESES

This research study will test the relationship between decision making and the job satisfaction. The hypothesis below is developed to analyze the relationship between the variables.

H₁: There is no significant relationship between decision making (DM1) and job satisfaction of heads of secondary schools.

H₂: There is no significant relationship between decision making (DM2) and job satisfaction of heads of secondary schools.

H₃: There is no significant relationship between decision making (DM3) and job satisfaction of heads of secondary schools.

H₄: There is no significant relationship between decision making (DM4) and job satisfaction of heads of secondary schools.

H₅: There is no significant relationship between decision making (DM5) and job satisfaction of heads of secondary schools.

H₆: There is no significant relationship between decision making and job satisfaction of male and female schools heads.

4. METHODOLOGY

3.1. Data collection

This study takes heads of government secondary schools as unit of analysis. There are 148 secondary schools in Lahore City, and the study selected entire population as sample by total population sampling which is a type of purposive sampling technique, and for pilot testing 30 schools are selected from Lahore city, 15 from both male and female. The remaining all 118-government high and higher secondary schools including both male and female of Lahore city are included as sample.

3.2. Variables

3.2.1. Job satisfaction ---- Dependent Variable

Job satisfaction means a person feels the level of gratification regarding his or her job. This feeling of a person mainly depends upon his/her individual's perceptions of satisfaction. This variable has measured through five dimensions *i.e.* environment, benefits other than pay, relationship with co-workers, nature of work and qualification of head. The questions related to each dimension are given in annexure.

3.2.2. Decision Making----Independent Variable

Decision depicts an overall power given to a person to make the decisions for the betterment of the organization, because no one can become independent unless he or she has to give the opportunity to make important decisions about his or her life. The study has measured decision making via 5 items (I: I am solely involved in taking decisions for my school (DM1), II: I have the opportunity to give suggestions for improvement (DM2), III: Independent for Setting goals and objectives for the success of the school (DM3), IV: I do consider the proposed

decisions that are made by my staff (DM4) and V: All decisions are made at the organizational level in my school (DM5)).

3.3. Research Instrument and Analysis

The cross-sectional study was conducted through research questionnaire (questions were based on 5 point Likert type scale). The questionnaire with close ended questions was divided into three parts: 1st part include question related to demographic: 2nd part of questionnaire covers job satisfaction with 30 items and 3rd part of questionnaire includes 5 items for decision making schools (Iqbal, 2010; Mahmood, 2011). The response rate was 88%, as there were 104 questionnaires filled by the respondents out of 118. The validity of questionnaire was checked through the experts and the reliability through Cronbach alpha, which value was above 0.7 which means the questions included to measure job satisfaction and decision making showed the internal consistency.

The descriptive, correlation and regression analysis were performed to measure the relationship of decision making and job satisfaction through "Statistical Package for Social Sciences" (SPSS). The equation (1) is given below to measure the relationship.

$$JS = \alpha + \beta_1 DM1 + \beta_2 DM2 + \beta_3 DM3 + \beta_4 DM4 + \beta_5 DM5 \dots \dots \dots (i)$$

5. RESEARCH FINDINGS

The analysis is divided into three broad categories i.e. the descriptive statistics on the demographic factors, correlation and regression analysis on job satisfaction and empowerment to observe the characteristics of respondents, the strength of the relationship, and to test the hypothesis at 0.05 level of significance.

5.1. Descriptive Analysis

The descriptive analysis was employed to measure the general characteristics of the respondent. It measured the frequency, percentage and mean values. It also determined the frequency, percentage and mean of responses related to job satisfaction and decision making.

Table 1 Descriptive Statistics of Demographic Questions

Demographic Factors	Frequency	Percentage
Gender		
Male	63	61%
Female	41	39%
Age in years		
21-30	6	6%
31-40	9	9%
41-50	22	21%
51-60	67	64%
Headship Experience		
> 5 years	24	23%
5-10	34	33%
11-15	25	24%
16-20	17	16%
21+	4	4%
Head's Qualification		
Graduate	20	19%
Post-Graduate	81	78%
PhD	3	3%
Basic Salary		
> 30,000	3	3%
30-40	8	8%
41-50	4	4%
51-60	25	24%
60,000 +	64	61%
Marital Status		
Single	5	5%
Married	99	95%
Others	-	-

From the previous table, it was observed that more of the respondents were male (61%) as compared to female (39%). Most of the respondents working in Government schools are within the age limit of 51-60 years. This age group shows the highest percentage (64%), whereas only 6% heads responding were lies within the age limit of 21-

30 years. It appears that the 23% of heads have less than 5 years' experience as head of school, whereas the highest percentage (33%) of the heads having 5-10 years' experience and only 4% responding heads have more than 21 years' experience. Most of the heads are postgraduates showing the highest percentage (78%), and the lower ratio are of graduates with 19% and Ph.Ds. with 3%. It is observed that the group of heads who earned more than Rs.61, 000 as per month salary accumulate to 61%, whereas the lowest earning of the heads that fall less than Rs. 30,000 salaries are only 3%. It is also observed that 95% of headmasters/headmistresses who are currently working in schools are married, whereas 5% of heads are unmarried.

5.1.1. Descriptive Statistics of Job Satisfaction Scale

The frequency and percentages of all the elements of job satisfaction of the secondary school's heads were calculated. The responses were collected through a 5 point Lickert type rating scale. So, the average score of each questionnaire was calculated. The mean value of each item was also given. Those items with means above 3.0 regarded as agreed and strongly agreed. In addition to that, the mean below 3.0 indicates disagreed and strongly disagreed.

5.1.1.1. Opinion of Heads regarding Environment of School

The first dimensions to measure the job satisfaction was environment. Table 2 indicates the frequency, percentages and mean values of responses collected through 5 point Likert type scale of each statements related to environment.

Table 2 Frequency, Percentage and Mean of Head's Responses regarding to Environment of School

Items	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Mean
	n	%	n	%	n	%	n	%	n	%	
Well-furnished office	11	11	88	85	3	2	2	2	-	-	4.03
Condition of staffroom	14	13	86	83	1	1	3	3	-	-	4.06
Security arrangement	13	12	91	88	-	-	-	-	-	-	4.12
Space for playgrounds	20	19	79	76	2	2	3	3	-	-	4.11
Computer labs facility	25	24	77	74	2	2	-	-	-	-	4.22
Required material	22	21	79	76	1	1	2	2	-	-	4.16

The results showed majority of the heads agreed that they have well-equipped office, staff room, space for playgrounds, computer labs and better security arrangements in their school. It is also observed that minor percentage of respondent disagree with the availability of above mentioned facilities. According to the responses it is revealed that there is a room available for the heads to request for the required material according to the demand of school.

5.1.1.2. Head's Opinion regarding Benefits Other Than Pay

The second dimension to measure job satisfaction is benefits other than pay. It includes 6 questions to measure the satisfaction of the heads of school. All questions are based on 5 point Likert type scale. Table 3 include the frequency, percentage and mean score of all responses.

Table 3 Frequency, Percentage and Mean of Head's Opinion regarding Benefits Other Than Pay

Items	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Mean
	n	%	n	%	n	%	n	%	n	%	
Timely promotions	15	14	87	84	1	1	1	1	-	-	4.05
Benefits other than salary	20	19	76	73	4	4	3	3	1	1	3.97
Benefits of headship	12	11	80	77	9	9	3	3	-	-	4.00

Professional Development	25	24	72	69	4	4	3	3	-	-	4.00
Training and seminars	23	22	73	70	7	7	1	1	-	-	4.14
Scholarships facilities	33	32	64	62	4	4	2	2	1	1	4.10

Most of the heads are satisfied (84%) with the timely promotions and fringe benefits whereas minor percentage (2%) of heads believed that the opportunities for professional development, scholarships facilities and benefits given other than salary as compared to other professions are not available. Higher percentage (70%) of heads agrees with the availability of all the opportunities, and the mean score is higher than 3 which shows that the majority is satisfied with the benefits other than pay.

5.1.1.3. Head's Responses Regarding Relationship with Co-workers

The relationship of heads with staff was measured under this dimension. This dimension included 6 items for demonstrating the relationship of heads with their co-workers. The frequency, percentage and mean values is given in table 4.

Table 4 Frequency, Percentage and Mean of Head's Relationship with their Co-workers

Items	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Mean
	n	%	n	%	n	%	n	%	n	%	
Satisfied with my staff	13	12	83	80	8	8	-	-	-	-	4.0
Strong relation with subordinates	23	22	74	72	7	7	-	-	-	-	4.1
High authorities	25	24	84	60	58	16	2	2	-	-	4.0
Subordinate supportive	22	21	71	68	11	11	-	-	-	-	4.1
Staff less trust with each other	6	6	35	33	52	50	10	10	1	1	3.3
Relationship with teachers trustful	12	11	84	81	8	8	-	-	-	-	4.0

The findings show that heads are highly satisfied (80%) with their staff which depicts that they have strong working relationship with them. They get support from their higher authorities (60%) but some of the heads disagree that they get support from higher authorities. On the contrary, they believe that the staff have less trust on each other (33%) and they are not trustful for discussing the sensitive matters. But most of the heads (50%) kept silence to give any remarks on it. The heads (81%) responded that they do care the well-being of their colleagues and subordinate staff.

5.1.1.4. Responses of Heads Regarding Nature of Work

The fourth dimension which measured the job satisfaction was the nature of work. It included 6 statements, and the result is given in frequency, percentage and mean score.

Table 5 Frequency, Percentage and Mean of Sample Related to Opinion about Nature of Work

Items	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Mean
	n	%	n	%	n	%	n	%	n	%	
Satisfaction in headship	16	15	84	81	1	1	3	3	-	-	4.0
Open discussion	36	35	67	64	1	1	-	-	-	-	4.3
Performance acknowledge	17	16	67	64	19	18	1	1	-	-	4.0
Satisfaction with transfer policies	13	12	58	56	16	15	17	16	-	-	3.6
Environment is supportive	18	14	80	77	5	5	1	1	-	-	4.1
Discretion to amend rules	14	13	82	79	7	7	1	1	-	-	4.0

Majority (81%) of the heads of the secondary schools believe that they feel more satisfaction in headship rather than teaching, but 3% respondents disagree with the statement. Heads (64%) openly discuss all the matters with their

staff. They believe that the environment is very supportive, and they are acknowledged for their work by the higher authorities. Majority of the heads (56%) are satisfied with transfer policies, and they have discretion to amend the rules according to the requirement.

5.1.1.5. Opinion of Heads regarding different dimensions of Qualification of Heads

In table 6, the results of last dimension to measure the job satisfaction is described. It includes 5 statements and the frequency, percentage and mean score of each statement is given below.

Table 6 Frequency, Percentage and Mean of Sample related to Qualification of Heads of School

Items	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Mean
	n	%	n	%	n	%	n	%	n	%	
Higher qualification	32	31	63	61	9	9	-	-	-	-	4.2
Promotion	41	40	60	58	3	3	-	-	-	-	4.3
Contribute curriculum	22	21	78	75	2	2	2	2	-	-	4.1
Facilitate and support	24	23	73	70	5	5	2	2	-	-	4.1
Qualified person	18	17	82	79	1	1	2	2	1	1	4.1

Majority of the heads (61%) are of opinion that higher qualification is a source of satisfaction to them, by which they can get timely promotion (58%), can be the part of curriculum reforms (75%) and can get enough opportunities for further higher studies (70%). The mean score of all questions is above 4 which shows they are agree with all the statements regarding qualification.

5.1.2. Descriptive Statistics of Decision Making

5.1.2.1. Opinion of Heads regarding each Statements of Decision Making

The independent variable i.e. decision making measured through 5 statements.

Table 7 Frequency, Percentage and Mean of Sample related to Decision Making

Items	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Mean
	n	%	n	%	n	%	n	%	n	%	
DM1	16	15	71	68	14	13	3	3	-	-	3.7
DM2	10	10	80	77	7	7	6	6	1	1	3.8
DM3	15	14	77	74	11	11	1	1	-	-	4.0
DM4	19	18	81	78	3	3	1	1	-	-	4.1
DM5	30	29	64	62	9	9	1	1	-	-	4.2

The result shows that the majority of the heads (68%) of the schools of secondary level considered themselves empowered. They take decision both at personal as well as at organizational level (62%). It is observed from the table 7 that the mean score of all statements are above 3 which indicates that the heads are making decision by considering the proposal given by subordinates for the success and improvement of the school.

5.2. Correlational Analysis

Table 8 Correlation Analysis of Empowerment and Job Satisfaction

	DM1	DM2	DM3	DM4	DM5
DM1	1	.012	.030	-.077	.067
DM2		1	.111	.047	.086

DM3	1	.213*	.135
DM4		1	.014
DM5			1

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 8 shows that the results of correlation analysis of 5 items of decision making with its mean value. The findings reported the R-values which ranges (-1 to +1) and the value closer to -1 and +1 means there is a negative and positive association among variables. The overall analysis depicts that the R-values of all the dimensions of decision making are not closer to 1 which means they are not correlated with each other and there is no issue of multicollinearity.

5.3. Regression Analysis

The study empirically examines the possible relationship between the decision making and job satisfaction. The regression analysis employs the mean values of decision making and job satisfaction for estimation. Table 9 shows the findings of relationship between decision making and job satisfaction.

Table 9 Summary of Relationship of Decision Making and Job satisfaction of Heads

Variables	Coefficients	t-value	Sig.
Constant	67.22	11.76	.000
DM1	.071	.851	.397
DM2	.176	2.102	.038
DM3	.461	5.361	.000
DM4	.157	1.840	.069
DM5	.007	.078	.938
R	.571		
Adjusted R Square	.292		
Durbin Watson	1.85		
F-stat	12.09		

Regression analysis were used to determine the relationship of each dimensions of decision making with job satisfaction. Making decision on its own are not satisfying the heads even with the consent of all staff member because of insignificant value of p (0.397>0.05), which depict that the null hypotheses 1 & 5 are accepted. Whereas 2nd, 3rd and 4th null hypotheses are rejected because of p-value is less than 0.05. The second dimension shows positive significant relationship with head's job satisfaction (0.038<0.05) which means heads feel more satisfaction when they have opportunity in meetings to give suggestions to the higher authorities for making decision related to school's matters.

The third dimension of decision making also shows positive relationship with head's job satisfaction (.000<0.05) which means they also have an opportunity to set goals for the accomplishment of tasks. The fourth dimension is to consider the proposed decision that are taken by the staff also bring satisfaction for the heads, because of its relationship is positive significant (0.069<0.1). The overall model is good fit and shows that there is a positive significant relationship between decision making and head's satisfaction, it means when heads are empowered to make decisions their satisfaction level may enhance.

Table 10 Summary of Relationship of Decision Making and Job satisfaction of Male Heads

Variables	Coefficients	t-value	Sig.
Constant	59.007	7.549	.000
DM1	.165	1.591	.117
DM2	.208	1.934	.058
DM3	.475	4.421	.000
DM4	.147	1.405	.166
DM5	.002	.021	.983

R	.636
Adjusted R Square	.353
Durbin Watson	1.810
F-stat	13.24

The empirical findings show that there is a significant impact of decision making power on the job satisfaction of male heads of secondary schools. DM1, DM4, and DM3 having insignificant impact on job satisfaction because of p-value is greater than 0.05 significance level (.117>0.05) for DM1, (.166>0.05) for DM2 and (.983>0.05) for DM3 which accept the null hypotheses. DM2 and DM3 having significant relationship with job satisfaction, which means setting goals for the accomplishment of school's dealing independently and with the suggestions of their staff enhances the satisfaction of male heads towards their job (Hechanova, 2006).

Table 10 Summary of Relationship of Decision Making and Job satisfaction of Female Heads

Variables	Coefficients	t-value	Sig.
Constant	87.410	12.557	.000
DM1	-.148	-.923	.363
DM2	.029	.184	.855
DM3	.303	1.768	.086
DM4	.134	.828	.413
DM5	.104	.637	.528
R	.446		
Adjusted R Square	.085		
Durbin Watson	1.963		
F-stat	6.24		

Table 10 shows that there is an insignificant impact of decision making power on the job satisfaction of female heads of secondary schools. The variables DM1, DM2, DM4 and DM5 having insignificant impact on job satisfaction which shows that taking decision either independently or with the consent of the staff members may not enhance the female head's satisfaction. Whereas DM3 having significant relationship with job satisfaction, which reveals that setting goals and objectives for the success of school's dealing enriches the job satisfaction of female heads. The overall findings depict that female heads satisfaction level are not effected by having decision making power.

6. CONCLUSION

The satisfaction level may affect to many factors but this study has taken the decision-making power granted by the higher authorities to their subordinates to run the organization. The unit of analysis is the heads of secondary school of Lahore city. The empirical findings showed that the heads feel satisfaction towards their job when they have with decision making power granted by the higher authorities. It reflects that the heads are independent for taking decisions related to school's matters. The result revealed from the findings that the male heads feel more satisfaction as compared to the female heads (Hechanova, 2006). It means that the satisfaction level of male heads towards their job increase with the increase of decision making power for handling the school matters.

Overall research findings of the study revealed that there is an impact of decision making on job satisfaction. But job satisfaction among male heads seems more as compared to the female heads. The higher authorities should pay focus on the decision-making practice granted to the heads of schools, since it has an emotional impact on the attitudes of employees. They should implement the proper decision making process and ensure that both the male and female heads of schools satisfied with the given decision powers. With that they also need to confirm that the quality of decisions will maintain and it will also affect the job satisfaction of the employees. As the staff under heads of school feel any biasness regarding decisions, they will get upset and which create the feel of discrimination among them.

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Appendix I

Questionnaire to Explore the Relationship between Empowerment and Job Satisfaction of Heads of Secondary Schools

School Name: _____

PART A:

This section includes some of the demographic information about yourself:

1. GENDER

Male ☐ Female ☐

2. AGE IN YEARS

21-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐

3. EDUCATIONAL QUALIFICATION

Graduate ☐ Post-Graduate ☐ Ph.D. ☐

4. HEADSHIP EXPERIENCES

Less than 5 ☐ 5- 10 ☐ 11 -15 ☐ 16-20 ☐ 21 + ☐

5. Basic Salary per month (in,000)

Less than 30 ☐ 30-40 ☐ 41-50 ☐ 51-60 ☐ 61+ ☐

6. MARITAL STATUS

Single ☐ Married ☐ Others ☐

1. Monthly meeting with staff _____

2. How long you have worked in this school? _____

3. Total students in your school _____

4. Total teachers in your school _____

5. Present posting in your town and city _____

Yes ☐ No ☐

6. Do you keep balance in your personal and professional life? _____

Yes ☐ No ☐**PART B:**

Read each statement carefully and give your opinion by ticking "5"= if you strongly agree with the statement, "4" = if you agree, "3" if you remain undecided, "2" if you simply disagree and "1"if you strongly disagree with the statement.

Job Satisfaction

Sr. no	Questions	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
	Environment of School					
1.	Well-furnished office is provided to the heads of schools.					
2.	The condition of the staff room is satisfactory.					
3.	The security arrangements of the schools are satisfactory.					
4.	The school has sufficient space for playgrounds.					
5.	Computer lab and library are available for teachers and students.					
6.	The required material (furniture, stationary, etc.) according to your demand.					
	Benefits other than pay					
7.	My interest to this profession enhances by timely promotion.					
8.	Benefits other than salary are provided.					
9.	The benefits of headship are comparatively better than others profession.					

10.	Enough opportunities available for professional development.					
11.	Do you consider training and seminars are beneficial for you?					
12.	Scholarship facilities available for higher education.					
	Relationship with co-workers					
13.	I am satisfied with my staff.					
14.	There is a strong relationship with my subordinates.					
15.	Higher authorities are very cooperative.					
16.	Subordinates are very supportive.					
17.	Staff has less trust within each other.					
18.	The relationship with teachers are trustful.					
19.	I do care the well-being of my colleagues.					
	Nature of Work					
20.	I get more satisfaction in headship rather than teaching.					
21.	I openly discuss on issues related to school matters with my staff.					
22.	Performance is acknowledged by higher authorities.					
23.	Satisfied with the transfer policies of schools.					
24.	The environment is supportive to work creatively.					
25.	Has discretion, to amend the rules and procedure according to the situation?					
	Qualification					
26.	Higher qualification of heads may result in satisfaction.					
27.	Higher qualification is a tool to get promotion well in time.					
28.	Get sufficient opportunities to contribute in curriculum and educational reforms.					
29.	Higher authorities facilitates and support for your higher education.					
30.	Highly qualified person is suitable for headship.					

PART C:**Empowerment**

Sr.no	Questions	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
	Decision Making					
	I am solely involved in taking decisions for my school.					
	I have the opportunity to give suggestions for improvement.					
	Independent for Setting goals and objectives for the success of the school.					
	I do consider the proposed decisions that are made by my staff.					
	All decisions are made at the organizational level in my school.					

ⁱ http://www.finance.gov.pk/survey/chapters_15/10_Education.pdf

ⁱⁱ The Global Competitiveness report consider all the institutions, infrastructure, macroeconomic environment, health and primary education , higher education and training , goods market efficiency , labor market efficiency, financial market development , technological readiness , market size , business sophistication , and innovation of a country.

ⁱⁱⁱ <http://www.dawn.com/news/1129710>