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Job Satisfaction and Consultative Decision-Taking in Education: A Correlational Study

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ABSTRACT The present study, with the help of correlational research design, attempts to analyse the association between the decision-taking patterns of administrators in secondary education and teacher's job satisfaction level. While employee engagement in decision-making is often linked with increased job satisfaction, certain circumstances reveal a negative correlation between the two. When employees feel their input in decisions is not genuinely valued, this can foster feelings of frustration resulting in decreased job satisfaction. As a sample, 100 administrators and 120 teachers from secondary schools in the Kamrup District of Assam were studied. A descriptive survey research approach was used in the study. Along with the General Decision-Making Styles Questionnaire (GDMSQ) and the Minnesota Satisfaction Questionnaire (MSQ), a planned survey was questionnaire prepared and given to all chosen respondents. The results highlighted a negative correlation between decision-making involvement and job satisfaction. The result obtained has been justified in light of previous studies.