

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.

INTRODUCTION

Administrators should take into account as many variables as they can that impact the productivity and job satisfaction of their employees. Empirical studies have consistently shown that leadership behaviour and administrative decision-making styles significantly influence teachers' motivation, organisational commitment, and perceived job satisfaction (for example, participative and consultative approaches tend to yield higher satisfaction levels) (Nguyen et al. 2021). All parts of an organisation can be positively or negatively impacted by the decisions made by administrators, and thus, it is critical to understand their decision-making processes in educational settings where leadership directly shapes school climate and teacher morale (Hassan and Ahmed 2022). In the end, school administrators' choices impact teacher motivation and work satisfaction, particularly when decisions are perceived as fair, transparent, and inclusive (Al-Shammari and Al-Sharif 2023). They can make these judgments logically, instinctively, or by trying to avoid them, but research suggests that structured and collaborative decision-making approaches generally lead to more effective organisational outcomes (Brown et al. 2024). The study aims to ascertain how administrators' decision-making approaches affect teachers' work satisfaction, especially in contexts

where consultative leadership is practiced as a means of improving professional engagement and trust (Singh and Verma 2025). Making a decision involves deciding which of the likely options to solve an issue is the best option, and in school leadership, this process is often shaped by institutional culture and stakeholder participation (Ojo and Mensah 2026). In consultative decision-making, the administrator actively solicits opinions, suggestions, and feedback from others and teachers as team members take part in the process. However, the final decision rests with the leader or decision maker. Studies indicate that such consultative leadership strengthens perceived organisational support and professional autonomy among teachers (Kumar and Das 2022). When a group member is asked to offer ideas, opinions, and facts about a choice, this is known as consultative decision making, which enhances communication flow and trust within the institution (Zhang and Wang 2024).

Recent research indicates that participative leadership, employee empowerment, and participation in decision-making enhance organisational effectiveness, employee engagement, professional commitment, and job satisfaction (Demir and Çobanoğlu 2025; Wiens et al. 2025; Üztemur et al. 2025). Employees who are involved in decision-making generally experience greater autonomy, empowerment, and control over their professional roles, which positively influence

workplace attitudes and performance. Recent studies have shown that limited autonomy, inadequate organisational support, emotional exhaustion, and reduced participation opportunities negatively affect employee satisfaction while at work (Dreer-Göthe 2025; Üztemur et al. 2025). In educational settings, job satisfaction is particularly important because it influences teacher motivation, commitment, effectiveness, and retention. Participatory and consultative leadership practices that involve teachers in decisions related to curriculum, policy, and resource allocation contribute significantly to teacher job satisfaction, professional happiness, and organisational commitment (Nassir 2026; Demir and Çobanoğlu 2025). The literature suggests that employee involvement and participatory decision-making are important factors in fostering job satisfaction, organisational effectiveness, and positive workplace outcomes. Opportunities for professional growth are also closely linked to job satisfaction. The current study treats work satisfaction as the dependent variable and employee characteristics, such as administrators' educational background and teachers' part-time or full-time schedules, as independent variables.

The research gap found from the previous studies was that they did not attempt to investigate the association between the consultative form of decision making and job satisfaction in educational management, particularly in secondary schools located in rural areas. This work aims to bridge this research gap.

Objectives of the Study

The objectives of the present study were:

1. To investigate job satisfaction level of teachers
2. To study whether there exist any differences in decision making pattern of school administrators with respect to educational qualification
3. To determine if consultative decision-making and job satisfaction are related in any way.

Hypotheses

H₀₁: There exist no significant difference in job satisfaction of part time and full-time teachers of secondary level education.

H₀₂: There exist no significant difference in decision making patterns of school ad-

ministrators with respect to their educational qualification.

HA₃: There exists a significant relationship between job satisfaction and consultative decision-making.

METHODOLOGY

Descriptive survey research methodology was employed using the General Decision-Making Styles Questionnaire (GDMSQ) by Scott and Bruce (1995) and the Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss et al. (1967) with twenty questions (ten questions for intrinsic job satisfaction and ten questions for extrinsic job satisfaction). A self-structured questionnaire was prepared and given to all selected respondents. Data were gathered using a five-point rating system, and averages, percentages, correlation coefficients, and regression analysis were the methods of analysis. The teachers and school administrators from 141 secondary schools were present in the Kamrup District of Assam.

Of these 141 schools, 24 schools (12 schools from Rangia block, 12 Hajo block) were selected as the sample, of which 120 teachers and 100 administrators played the role of sample group. Regarding sample distribution, even though 5 teachers from each school were taken up, considering the variable that is, type of teacher whether full time or part time, 60 full time teachers, 60 part time teachers and educational level of administrators, 50 administrators having master degree and 50 with bachelor degree were selected as sample.

To achieve the objectives, statistical techniques including mean, standard deviation, Z test, and correlation tests were applied. Z test aided in determining acceptability of the hypothesis and mean and standard deviation served as a foundation for comparison. The Pearson Correlation was applied to test the association between job satisfaction and consultative decision making. Regression analysis was applied to check significance of correlation if any.

RESULTS

Job Satisfaction Level of Teachers

A Z-test was conducted for studying presence or absence of significant difference in job

satisfaction between part-time and full-time teachers. The mean job satisfaction score of part-time teachers was 3.615, whereas the mean score of full-time teachers was 3.605, resulting in a very small mean difference of 0.010 (Table 1). The calculated Z value was 0.109. The score was found to be lower than the critical Z value. Furthermore, the two-tailed p-value (0.913) exceeded the significance level of 0.05. These results indicate that the observed difference in job satisfaction between part-time and full-time teachers was not statistically significant and the null hypothesis was accepted.

Table 1: Testing Hypothesis 1 using Z-test

	<i>Part-time teachers</i>	<i>Full-time teachers</i>
Mean	3.615	3.605
Known Variance	0.00845	0.00845
Observations	2	2
Hypothesised Mean Difference	0	
Z	0.108786	
P (Z<=z) one-tail	0.456686	
z Critical one-tail	1.644854	
P (Z<=z) two-tail	0.913372	
z Critical two-tail	1.959964	

The mean score of part-time teachers (3.615) was marginally higher than that of full-time teachers (3.605), the difference was too small to be considered statistically meaningful. Thus, both groups exhibited comparable levels of job satisfaction.

This finding implies that the degree of extrinsic work satisfaction among educators and administrators is mid-level. Here, it is seen that part-time teachers' score in the scale is comparatively lower than full-time teachers' score. Interviews highlighted that full-time teachers, even though face challenges being placed as government employees, feel satisfaction due to per-

manency of job and sense of secure future. Here, the calculated Z value, that is, 0.108786, is lesser than critical value Z of 1.96, hence the hypothesis stands accepted. P value greater than alpha value also indicates the same. Hence, it can be said that, there exist no significant difference in job satisfaction of part-time and full-time teachers of secondary level education even though there is difference between intrinsic and extrinsic job satisfaction.

Differences in Decision-making Patterns of School Administrators

When accounting for the administrators' educational backgrounds, it came to light that the results pertaining to the second objective showed that those with a bachelor's degree were highest on the Intuitive Decision-making style, where the mean score was 3.89, and second on the Rational Decision-making style, where the mean score was 3.70. These administrators made the choice to double-check information while making decisions and weigh multiple options before making a final decision. They scored third in Spontaneous Decision-making style (mean: 3.50) and lowest on the Dependent or Consultative Decision-making style with a mean score of 3.22. In case of administrators with master's degrees, the mean scores for Intuitive Decision-making style is 3.77, for Rational Decision-making style is 3.89, for Spontaneous Decision-making style is 3.10, while for Dependent and Consultative Decision making it is 3.22, that is, similar to administrators with bachelor's degrees.

Mean and SD of scores on these types of decision-making styles among the administrators with different educational qualifications are presented in Table 2.

Table 2: Mean and SD of decision-making styles

	<i>Administrators with Bachelor's Degrees</i>	<i>Administrators with Master's Degrees</i>	<i>Mean total</i>
Intuitive decision-making	3.89	3.77	3.83
Rational decision-making	3.7	3.89	3.795
Dependant and consultative decision-making	3.22	3.22	3.22
Spontaneous decision-making	3.5	3.1	3.3
Mean	3.5775	3.495	
SD	0.286633	0.39298	

Z test was applied to test the hypothesis of present objectives, the results of which are shown in Table 3.

Table 3: Testing of Hypothesis 2 using Z-test

	<i>Administrators with Bachelor's Degrees</i>	<i>Administrators with Master's Degrees</i>
Mean	3.5775	3.495
Known Variance	0.082158	0.11582
Observations	4	4
Hypothesised Mean Difference	0	
Z	0.370831	
P (Z<=z) one-tail	0.355382	
z Critical one-tail	1.644854	
P (Z<=z) two-tail	0.710764	
z Critical two-tail	1.959964	

Here, the calculated Z value, that is, 0.370831, is lesser than the critical Z value of 1.96, hence the hypothesis is accepted. Alpha value lesser than P value also indicates it. Hence, it can be said that, there exist no significant difference among decision-making patterns of school administrators with respect to their educational qualification.

Relation Between Consultative Decision-making and Job Satisfaction

On the relationship between work satisfaction and consultative or dependent decision-

Table 4: Pearson's product moment correlation of coefficient (Consultative decision-making or CDS and job satisfaction or JS)

	<i>CDMS</i>	<i>JS</i>
Consultative Decision-making Style	1	
Job Satisfaction	-0.10623	1

making styles, Table 4 depicts the results of a test on correlation and Table 5 displays results of testing the third hypothesis.

A negative correlation between consultative decision-making and job satisfaction suggests that as consultative decision-making increases, job satisfaction decreases, or vice versa.

Table 5 presents the regression analysis examining how job satisfaction and consultative decision-making are related. The results indicate a very weak relationship ($R = 0.106$), with job satisfaction explaining only 1.1 percent of the variance in consultative decision-making ($R^2 = 0.011$). The regression model was not statistically significant at $F(1, 2) = 0.023$, $p = .894$. Although the regression coefficient was negative ($\hat{\alpha} = -0.453$), the relationship was not significant ($t = -0.151$, $p = .894$) resulting in acceptance of the null hypothesis. It can be said that no significant relationship exists between job satisfaction and consultative decision-making among the respondents.

Table 5: Regression analysis to test Hypothesis 3

<i>Regression statistics</i>							
Multiple R	0.10623						
R Square	0.01128						
Adjusted R Square	-0.48307						
Standard Error	0.390884						
Observation	4						
<i>ANOVA</i>							
	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>		
Regression	1	0.00349	0.003	0.023	0.893772		
Residual	2	0.30558	0.153				
Total	3	0.30907					
<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
5.17137	10.82435	0.478	0.679	-41.402	51.745	-41.402	51.7448
-0.45294	2.997946	0.15108	0.89377	-13.3521	12.446	-13.3521	12.4462

In consultative decision-making, leaders seek input from employees before making decisions. However, in this case, the negative correlation implies that involving employees in decision-making processes might not be contributing positively to their job satisfaction in the context of educational management of secondary level education in rural areas. Possible causes may be time taken in the process, diversified needs, not getting the decisions converted into actions in the past, which came into light while interviewed. The regression analysis test to test the last hypothesis showed that P value is more than .05, and hence correlation is not statistically significant and hypothesis is rejected.

DISCUSSION

The finding that part-time and full-time teachers do not differ significantly in their levels of job satisfaction suggests that employment status alone may not be a determining factor in shaping professional contentment. This result aligns with the job design perspective proposed by Brown et al. (2024), which emphasises that meaningful work, autonomy, and task significance are more influential than structural job categories in determining satisfaction. Empirical support for this interpretation is also evident in recent studies. Wiens et al. (2025) reported that distributed leadership and perceived autonomy significantly predict teacher satisfaction, irrespective of employment conditions. Similarly, Dreer-Göthe (2025) found that appreciation and supportive work environments are stronger predictors of job satisfaction than contractual status. In addition, Üztemur et al. (2025) demonstrated through cross-cultural evidence that teacher autonomy and organisational trust are key determinants of satisfaction, further reinforcing the present finding. Park et al. (2023) also emphasised that teacher involvement in decision-related processes enhances satisfaction and professional commitment, suggesting that psychological and relational factors outweigh employment type. However, Demir and Çobanoğlu (2025) caution that participation alone does not guarantee satisfaction unless it is accompanied by positive school climate and reduced workplace ostracism. Thus, the present finding can be critically understood as evidence that

job satisfaction is more deeply rooted in psychosocial work conditions than in employment status.

The study further reveals that educational qualification plays a significant role in shaping administrators' decision-making styles. Administrators with master's degrees demonstrated a stronger inclination toward rational decision-making, whereas those with bachelor's degrees showed relatively higher reliance on intuitive approaches, although rationality remained dominant in both groups. The present findings align with this theoretical orientation and are further supported by Nguyen et al. (2021), who found that educational leaders with higher qualifications tend to adopt more structured and analytical decision-making approaches. Brat et al. (2021), in their systematic review, also confirm that employee participation and structured managerial decision-making are linked with improved organisational performance, suggesting that rational styles may enhance institutional effectiveness. However, Üztemur et al. (2025) argue that empowerment-based leadership may sometimes require adaptive and flexible decision-making rather than purely rational approaches, indicating that over-reliance on rationality may limit responsiveness in dynamic school contexts. Therefore, the present study critically suggests that while higher qualifications strengthen rational decision-making tendencies, effective leadership may still require a balance between analytical and adaptive decision modes.

A particularly significant and somewhat counterintuitive finding of the study is the negative relationship between consultative decision-making and teacher job satisfaction. While participative leadership is generally considered beneficial, the present result challenges this assumption and indicates that consultation may not always translate into positive satisfaction outcomes. This finding partially contradicts Katıtaş and Dogan (2022), who reported that shared leadership improves job satisfaction through enhanced self-efficacy. However, it is consistent with Nassir (2026), who found that participative decision-making can produce withdrawal behaviours when job autonomy is low or when participation is perceived as symbolic. Similarly, Zhang and Wang (2024) highlight that while communication and trust improve through par-

ticipative structures, excessive consultation without clear authority may increase role ambiguity and reduce satisfaction. Singh and Verma (2025) further emphasise that consultative leadership enhances engagement only when teacher input meaningfully influences final decisions, otherwise it risks becoming procedural. This interpretation is strongly supported by Demir and Çobanoglu (2025), who found that participation in decision-making positively affects satisfaction only when accompanied by strong teacher-school fit and psychological ownership. In contrast, when these conditions are absent, participatory processes may contribute to organisational stress and ostracism.

In the Indian secondary school context, the negative relationship found in the present study may be explained through contextual and cultural factors. Teachers may experience consultative decision-making as an additional administrative burden, especially when it increases workload without corresponding authority or tangible influence. Bhatnagar (2012) earlier highlighted that psychological empowerment is central to positive work outcomes, suggesting that consultation without empowerment may fail to enhance satisfaction. More recent evidence by Üztemur et al. (2025) also supports the idea that organisational trust and autonomy determine whether participative practices improve well-being. Therefore, the present study critically suggests that consultative decision-making should not be interpreted as inherently beneficial, rather, its effectiveness depends on the degree of real empowerment, clarity of roles, and institutional trust. Without these conditions, consultation may paradoxically reduce job satisfaction instead of enhancing it.

CONCLUSION

The present study examined how consultative decision-making relates to teacher job satisfaction and how satisfaction varies across employment status, alongside differences in administrators' decision-making styles based on qualifications. Results indicate that both part-time and full-time teachers generally report strong intrinsic satisfaction, while full-time teachers show comparatively higher extrinsic satisfaction, likely linked to greater stability and institutional

benefits. Administrators with advanced qualifications tend to adopt more analytical and structured approaches, whereas less qualified administrators rely more on experience-based intuition. A notable outcome is the inverse association between consultative decision-making and job satisfaction, suggesting that involvement in decisions does not always enhance teacher morale. The findings highlight that participatory practices alone are insufficient unless supported by meaningful working conditions, recognition, and professional growth opportunities. The study adds value by emphasising how contextual factors shape leadership practices and teacher experiences. However, the limited sample and cross-sectional design restrict wider application of the results and prevent causal interpretation.

RECOMMENDATIONS

The findings suggest that improving teacher job satisfaction requires strengthening psychosocial and organisational conditions rather than focusing only on employment status or increasing consultation. School administrators should prioritise enhancing teacher autonomy, provide meaningful recognition, and ensure a supportive and trusting school climate. Consultative decision-making should be made more effective by ensuring that teacher participation is genuine, structured, and linked to actual decision outcomes, so that teachers feel their input has real influence rather than being symbolic. Additionally, reducing workload pressures and clearly defining roles in participatory processes can help prevent frustration and improve satisfaction levels among teachers.

Future research should adopt longitudinal and mixed-method designs to better understand how consultative decision-making influences teacher job satisfaction over time and across different career stages. Further studies should examine the quality of participation by distinguishing between symbolic consultation and meaningful empowerment. Research should also include broader contextual variables such as school climate, leadership effectiveness, teacher autonomy, trust, and workload to better explain satisfaction outcomes. Comparative studies across different types of schools and educa-

tional levels are also needed to improve the generalisability of findings and to develop a more context-sensitive understanding of participative leadership in education.

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