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# LEADERSHIP COMPETENCE OF ELEMENTARY SCHOOL HEADS AND TEACHERS' JOB SATISFACTION IN ORAS DISTRICT, EASTERN SAMAR

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## ABSTRACT

*School leadership continues to play an important role in shaping teachers' experiences in the workplace, particularly in public schools where administrative demands and resource limitations are often present. This study examined the relationship between the leadership competence of elementary school heads and teachers' job satisfaction in public schools in Oras District, Eastern Samar, Philippines. The study involved 20 school heads and 191 teachers and employed a descriptive-correlational research design. Data were gathered through adapted survey questionnaires based on the Philippine Professional Standards for School Heads (PPSSH) and the Teachers' Job Satisfaction Questionnaire (TJSQ). Statistical treatment included the use of mean scores, standard deviation, and Spearman's rho correlation.*

*The findings showed that teachers generally viewed their school heads as highly competent across the areas of strategic leadership, school operations, instructional leadership, and relationship-building. Among these domains, leadership practices related to building connections and managing school operations received relatively higher ratings. Teachers also reported being generally satisfied with their work, especially in terms of responsibility, relationships with colleagues, and salary. On the other hand, supervision and job security received comparatively lower assessments.*

*When the variables were examined further, significant relationships were found between teachers' job satisfaction and leadership practices involving school operations, teaching and learning, and relationship-building. Strategic leadership, however, did not show a statistically significant relationship with job satisfaction. This may suggest that teachers respond more strongly to leadership behaviors that directly affect their daily work experiences than to broader strategic functions that are less immediately visible in school settings.*

*The study highlights the importance of practical, supportive, and relationship-oriented leadership practices in promoting a more positive work environment for teachers in public elementary schools.*

**KEYWORDS:** *Instructional Leadership, Teacher Job Satisfaction, School Leadership, Educational Management, Public Elementary Schools*

## INTRODUCTION

Educational leadership is widely recognized as a critical determinant of school effectiveness, influencing both teacher performance and student outcomes. Among school-level factors, the role of school heads is particularly pivotal, as leadership practices shape organizational climate, instructional quality, and teacher motivation. Recent scholarship conceptualizes leadership competence as a multidimensional construct that includes strategic, operational, instructional, and relational domains, each contributing differently to school functioning (Day & Sammons, 2020; Leithwood & Sun, 2020).

Teacher job satisfaction, on the other hand, remains a central concern in education systems globally due to its strong association with teacher retention, instructional effectiveness, and student achievement. Empirical studies consistently show that satisfied teachers are more engaged, committed, and resilient in the face of professional demands (Aldridge & Fraser, 2022). Conversely, low job satisfaction has been linked to burnout, absenteeism, and attrition, particularly in under-resourced educational contexts (Ingersoll, 2022).

A growing body of research has explored the relationship between school leadership and teacher job satisfaction. Studies on transformational and instructional leadership suggest that leadership behaviors that emphasize vision-building, professional support, and instructional guidance positively influence teachers' morale and job satisfaction (Berkovich & Bogler, 2020; Ismail et al., 2022). Similarly, participative and relational leadership practices, characterized by collaboration, trust, and shared decision-making, have been found to enhance teachers' sense of belonging and professional fulfillment (Piyathilake & Silva, 2022; Ismail et al., 2022).

However, despite general agreement on the positive influence of leadership, existing findings are not entirely consistent.

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Some studies indicate that certain leadership dimensions, particularly strategic or visionary leadership, have limited or indirect effects on teacher job satisfaction when not translated into concrete, day-to-day practices (Hallinger, 2021). In contrast, other research emphasizes that long-term strategic leadership is essential for sustaining school improvement and indirectly shaping teacher outcomes (Day & Sammons, 2020). Additionally, while some scholars highlight the strong impact of instructional leadership on teacher satisfaction, others argue that its influence may vary depending on contextual factors such as resource availability, workload, and organizational culture (Berkovich & Bogler, 2020; Liu & Bellibas, 2021).

These mixed findings suggest that leadership is not a uniform construct and that its effects on teacher job satisfaction may depend on which specific domains of leadership are examined. However, many existing studies treat leadership as a single or generalized variable, thereby limiting a more nuanced understanding of how different leadership competencies influence teacher outcomes. This lack of disaggregation represents a significant gap in the literature.

Furthermore, empirical research in the Philippine context remains limited, particularly in rural and district-level settings. While national frameworks such as the Philippine Professional Standards for School Heads (PPSSH) outline expected leadership competencies, few studies have systematically examined how these competency domains relate to teacher job satisfaction in actual school contexts. Existing local studies often focus on urban schools or specific leadership styles, leaving rural public schools underrepresented despite their unique challenges related to resource constraints, community dynamics, and administrative demands (Ismail et al., 2022).

Given these gaps, there is a need for context-specific and domain-based analysis of leadership competence and its relationship with teacher job satisfaction. In particular, examining leadership through distinct domains, such as strategic leadership, operational management, instructional leadership, and relational practices, may provide a clearer understanding of which leadership behaviors most strongly influence teachers' professional experiences.

Thus, this study investigates the relationship between leadership competence of elementary school heads and teachers' job satisfaction in public schools in the Oras District, Eastern Samar, Philippines, which includes both the Oras East and Oras West educational districts. By disaggregating leadership into specific competency domains and situating the analysis within a rural educational context, the study aims to contribute to the literature by identifying which aspects of leadership are most salient to teacher job satisfaction and by providing empirical evidence to inform leadership development and policy implementation in similar settings.

**Statement of the Problem**

This study aimed to determine the leadership competence of elementary school heads and teachers' job satisfaction in Oras District, Eastern Samar Division.

Specifically, it sought to answer the following questions:

1. What is the level of leadership competence of School Heads in terms of leading strategically, managing school operations and resources, focusing on teaching and learning, and building connections?
2. What is the level of job satisfaction of teachers in terms of working conditions, supervision, colleagues, salary, responsibility, security, recognition, work, and professional advancement?
3. Is there a significant relationship between the leadership competence of school heads and the teachers' job satisfaction?

## REVIEW OF RELATED LITERATURE

**Leadership Competence in Educational Settings**

The way leadership is understood in education has shifted considerably over time. Earlier views tended to focus on administrative efficiency, but more recent perspectives recognize leadership as a set of interrelated competencies that shape both organizational processes and instructional outcomes. Rather than operating in isolation, these competencies often overlap and interact, influencing how schools function on a daily basis (Day & Sammons, 2020).

One area that has received consistent attention is instructional leadership. This approach emphasizes the involvement of school heads in improving teaching and learning, particularly through supervision, feedback, and support for professional development. Evidence suggests that when leaders remain closely connected to instructional practices, teachers are more likely to feel supported in their work and more confident in their abilities (Leithwood & Sun, 2020; Liu & Bellibas, 2021). In many cases, this form of leadership is seen not only as a driver of student outcomes but also as a contributor to teachers' professional growth.

Transformational leadership offers a different, though related, perspective. Instead of focusing primarily on instructional processes, it highlights the importance of vision, motivation, and organizational commitment. Leaders who adopt this approach tend to encourage innovation and foster a sense of shared purpose among teachers (Berkovich & Bogler, 2020; Ismail et al., 2022). However, its effectiveness may depend on how well these broader ideas are translated into everyday practices. Without concrete actions that address teachers' immediate concerns, the impact of transformational leadership can be limited (Berkovich & Bogler, 2020).

More recently, attention has shifted toward distributed and relational forms of leadership. These perspectives challenge the idea that leadership resides solely in formal positions, instead viewing it as something that is shared among members of the organization. Distributed leadership, for example, emphasizes collaboration and collective responsibility, allowing teachers to take on active roles in decision-making (Harris, 2021). Similarly, relational leadership emphasizes interpersonal processes within the school, particularly the development of trust, open communication, and supportive professional relationships. These factors contribute to a more positive organizational climate and are often associated with higher levels of teacher satisfaction and engagement (Berkovich & Bogler, 2020; Collie, 2021).

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Alongside these approaches, operational competence remains an essential, though sometimes overlooked, component of leadership. Effective management of resources, schedules, and systems creates the conditions necessary for teaching to take place smoothly. In schools where organizational processes are clear and well-managed, teachers are less likely to experience unnecessary stress related to administrative issues (Piyathilake & Silva, 2022). This becomes especially important in settings where resources are limited, and efficiency plays a critical role in sustaining school operations.

Despite the range of perspectives available, leadership is often treated as a single construct in research. This tendency makes it difficult to determine which aspects of leadership are most influential in specific situations. As a result, there is increasing recognition of the need to examine leadership in a more differentiated way, taking into account the distinct domains through which it is expressed.

**Teachers' Job Satisfaction**

Teacher job satisfaction has long been associated with both individual and organizational outcomes. It reflects how teachers evaluate their work experiences, including the extent to which they feel supported, valued, and capable of performing their roles effectively (Aldridge & Fraser, 2022). When satisfaction levels are high, teachers are more likely to remain committed to their profession and to sustain their performance over time. In contrast, dissatisfaction often manifests in reduced motivation, increased stress, and, in some cases, decisions to leave the profession (Ingersoll, 2022).

A number of factors contribute to job satisfaction, and these factors do not operate independently. Working conditions, for instance, play a central role. Access to adequate resources, manageable workloads, and a supportive environment can significantly influence how teachers experience their work (Piyathilake & Silva, 2022; Toropova et al., 2021). When these conditions are lacking, even highly motivated teachers may struggle to maintain satisfaction.

Leadership support is another important factor. Teachers who feel guided and recognized by their school heads often report a stronger sense of professional stability and growth. Leadership that provides clear direction while also acknowledging teachers' efforts tends to create a more positive work environment (Liu & Bellibas, 2021). In this sense, leadership does not only affect organizational outcomes but also shapes teachers' day-to-day experiences.

Relationships within the school also matter. Collegial interactions, whether formal or informal, contribute to a sense of belonging that can buffer against stress. In schools where collaboration is encouraged, teachers are more likely to share ideas, support one another, and develop professionally (Skaalvik & Skaalvik, 2021). These interactions can be particularly valuable in demanding contexts where teachers rely on peer support.

While compensation and job security are often considered important, their role in job satisfaction is more complex. Some studies suggest that financial factors are less influential than intrinsic aspects such as professional autonomy and purpose (Skaalvik & Skaalvik, 2021). This aligns with the idea that satisfaction is shaped by both external conditions and internal motivations, rather than by a single dominant factor.

Overall, the literature suggests that job satisfaction is not determined by one variable alone. Instead, it emerges from the interaction of multiple factors, including leadership, working conditions, and interpersonal relationships.

**Leadership Competence and Teachers' Job Satisfaction**

The link between leadership competence and teacher job satisfaction has been widely explored, though not always in a consistent manner. In general, studies point to a positive relationship, with leadership practices playing a role in shaping how teachers perceive their work (Liu & Bellibas, 2021; Leithwood & Sun, 2020). However, the strength of this relationship appears to vary depending on the type of leadership being considered.

Instructional leadership, for example, tends to have a direct influence because it is closely tied to classroom practice. When school heads are actively involved in supporting instruction, teachers are more likely to feel capable and valued (Leithwood & Sun, 2020; Liu & Bellibas, 2021). Relational leadership shows a similar pattern, as trust and open communication contribute to a more supportive environment (Harris, 2021; Ismail et al., 2022).

At the same time, not all leadership domains exert the same level of influence. Some aspects, particularly those related to long-term planning, may not immediately affect teachers' experiences. Strategic leadership, for instance, often operates at a broader level, and its effects may only become visible over time (Berkovich & Bogler, 2020). This suggests that the relationship between leadership and job satisfaction is not uniform but depends on how leadership is enacted in practice.

Another point of variation lies in the organizational context in which leadership is practiced. Research suggests that factors such as workload, school climate, and resource availability influence teachers' professional experiences and overall job satisfaction (Toropova et al., 2021; Piyathilake & Silva, 2022). As a result, leadership practices that appear effective in one school environment may not necessarily produce the same outcomes in another setting. In the Philippine context, research on this relationship remains limited, particularly in rural areas. Existing studies tend to focus on general leadership styles without examining how specific competencies operate in practice. This creates a gap in understanding, especially in settings where contextual challenges may shape both leadership practices and teacher experiences.

Taken together, the literature suggests that a more detailed, domain-based approach to leadership may provide clearer insights into how school heads influence teacher job satisfaction. This perspective forms the basis for the present study.

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## METHODOLOGY

### Research Design

The study utilized a descriptive-correlational research design to examine the relationship between the leadership competence of school heads and the job satisfaction of teachers in public elementary schools. This approach was considered appropriate because the study aimed to determine whether an association existed between the identified variables without introducing any form of experimental manipulation. The design also allowed the researcher to describe existing conditions within the school setting while examining naturally occurring relationships among the variables being studied.

### Research Locale and Participants

The study was conducted in public elementary schools under the Oras District in Eastern Samar, Philippines. The district is composed of two educational clusters, namely Oras East District and Oras West District, both of which were covered in the study to ensure broader representation of schools within the municipality.

A total of 211 respondents participated in the study, consisting of 20 school heads and 191 teachers. Since the number of school heads in the district was limited, total enumeration was employed for this group. For teachers, proportional sampling was used in order to obtain representation from different schools included in the study. Only teachers who were officially employed in the participating schools during the conduct of the study were included as respondents. Participation was voluntary.

### Research Instruments

Data gathering was carried out through the use of adapted survey questionnaires. Leadership competence was measured using an instrument based on the Philippine Professional Standards for School Heads (PPSSH). The instrument covered four domains: leading strategically, managing school operations and resources, focusing on teaching and learning, and building connections. Teachers' job satisfaction was assessed using an adapted Teachers' Job Satisfaction Questionnaire (TJSQ). The instrument included indicators related to working conditions, supervision, colleagues, salary, responsibility, job security, recognition, work, and professional advancement. Both instruments used a five-point Likert scale. Responses ranged from 1 (strongly disagree) to 5 (strongly agree). Prior to the actual conduct of the study, the questionnaires were reviewed by experts for content validation. A pilot test was also conducted to examine reliability. Results of the reliability testing showed acceptable internal consistency, with Cronbach's alpha values of 0.91 for the leadership competence instrument and 0.89 for the teachers' job satisfaction instrument.

### Data Collection Procedure

Before the conduct of the study, permission was secured from the appropriate educational authorities. Coordination with school heads was carried out to facilitate the administration of the questionnaires in the participating schools. Respondents were informed about the purpose of the study and were assured that their participation was voluntary. The questionnaires were distributed personally by the researcher and were retrieved after completion. Respondents were given adequate time to answer the instruments. Confidentiality and anonymity were observed throughout the data gathering process to encourage honest responses from participants.

### Data Analysis

The collected data were organized, encoded, and analyzed using appropriate statistical procedures. Mean and standard deviation were used to determine the level of leadership competence and teachers' job satisfaction. To determine the relationship between the variables, Spearman's rho correlation analysis was employed. The test was selected because the data were derived from ordinal responses and the study aimed to determine the degree of association between variables. Statistical significance was interpreted at the 0.05 level.

### Ethical Considerations

Ethical principles were observed throughout the conduct of the study. Participation of respondents was voluntary, and informed consent was secured prior to data collection. Respondents were assured that the information gathered would be used strictly for academic and research purposes only. Identities of participants and schools were not disclosed in any part of the study, and all responses were treated with confidentiality.

## RESULTS AND DISCUSSION

### Leadership Competence of School Heads

Table 1 shows that school heads exhibit high levels of leadership competencies for the four domains of leading strategically, managing school operations and resources, focusing on teaching/learning, and building connections. Generally, the relational and operational domains received relatively higher ratings than the strategic or instructional domains.

This trend is congruent with recent literature suggesting that school leaders tend to be highly visible and/or involved in the operational and relational domains, and this is reflected in the work that teachers perform daily (Hallinger, 2021; Liu & Bellibas, 2021). Specifically, relational leadership (i.e., collaborative decision-making; communication; developing working relationships; and engaging stakeholders) has emerged as a dominant leadership practice in contemporary schools (Leithwood & Sun, 2020; Harris, 2021).

The high scores obtained for the operational domain are also consistent with research that shows that effective school leaders emphasize being efficient in administrative practices and managing resources to enhance the operational capacity of the school (Berkovich & Bogler, 2020). This has special significance in resource-constrained settings, whereby the effectiveness of a leader is often evidenced by their ability to maximize limited resources.

Conversely, the consistently high ratings across all four domains may also reflect certain limitations commonly associated with perception-based assessments, including the possibility of socially desirable responses or respondents' reluctance to provide negative evaluations of school leadership (OECD, 2020; Aldridge & Fraser, 2022).Specifically, some research cautions that teachers may rate their administrator(s)

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highly due to hierarchical relationships or the culture of the school, leading to inflated competence ratings (Collie, 2021). Therefore, even though there appears to be a strong degree of leadership competency on the part of principals in the current study, the need for further consideration of the contextual and methodological constraints surrounding these findings is necessary.

**Table 1.** ***Leadership Competence of School Heads***

| Domain | Mean | SD | Interpretation |
|---|---|---|---|
| Leading Strategically | 4.63 | .495 | Expert |
| Managing Operations & Resources | 4.64 | .393 | Expert |
| Teaching & Learning Focus | 4.52 | .533 | Expert |
| Building Connections | 4.67 | .432 | Expert |
| **Overall** | **4.62** | **.442** | **Expert** |

**Teachers' Job Satisfaction**

Table 2 reveals teachers' reported overall level of job satisfaction within the "satisfied" range, with higher ratings in responsibility, collegial relationships, and salary, and relatively lower ratings in job security and supervision.

The high level of satisfaction in responsibility supports findings that teachers derive intrinsic motivation and professional fulfillment from their roles, particularly when they perceive their work as meaningful and impactful (Skaalvik & Skaalvik, 2021). This aligns with self-determination theory, which highlights autonomy and a sense of purpose as key drivers of job satisfaction.

Similarly, the strong rating in collegial relationships is consistent with studies showing that positive workplace relationships significantly contribute to teachers' emotional well-being and job satisfaction (Aldridge & Fraser, 2022). Collaborative environments foster mutual support, reduce stress, and enhance professional engagement.

Interestingly, the relatively high satisfaction with salary contrasts with some international studies that identify compensation as a major source of dissatisfaction among teachers (Toropova et al., 2021). This discrepancy may be explained by contextual factors, such as differing expectations, cost of living, or cultural perceptions of compensation in the Philippine setting.

On the other hand, lower satisfaction in job security and supervision reflects findings from recent research indicating that organizational support and leadership practices remain critical concerns for teachers (Collie, 2021). Insufficient administrative support and uncertainty in employment conditions can negatively affect teachers' motivation and long-term commitment.

These findings support the view that teacher job satisfaction is shaped by multiple interacting factors, including professional fulfillment, workplace conditions, and the overall school environment (Toropova et al., 2021; Skaalvik & Skaalvik, 2021).

**Table 2.** ***Teachers' Job Satisfaction***

| Domain | Mean | SD | Interpretation |
|---|---|---|---|
| Working Conditions | 4.03 | .748 | Satisfied |
| Supervision | 3.84 | .654 | Satisfied |
| Colleagues | 4.14 | .588 | Satisfied |
| Salary | 4.12 | .728 | Satisfied |
| Responsibility | 4.15 | .587 | Satisfied |
| Security | 3.63 | 1.111 | Satisfied |
| Recognition | 3.90 | .736 | Satisfied |
| Work | 4.06 | .633 | Satisfied |
| Professional Advancement | 4.10 | .555 | Satisfied |
| **Overall** | **4.00** | **.589** | **Satisfied** |

**Relationship Between Leadership Competence and Teachers' Job Satisfaction**

The positive correlation analysis revealed in Table 3 indicated a high relationship between job satisfaction of teachers and three forms of leadership competence: (1) managing school operations and resources, (2) building relationships, and (3) focusing on teaching and learning. The strongest association among these forms of leadership was related to managing school operations.

This finding supports evidence from the literature, which emphasizes that practical and supportive leaders have the greatest impact on how teachers experience their work. For example, Liu and Bellibas (2021) found that leadership behaviors that support organizations and manage resources have a strong predictive relationship with teacher satisfaction and well-being. Berkovich and Bogler (2020) state that administration-related competence and clarity of processes used in schools ultimately determine morale among teachers.

Additionally, the strong correlation between relational leadership and teacher job satisfaction is consistent with our existing body of literature. Through studies, it has been shown that trust, communication, and supportive interactions between school leaders and teachers are necessary for building a positive working environment (Leithwood et al., 2020; Aldridge &

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Fraser, 2022). Teachers who feel supported and valued by their leader are more likely to achieve greater job satisfaction and engagement.

In addition, the strong relationship between instructional leadership and teacher job satisfaction reinforces that leadership practices such as being instructional, providing feedback, and offering opportunities for professional development positively influence teachers' sense of competence and professional satisfaction (Hallinger, 2021).

The finding that strategic leadership does not have a statistically significant relationship with job satisfaction also deviates from previous findings in the research. Some studies suggest that strategic and vision-oriented leadership contributes to long-term school improvement and organizational stability (Day & Sammons, 2020). However, other research points out that its influence on teachers may be less direct compared to leadership practices that are immediately experienced in daily school operations and instructional support (Hallinger, 2021; Liu & Bellibas, 2021).

Therefore, it appears that strategic leadership creates an impact at an abstract level, making its influence less readily identifiable to teachers on a day-to-day basis in their job. Teachers often prefer forms of leadership behavior that satisfy immediate needs, such as workload support, instructional assistance, and relationship building, rather than long-term planning processes or vision setting.

Thus, these data support the conclusion that leadership influences on job satisfaction occur differently across different types of leadership domains, with proximal forms of leadership behavior (operational, relational, and instructional) having greater direct effects upon job satisfaction of teachers than do distal functions of strategic leadership. The findings also support recent calls in the literature for scholars to progress beyond generalized constructs of leadership and conduct research on domain-specific effects of leadership (Liu & Bellibas, 2021).

**Table 3.** ***Relationship Between Leadership Competence and Job Satisfaction***

| Leadership Domain | r-value | p-value | Interpretation |
|---|---|---|---|
| Leading Strategically | 0.145 | .543 | Not Significant |
| Managing Operations & Resources | 0.875 | <.001 | Significant |
| Teaching & Learning Focus | 0.634 | .003 | Significant |
| Building Connections | 0.796 | <.001 | Significant |

**Note:** Significant at $p < 0.05$

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

In light of the results of the study, several conclusions are warranted. First, the findings suggest that school leaders demonstrate a high level of leadership competency across all four categories: strategic, operational, instructional, and relational (dependent on the framework of leadership within which the school leader is recognized). Consequently, the results indicate that the school leaders were rated highly by the responding teachers; however, due to the high level of consistency across the four categories (as evidenced by the high means across the four categories) and since all teachers may base their ratings on their perceptions (rather than on actual objective data collected), the overall findings may also reflect how much of influence the responding teachers' perceptions (i.e., their ratings of school leaders) and possible response biases have on their school leader's performance rating overall.

Second, teachers generally express satisfaction with most aspects of their roles, particularly as related to responsibility and relationships with colleagues. The results indicate that the presence of intrinsic factors and support in the work environment are critically important factors in creating overall job satisfaction for teachers. Conversely, elements, such as supervision and job security, that would normally be viewed positively by teachers and that would contribute toward increasing the long-term commitment of teachers to the teaching profession, require further consideration.

Third, the findings indicate that the relationship between leadership competence and teachers' job satisfaction varies across leadership domains. Leadership practices that are directly experienced by teachers, particularly those related to school operations, instructional support, and relationship-building, appear to exert stronger influence on job satisfaction than strategic leadership functions. While strategic leadership remains important for long-term school improvement, its effects may be less immediately visible in teachers' day-to-day work experiences.

Overall, the study highlights the importance of examining leadership competence as a multidimensional construct. Different leadership domains contribute differently to teachers' professional experiences, indicating that the influence of leadership depends not only on its presence but also on how it is enacted in practice.

### Recommendations

Based on the results of the study, the following recommendations are suggested. The primary areas that administrators should prioritize for developing their leadership skills in order to enhance teacher job satisfaction are operations, support for instruction, and interpersonal relationships. While strategic leadership is important, school administrators should ensure that strategic plans are translated into visible practices that positively influence teachers' daily work experiences.

When evaluating educational initiatives, such as leadership development programs, authorities and policymakers should increase emphasis on leadership competencies that relate to the practical aspects of being a leader, such as resource management, communication, and supervision of instruction.

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Providing training in these areas is likely to lead to immediate and measurable increases in teacher job satisfaction and school performance

School systems should also identify areas of low teacher satisfaction, particularly those related to the supervision and security of employment; therefore, support from administration, consistent/direction communication, and supportive policies are needed in order for teachers to feel secure and professionally satisfied.

Future researchers may expand upon this study by investigating the potential influence that other variables might have on teacher job satisfaction, such as organizational culture, workload, and opportunity for professional development. In addition, future research should explore the indirect effects of strategic leadership and utilize mixed methods to yield a deeper understanding of teachers' perspectives on the leadership practices and experiences of school leaders.

Finally, similar studies should be conducted on a larger scale throughout the country to validate the findings from this study and better understand the relationship between the competencies of leaders and the job satisfaction of teachers within varying school contexts.

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